

Choice and Affordability Fund Annual Report

2023



**CATHOLIC EDUCATION
WESTERN AUSTRALIA**

Catholic Education Western Australia Limited

ABN 47 634 504 135

Acknowledgement of Country

Catholic Education Western Australia Limited (CEWA) acknowledges the Traditional Owners of the lands on which we live, learn and work. CEWA acknowledges the continued deep spiritual connection and relationship of Aboriginal people to country and commits to the ongoing journey of reconciliation.



NGRB Ongoing Compliance Declaration

Section 92 of the *Australian Education Act 2013* (the Act) outlines the basic requirements for approval of a non-government representative body for a non-government school.

As such, the Department of Education is seeking confirmation that Catholic Education Western Australia Limited complies with the legislative requirements in relation to monitoring the body's compliance with the Act.

Confirmation you continue to meet basic requirements for approval.

Body corporate

Catholic Education Western Australia Limited was incorporated on 28 June 2019 under the Corporations Act 2001. It is a Company limited by guarantee and registered with the Australian Securities and Investments Commission (ASIC) and Australian Charities and Not-for-profits Commission (ACNC).

Not-for-profit (NFP)

CEWA is a Company limited by guarantee and registered with the Australian Securities and Investments Commission (ASIC) and Australian Charities and Not-for-profits Commission (ACNC). CEWA is established by the Catholic Bishops of Western Australia. Its purpose is to provide Catholic Education for all families who seek it for their children through its system of Catholic schools in Western Australia.

Financial viability

CEWA's Financial Report for the year ended 31 December 2023, has been prepared on a going concern basis, which has been endorsed by the Board of Directors and the Statutory Auditors. On this basis, we confirm that CEWA's income is sufficient to meet current and ongoing operating expenses.

Fit and proper person

The Catholic Education Commission of Western Australia (the Commission) is the governing Board of Catholic Education Western Australia Limited (CEWA). The Commission is appointed by the Bishops of Western Australia and is mandated to foster the continuous development and improvement of Catholic schools in Western Australia, and to act on behalf of the Catholic community for the benefit of all Catholic school aged children. CEWA is confidently equipped with the relevant skills, knowledge, experience and internal processes required to support schools. Regular reviews of ongoing practices ensure that staff are of sound character, are law abiding and that conflicts of interest are always managed correctly.

NGRB Annual Report Sign Off

This annual report is submitted in fulfillment of the annual report requirements in sections 50, 51 and 2 of the CAF Guidelines.

Name and Position of the person signing off on behalf of the NGRB:

Wayne Bull
Executive Director

Date: 26/06/2024





Summary of 2023

Catholic Education Western Australia Limited (CEWA) progressed most projects during 2023 in accordance with the details outlined in CEWA's revised 2022–2025 Work Plan. Further details will be provided in the overview [Progress against Agreement and/or Work Plan](#).

Progress continued to be driven by several important principles which provided a strategic framework for implementing the CAF priorities. The principles were:

1. **Building on core business and priorities** – funds are used to build on and enhance current and emerging system priorities, including national initiatives and emerging priorities.
2. **Largely centrally delivered projects** – funding and projects that are organised and delivered centrally by CEWA are generally more strategic, efficient, and sustainable. Notwithstanding this principle, this report indicates significant direct funding to many schools.
3. **Alignment with *Strategic Directions 2019–2023*** – CEWA has a strategic plan which provides directions for the system as well as a plan for improvement of outcomes for Aboriginal students – *Transforming Lives 2025*. *Quality Catholic Education* is another key framework.
4. **Reporting considerations** – projects are established to have clear key performance indicators (KPI) and sufficient qualitative and quantitative evidence available to support annual reporting, as well as internal evaluation.

5. **Sustainability** – as mentioned in point two above, CEWA is supporting projects in sustainable ways and continuing to embed these in school and system practice.
6. Alignment with national imperatives such as 'Closing the Gap' targets.

In addition to the above principles, it is important to note that projects are consistent with the ethos of Catholic education – support for vulnerable communities and maximising access and affordability in meeting parental choice.

Progress in various projects was impacted less by COVID-19 than was the case in 2022. Schools were still requested to be very cautious regarding employing any further staff due to economic uncertainties and the emerging impact of the Direct Measure of Income (DMI) funding model. Similarly, there was a delay in employing staff centrally. Visits to schools increased in 2023 to pre-COVID levels, although online communication became much more embedded, building on the significant investment made by CEWA, including CAF projects described in this report. CEWA remains keen to minimise the burden on schools, whilst online communication via Teams has been a positive outcome reflected in this 2023 report.

Notwithstanding some difficulties, CEWA can report significant achievements, especially in the areas of supporting Aboriginal students and communities – particularly in the Kimberley schools – as well as progress in the broader area of student wellbeing. The report will, for example, highlight significant investment in student and staff wellbeing and the rollout of a best-practice system wellbeing framework. The Child Safety Project, which reported progress in 2022, has made significant progress in 2023 as indicated in the following summaries.

The following tables indicate a successful continuation of the Aboriginal Families as First Educators program; support for Aboriginal Engagement officers; significant advancements in the critical area of student wellbeing and support for Curriculum and Re-engagement Education (CARE) schools.

CEWA is satisfied that all projects in 2023 further increased educational quality and opportunity for families as well as preserving choice – which is so vital for vulnerable students and families. CEWA is also satisfied that a substantial evidence base relating to achievement of outcomes and KPIs also occurred. CEWA also notes that many projects align with those proposed in the draft National School Reform Agreement.

Regional Transition Assistance funding allocations were made to 23 schools in 2023 as per the agreed Work Plan. Transition Assistance related to the DMI continues to be accumulated, with distributions to commence in 2024 as impacts become clearer. The Australian Government Department of Education, Skills and Employment (AGDESE) was also informed of a change to schools who are represented by CEWA as their Non-Government Representative Body (NGRB). Special Circumstance Funding was not allocated to schools in 2023 as no critical events impacted schools such as in other jurisdictions.

Regional Transition Assistance funding allocations to schools in 2022 were finalised and schools were informed in December 2021 so that they could commence planning. Transition Assistance related to the DMI continues to be accumulated with distributions to commence in 2024 as impacts become clearer. AGDESE were also informed of a change to schools who are represented by CEWA as their NGRB.



Progress Against Agreement and/or Work Plan

Details are outlined in the [Activity Report](#) tables. The following summary links projects undertaken in 2023 to the agreed program priorities as articulated in the Agreement and Work Plan.

In terms of **Priority A - Choice and affordability of schools including facilitating parent choice to meet student needs** – there were two key projects.

The Affordable Schools project targeted 6 smaller primary schools with lower socio-economic communities. Funding enabled the project to continue, with planning for expansion in 2023 occurring. This project supported families to access and/or continue enrolment at Catholic schools. As a measure of success, enrolments in participating schools increased, as did enrolments across the CEWA system. Similarly, the project involving the Virtual School Network (ViSN) was also successful in extending educational opportunities in Years 11 and 12. Many of the schools involved were country and lower Socioeconomic Status (SES) schools where curriculum choice is often limited.

In terms of **Priority B – Transition assistance for non-systemic schools** - discussions are currently continuing with the board chairs of non-systemic school's consequent of CEWA's recent incorporation, and funding arrangements and implications will become clearer. Allocations of accumulated funds will occur in 2024.

In terms of **Priority C – Special circumstances funding** – not applicable. There were no circumstances which impacted CEWA schools in 2023 which characterised other jurisdictions.

In terms of **Priority D - Strengthening outcomes for schools, and educationally disadvantaged schools and students** - there were four projects delivered in 2023. In keeping with the spirit of this priority, the focus was on supporting the most vulnerable families and addressing issues of educational opportunity and disadvantage. Projects focussed on Kimberley schools, with more progress occurring compared with 2022 as access became more feasible. AFaFE and Curriculum and Re-engagement Education (CARE) School support was directed towards Kimberley and other schools with high Aboriginal cohorts and vulnerable communities. The IT program made significant progress again, with the consistent use of devices and platforms now uniform in all Kimberley schools. This had a significant impact on student learning and the capacity to liaise with other schools. It also contributed to educator professional learning and significantly addressed equity issues in these schools.

In terms of **Priority E – Student wellbeing and support** – four projects continued. As reported earlier in this Report, significant progress was made in the Student Wellbeing Project with the completion and rollout of an evidence-based best practice wellbeing framework. This was accompanied by an expansion in the number of centrally based wellbeing consultants and expansion of support to schools, noting the increase in demand as the impact of COVID-19 continues. The Child Safety Project also made significant progress as reported later. Substantial outcomes were achieved in the Transforming Lives Engagement Officer project, as statistics in the report indicate. A slight change in direction of this program occurred following discussions with schools and this is reflected in the table following.

This refinement assures a more strategic and sustainable approach in the future. For the Support for Refugee Students initiative, numerous schools were supported, specifically in relation to Ukrainian refugee families. The program will expand in 2024.

In terms of **Regional Transition Funding**, the Agreement outlined that funding would be allocated to smaller regional schools with fewer than 150 students, with allocations commencing in 2022. 23 schools were allocated funding in 2023 and these are reflected in the Activity Report.

Processes for school consultation and inclusion

As previously mentioned, projects were a mixture of centrally delivered/offered as well as specifically targeted to participating school types and cohorts. Central consultants, School Improvement Advisors (SIAs), Regional Officers (ROs) and other school-attached staff promoted activities to schools. Specific individual school projects such as support for Luurnpa Catholic school and St Mary's College, Broome were concluded for 2023 and this was reflected in the revised Work Plan.

Some projects were limited by certain criteria, especially those relating to ICSEA profiles and cohorts/cultures. This is consistent with the overall program aims of enhancing choice and affordability. Notwithstanding this, all other schools could be included and where the project reflected CEWA policy, participation could be mandatory.

CEWA is satisfied that school access was equitable and covered a wide range of schools. A focus on vulnerable and needy communities was however an emphasis, which is consistent with a key feature of CEWA policy.



Risk Management

The following table was included in the 2022–2025 Work Plan and was applied during 2023. CEWA managed risk at a systemic level; the following contexts and processes supported this approach:

- CEWA as an incorporated entity – this provided strong governance and oversight of all schools across all four dioceses, including common financial and auditing requirements for each school. A refinement/upgrade of policies and procedures occurred during 2023 – and continues.
- Auditing and financial requirements are now common across all CEWA schools.
- The school audit and risk procedures mean that 30 schools per year minimum are audited.
- Staff in schools have received support regarding financial processes.
- A risk compliance officer was appointed to support all schools in 2022 and continued this work in 2023.
- Legal counsel continued to provide advice in addressing potential risk.
- System-wide data collection platform and well-developed online capacity for schools
- Impact driven projects which built on established, evidence driven understandings; no ‘experimentation’ - which reduced the possibility of failing to deliver most/all of performance indicators.
- Most projects are centrally driven and consistent with system strategic plans and priorities.
- Management model for projects – each project was the responsibility of an office Director and their consultants, and they were responsible for management of the project – check-ins with schools occurred.
- Overarching management of the entire program by dedicated central officers – milestone and financial oversight, including quarterly contact with the responsible Director.
- School Improvement Advisors and Regional Officers have an assigned number of schools – CAF updating, and support occurred; liaison occurred with responsible CEWA central staff.
- External reviews of some projects implemented in 2023.

Photos: St Mary’s School (Donnybrook), Sacred Heart School (Beagle Bay) and St Clare’s School (Lathlain)





RISK	HOW THE RISK WILL BE MANAGED
Reporting against projects and success indicators not undertaken adequately.	CEWA has a comprehensive management and compliance process, including consultants and managers specialising in the project area. Assessments of projects and budgets occurs regularly. Progress compliance and budget summaries issued quarterly.
Schools fail to implement project initiatives as agreed and specified.	Office consultants, SIAs and ROs in contact with schools; some projects require interim reports; issues typically identified early, thus enabling intervention; most projects centrally run.
Schools fail to spend or adequately account for funds received, with potential wastage of funds.	All schools run common accounting systems and protocols; records examined periodically by CEWA staff; final audit and signoff by Deloitte.
School viability is challenged, threatening engagement in project.	No system school in CEWA would become non-viable such that CAF funds would be compromised; support funding and cross-subsidisation processes exist; monitoring of schools regularly undertaken.
Work plan and CEWA processes are not flexible enough to accommodate urgent imperatives, such as special purpose funding or ministerial priorities.	The management processes and oversight are agile and responsive; CEWA has the capacity to urgently reallocate funds or if necessary, run the funding into deficit – with DESE approval – and adjust for the next year. Communication processes with schools are well developed.
Insufficient expertise exists in CEWA to effectively manage projects – office or schools.	Highly qualified and backup staff exist in offices; policies and procedures are well understood; few programs rely on one or two key staff in schools.
Projects become less relevant in terms of contemporary practice and national and local priorities.	All projects closely address program priorities and other national strategically important initiatives; evaluations are undertaken; evidence-based practice used; being mainly centrally run, CEWA can adjust; notwithstanding, local context is important. All central staff are closely briefed on projects under their remit.
Priorities within a participating school change such that participation is not as relevant.	Schools closely monitored; capacity to withdraw school if needed; all projects involve numerous/all schools potentially. ROs and SIAs liaise with schools. Adjustments to 3 projects in 2022 exemplifies strategic agility.
COVID-19 significantly impacts on the capacity to deliver project outcomes and success indicators.	Little impact in 2023.
Inadequate school consultation processes exist to ensure needs of schools are met equitably.	Effective school consultation processes are maintained; see section on stakeholder engagement. Most projects provide potential access to all schools.
Projects may become unsustainable without CAF support beyond 2029.	Most projects relate closely to existing strategic plans and school and system priorities; focus for most projects is on building long term capacity.





Activity Report

CEWA allocates each project to a relevant central Directorate and associated staff. A designated consultant or Team Leader is responsible for the day-to-day management of the specific project, which includes liaison with schools. This provides the opportunity to continuously evaluate projects against the project aims and targets. The consultant responsible for each project is also responsible for collecting the required information for the Annual Report. This model worked well in 2023, as each project developed, and the assigned officer galvanised close connections with schools.

CEWA projects typically form part of wider support processes for schools, which enables progress in CAF projects to be linked to, and contextualised within, overall school improvement. For example, CEWA is active in supporting school improvement in Kimberley and other Aboriginal schools. The system wide 'Transforming Lives 2025' strategy and the associated targets provide a collection mechanism and evidence base.



There was an internal and external review, conducted by The University of Notre Dame Australia, for the AFaFE initiative to plan for future improvement. Recent work in school-office data collection has enabled fine grained school data to be collected quickly, which has also supported evaluation and monitoring processes. Activities in 2023 reflect refinements consequent of that evaluation.

In terms of forward planning, CEWA Executive consider feedback from projects, including liaison with School Improvement Advisors and Regional Officers by September each year, to determine plans and priorities for the following year. This ensures that CAF projects are effective in terms of meeting their aims, are appropriately resourced and complement existing system priorities and existing initiatives.

CEWA also has staff assigned specifically to CAF quantitative, financial and qualitative reporting. All acquittals are signed off by CEWA Executive / Executive Director.

CEWA is also informed of national initiatives via the National Catholic Education Commission in relation to Education Ministers Meeting, Australian Education Senior Officials Committee and Australian Education Research Organisation papers.

Although slightly outside the reporting period, CEWA has engaged in consultation regarding a new National School Reform Agreement, including the most recent draft of June 2024. The three priority areas of that Draft Agreement align closely with ongoing CAF initiatives; this aligns also with CEWA strategic initiatives. Overall, this will assure ongoing effective management and oversight of CAF initiatives.

CEWA was very pleased with the progress made in 2023 and looks forward to further quality enhancements in 2024 with the ultimate focus being better outcomes for students.

Photos: John Pujajangka-Piyirn School (Lake Gregory / Mulan), Holy Rosary School (Derby) and St Joseph's School (Pemberton)





ACTIVITY/INITIATIVE

Affordable Schools Project

PRIORITY

A – Choice and Affordability

ACTIVITY DESCRIPTION

Fees in lower DMI CEWA schools are generally low and Health Care Card concessions also apply. This initiative is continuing the program in 6 schools, potentially expanding to 13 in future years, where fees are set at a maximum of \$1 per day for all students. This is aimed to increase access and retention. Schools will be funded for the shortfall in fees and this subsidy will decrease as enrolments increase and thereby attract additional State and Commonwealth funding to the school. The aim will be to gradually extend the pilot to other lower SES schools. The schools supported will generally be DMI = 92 or less schools and with at least 50% located in country regions. Schools are included after negotiation with the principal and school council. Funding allocations are calculated on the shortfall which occurs, adjusted by the increase in enrolments and are paid directly to participating schools.

CEWA also provides support for families with a Health Care Card. This enables them to pay a significantly reduced school fee, and CEWA establishes a pool to pay schools a small subsidy to defray some of the costs associated with a loss in fee collection.

Funds under this initiative are distributed to eligible schools to ensure affordability and choice for parents. Annual evaluations occur to monitor school enrolment trends and budgets. New schools which meet the criteria are approached to determine whether they are interested in being supported under this initiative. As schools increase enrolments and become self-sustaining, they withdraw from the program.

The Affordable Schools initiative accords with CEWA's strategic directions which involves ongoing support for lower DMI schools and in also preserving educational choice for families and communities.

As indicated this project has been successful in increasing school enrolments in the primary schools involved and thereby increasing potential enrolments in the secondary schools to which the primary are feeder schools. This has been highly significant in regional areas and increasing the viability of both primary and secondary schools.

Another positive outcome of this program has been the liaison between CEWA central consultants and members of the school community including principal, business manager, school council chair and the wider parent community. Feedback from participating schools has been very positive and as their enrolments increase and their Commonwealth and State payments increase, school financial sustainability increases.

OUTCOMES

- Increased enrolment in schools especially pre-primary and kindergarten.
- Increased retention of existing students.
- Improvement in financial viability of the school and associated resourcing benefits.
- Stronger family involvement.
- Evidence of students transitioning to CEWA secondary school.
- Evidence of high retention rates in schools re health care card support.
- Informed by evaluation and coupled with school liaison, possible extension to additional schools.

ACTIVITY EXPENDITURE

Centralised (Reporting year only)	\$0
Distributed (Reporting year only)	\$566,352

INDICATORS OF SUCCESS

Schools supported in 2022 included: St Joseph's School, Waroona 193; St Bernard's, Kojonup 146; St Brigid's Bridgetown 151; St Mary's Boyup Brook 127; St Mary's Donnybrook 207; St Patrick's Katanning 2162 (all country schools).

Schools supported in 2023 included: St Bernard's School, Kojonup 146; St Brigid's School, Bridgetown 151; St Joseph's Catholic Primary School, Pinjarra 176; St Mary's Catholic School, Boyup Brook 127; St Mary's School, Donnybrook 207; St Patrick's School; Katanning 2162 (all country schools).

- Effects on enrolment/retentions – enrolments across all 6 schools increased by overall 8% - a strong indicator of success in what are small regional centres with static populations.
- Planning commenced in 2023 to expand the scheme to include more low SES schools from 2025. Schools with a DMI = 92 or less were selected; the process involves negotiation with the principal and school council. It is anticipated that additional schools will join the scheme in 2025.
- Names and categories of schools receiving Health Care Card (HCC) support – all CEWA schools with families on Health Care Cards are entitled to support. More support per capita is paid to schools with higher proportions of Health Care Card families. CEWA schools were supported under this initiative and feedback from parents is that HCC support is key in their decision to enrol/remain at the CEWA school. CAF does not fund this, but it sits alongside this program of Affordable Schools.
- Indications of retention rates as a result of support – additional enrolments occurred – 8% in 2023.
- Increased enrolments in participating primary schools mostly saw these students transitioning to CEWA secondary schools where one existed, particularly in some country centres; numbers overall are too small to confidently comment on this transition to secondary schools; some students enrolled in CEWA boarding schools.
- Overall, CEWA has seen a 9% increase in enrolments across the system in 2023 and the Affordable Schools program has contributed by consolidating past schools and supporting new schools. The program is sustainable, with short term support typically required, until schools receive additional funds from GRG and State Per Capita grants.



ACTIVITY/INITIATIVE

Virtual School Network (ViSN)

PRIORITY

A – Choice and Affordability

ACTIVITY DESCRIPTION

Students in smaller secondary schools – typically in rural and remote regions – are unable to access an extensive range of subjects, in Years 11 and 12. This limits choice and may mean some students will leave the school in pursuit of wider subject ranges elsewhere. ViSN is a virtual learning platform which enables schools to access a range of subjects, including Australian Tertiary Admissions Rank (ATAR), Uniready and Vocational Education and Training (VET). Courses are developed by teachers in schools and that school then assists in delivering that course to other students. This project seeks to expand ViSN courses and to continue developing resources and provide support for students and professional learning for teachers. Funds will be used centrally to support ongoing expansion in numbers of courses and students involved. Funding will also be used to reduce costs of accessing courses for schools.



In terms of funding allocations, some funds were directed centrally to support the program organisation. The program was supported by school charges according to the number of students involved. Schools who supported a teacher delivering the course were eligible for payment and/or could use this as credit



towards students in their school who needed to enrol in another ViSN course. Any CEWA school with Year 11 and 12 is eligible to enrol students in a ViSN course.

The outcomes and success indicators show this to be a key equity service for many smaller schools. CEWA also sees ViSN playing an important future role in online delivery given the impacts of COVID-19 and the move by many schools to a blended learning model. The program also helps to address equity issues.

ViSN aligns with system initiatives in providing choice for parents. Currently the Department of Education WA provides similar opportunities through their School of Isolated and Distance Education (SIDE). CEWA Schools can access some of SIDE offerings, however costs are in excess of \$2,500 per student and not all courses are consistently available. ViSN therefore provides schools with the ability to offer a wider range of courses in Years 11 and 12, including General and VET opportunities. This has now become more significant as WA Universities continue to provide different pathways for university entry. This now means that parents are more likely to access Year 11 and 12 in their regional home, instead of relocating students to a larger secondary school, typically in Perth.

A further important outcome of the ViSN project, has been the upskilling of teachers and schools in the development and delivery of this mode of learning. The advent of COVID-19 led to an increase in blended

OUTCOMES

- Increase number of students participating by 15% per year, specifically targeting continued enrolments in Year 12 and the inclusion of additional CEWA schools.
- Prevent loss of enrolments which may have otherwise occurred due to lack of subject choice.
- Maintain high standards of achievement for students involved in ViSN.
- Provide professional learning for all teachers involved in ViSN.
- Increase the range of subjects and resources available, particularly in the languages area.
- Make ViSN a sustainable program.

learning, where students were able to mix face-to-face and remote learning. Consequently, ViSN not only provides increased breadth of study opportunities, but also reflects more flexible and sustainable delivery opportunities. As more remote learning is provided by schools, there may be opportunities to expand ViSN in other years of schooling.



Photos: John Paul College (Kalgoorlie), St Luke's College (Karratha) and St Mary Star of the Sea College (Carnarvon)



ACTIVITY/INITIATIVE

Virtual School Network (ViSN) CONTINUED

INDICATORS OF SUCCESS

- Number of schools; range of courses – in 2018, 8 teachers delivered 8 courses to 57 students; in 2019, 17 teachers delivered 17 courses to 107 students; in 2020, 23 teachers delivered 22 courses to 188 students; in 2021, 29 teachers delivered 27 courses to 239 students; in 2022, 23 teachers delivered 26 courses to 233 students. In 2023, 22 teachers delivered 23 courses to 250 students.
- Names of schools – Aquinas College 15657; Aranmore Catholic College 12856; Bunbury Catholic College 161; Emmanuel Catholic College 16319; Holy Cross College 27905; Irene McCormack College 15801; John Paul College 8783; John XXIII College 12855; Kearnan College 95; La Salle College 12853; Lumen Christi College 8780; Mandurah Catholic College 13573; Mercy College 17688; Mother Teresa Catholic School 30116; Nagle Catholic College 14537; Our Lady of Mercy College 86588; Servite College 235; Seton Catholic College 13634; St Clare’s School 15659; St Joseph’s School Northam 189 ; St Joseph’s College Albany 2712; St Luke’s College 6831; St Mary’s College 16457; St Mary Star of the Sea 206 (11 regional and rural schools).
- Number of enrolments in regional areas -total enrolments 212 – 118 Year 11, 94 Year 12. Schools reported that enrolments both provided wider choice for students, but also assisted in preventing students enrolling in another school that might have had wider curriculum choice.
- Any other quantitative data re; results, completions – A Student Voice Feedback Survey was held in 2023; Content Delivery –86% of students indicated they were always or often able to understand what they were required to do in their ViSN lessons. Technology –87% reported that they were always or often confident in how to use the technology tools in their ViSN course; ViSN Teacher – responses were overwhelmingly positive with a vast majority of students indicating that their teachers set clear expectations for their work, gave useful feedback for classwork, assignments and tests and responded to questions within 24 hours. Learner engagement – 88% of students indicated that they were given questions that made them think and were challenged by the work given to them in the course.
- Results were generally in line with a student’s non-ViSN courses, with 25% of students receiving an ATAR of 90 or above and 68% receiving an ATAR of 70 or above. 83% of Year 12 Curtin UniReady students successfully completed the course, with 4 students gaining a Certificate III in Business. 50% of ViSN ATAR subjects had a combined scaled score above the CEWA mean program in 2023, with 95% attendance.
- Teachers delivering ViSN courses were provided with extensive professional learning. All CEWA Secondary and Composite schools were visited by ViSN Consultants to provide support, analyse data and to discuss future partnerships.

ACTIVITY EXPENDITURE

Centralised (Reporting year only)	\$79,719
Distributed (Reporting year only)	\$305,181

Centralised Expenditure: Travel costs for ViSN school review visits conducted by the ViSN Coordinator and Consultants; ViSN camp venue hire; SEQTA Teach monthly licensing.

Photo: Bunbury Catholic College (Bunbury)





ACTIVITY/INITIATIVE

Regional Transition Support

PRIORITY

B – Transition Support

ACTIVITY DESCRIPTION

This initiative involves providing support for regional schools which would be adversely affected by changes to regional school funding loadings. In accordance with National Catholic Education Commission agreements, allocation was withheld for two years, and the three-year accumulated amount distributed to CEWA schools. This was allocated to selected regional schools with enrolments of 150 or fewer students; 23 schools were supported in 2023, with a direct allocation to the school as reflected in the financial summary.

Photo: St Joseph's School (Pemberton)

These funds were critical to the schools involved especially since 22 of 23 schools were small primary schools with limited resources. Although the funds provided were small, schools were able to use the funding to purchase additional resources in supporting students. Most of the schools are low DMI schools and would be eligible to receive additional support through CEWA's co-responsibility arrangements and other CAF funding, where there has been a negative impact on school finances due to changes in the funding model. In 2022, schools received a substantial amount of \$17,748 each, being an accumulation of three years funding under the regional transition report initiative. This was lower in 2023.



OUTCOMES

- Provide direct funding support to selected small regional schools whose funding has been affected by size loading changes; this will assist smaller schools to continue to offer education a choice in certain centres.

INDICATORS OF SUCCESS

Schools supported in 2023 were; Edmund Rice Bindoon, 15658; St Mary's Boyup Brook 127; St Brigid's Bridgetown, 151; St Martin de Porres Broome, 86701; St Michael's, Brunswick Junction 214; Holy Rosary, Derby 2154; St Mary's Donnybrook, 207; Our Lady Star of the Sea Esperance 13997; Geraldton Flexible Learning Centre 28992; Sacred Heart Goomalling 130; St Anne's Harvey 139; St Patrick's Katanning 2162; St Bernard's Kojonup 146; St Thomas More Margaret River 13588; St Mary's Merredin 210; St Joseph's Moora 187; Our Lady of Mt Carmel Mullewa 118; St Matthew's Narrogin 212; St Mary's Northampton 211; St Joseph's Pemberton 190; St Joseph's Southern Cross 192; St Joseph's Waroona 193; St Joseph's Wyndham 194.

- Schools will use funds to meet local needs with a focus on resources to enhance student learning.

ACTIVITY EXPENDITURE

Centralised (Reporting year only)	\$0
Distributed (Reporting year only)	\$145,510



ACTIVITY/INITIATIVE

Curriculum Re-engagement Education (CARE) schools

PRIORITY

D – Strengthening outcomes for schools and educationally disadvantaged schools and students

ACTIVITY DESCRIPTION

CARE schools cater exclusively for disengaged secondary students who typically have mental and social health issues and are significantly disengaged from mainstream education. CEWA currently operates 4 CARE schools. These schools increasingly require wrap around support from staff such as ATAs, youth workers and social workers. Support for these schools also recognises the issues emergent from COVID-19 in terms of family, economic and links to positional student wellbeing. This project involves appointing 1 x ATA and/or 1 x social worker who will be shared by the metropolitan CARE schools.



Funds are provided directly to the schools to employ the staff involved and are not centrally incurred. CARE schools in most need and with higher Aboriginal enrolments were prioritised. This project also assists

Photo: St Clare's School (Lathlain)

OUTCOMES

- Improved liaison with communities and families.
- Increased provision of therapeutic support for students.
- Increased awareness by staff in how to best support students.
- Increased student engagement.
- Increased capacity to secure related inter-agency support.

in reaching Closing the Gap targets – education engagement, health, and wellbeing.

CARE schools are an important part of CEWA's strategic initiatives in supporting vulnerable students. Enrolments are typically less than 40 students, although Clontarf Aboriginal College has more. Students in CARE schools require individual attention both in their studies and wider therapeutic support. Social Workers are important in supporting students in wellbeing issues and both St Clare's and St Francis School have reported greater wellbeing amongst their students. ATA's also play an important role in assisting Aboriginal students and do this under the direction of the teacher. ATA's also provide an important link between the school and wider Aboriginal community. CEWA is currently investigating locations of need for more CARE schools, and it is likely that increased funding will be directed to schools in the future under this initiative.

ACTIVITY EXPENDITURE

Centralised (Reporting year only)	\$0
Distributed (Reporting year only)	\$50,000

INDICATORS OF SUCCESS

- Appointment of and part support for 1 x FTE ATAs for St Clare's 15659 and St Francis' School 30238 - 0.5FTE each – Both appointments had a measurable impact in 2022 and 2023 in supporting the learning and wellbeing of Aboriginal students in each school. It also enabled more individual support to vulnerable students in SE metropolitan Perth.
- Appointment of and part support for 2 x 0.5FTE youth workers for Clontarf Aboriginal College 5624. These youth workers provided on average an additional 22 – 26 hours per week of pastoral care support to Aboriginal boarders. This included dedicated time on weekends. There was positive feedback again in 2023 in the support they were able to provide to boarders, including in the liaison role for the boarders returning to their communities at the end of the school year. This was affirmed by follow up research and feedback from a boarding transition program following on from the previous research project.
- Youth workers now work closely with the new Boarding Transition service established by CEWA in 2022 to support all Aboriginal boarding students. This continued in 2023, with feedback clearly indicating better outcomes and satisfaction levels for Boarding students.
- All schools are now in an enhanced position to identify specific student needs and to engage with outside agencies including health, community services, not for profit family support and training for work programs. CARE schools remain as an important priority for disengaged students.



ACTIVITY/INITIATIVE

Aboriginal Families as First Educators (AFaFE)

PRIORITY

D – Strengthening outcomes for schools and educationally disadvantaged schools and students



Photos: St Maria Goretti's Catholic School (Redcliffe)

ACTIVITY DESCRIPTION

This project is a continuation of the program funded by the former Indigenous Advancement Strategy, supporting schools and Aboriginal mothers and their children to engage with schools in early childhood settings. It uses the Abecedarian approach in training school staff involved in the program. The project involves schools in country and city locations with pre-school education settings and where Aboriginal Families are enrolled. CEWA engaged a university to conduct a formal review in 2022 and the results were acted upon in 2023. The formal review indicated high satisfaction levels by parents and the wider community. The funding will be used to provide training to school staff and salary payments for staff where necessary. Payments are provided to the schools involved for some aspects of the program. A key focus of the program in 2023 onwards is the engagement of parents to schooling in the broadest sense, helping to increase their engagement in the education process. This will have impacts on engagement of their older children at school.

This project also links to Closing the Gap targets, particularly discussions with the families around education, early years learning, wellbeing of students, including health and nutrition.

Funds for this project are directed centrally to employ a coordinator and to schools to support training and delivery costs. The schools involved are those that have requested support and include metropolitan and regional schools.

OUTCOMES

- At least 13 schools to be involved.
- All staff involved to be appropriately trained in program methodology.
- Maximise involvement of Aboriginal families to at least 80%.
- Increase participation and engagement of these families in kindergarten, pre-primary and year one onwards at that school.
- Increase learning and socio-emotional outcomes for children.
- Evaluate program by November 2021; make decisions for 2022 and act on these where appropriate.
- Increase family engagement and knowledge in education in subsequent years of schooling.
- Preference given to employment of Aboriginal assistants in AFaFE schools.

ACTIVITY EXPENDITURE

Centralised (Reporting year only)	\$289,715
Distributed (Reporting year only)	\$502,207

Centralised Expenditure: Part-salary recovery for AFaFE Project Manager; travel costs for AFaFE consultants in playgroup/school visits and reviews.



ACTIVITY/INITIATIVE

**Aboriginal Families as
First Educators (AFaFE)** CONTINUED

INDICATORS OF SUCCESS

Names of schools – 2023

Christ the King – Djarindjin, Lombadina 16459; Kururrungku Education Centre, Billiluna 16461 ; St Joseph's College, Albany 2712 ; St John Bosco College 30059 ; Assumption Catholic School 2757 ; Xavier Catholic School 163 ; St Joseph's School, Waroona 193 ; St Michael's School, Brunswick 214 ; St Joseph's School, Boulder 182 ; St Mary's College, Broome 16457 ; St Joseph's Kununurra 175 ; Sacred Heart School, Beagle Bay 16460 ; St Mary Star of the Sea College, Carnarvon 206 ; Luurnpa Catholic School, Balgo 4239 ; St Joseph's School, Moora 187 ; John Pujajangka-Piyirin School, Mulan 16458 ; Birlirr Ngawiyiwu Catholic School, Ringer Soak 5625 ; Ngalangangpum School, Warmun 16462 ; St Maria Goretti's Catholic School.

Demographics of schools – Schools are a combination of country and metropolitan schools, and all are low ICSEA, particularly Kimberley schools. Aboriginal cohort is 99%.**Number of staff trained; type of training** - In 2023 the AFaFE program employed 40 Aboriginal staff and five non-Indigenous staff. In 2023 CEWA trialled offering 3a Training and Network days across a full week with 36 AFaFE staff attending. In addition, in Term 1 an induction session was offered for new AFaFE staff as well as an information session for all Principals and a SharePoint site created including information and templates.

Onsite support continues to be provided with one staff member located in the Kimberley and one in the metro area. An AFaFE advisory committee was established comprising of experienced AFaFE staff from a number of playgroup sites who advise, support other AFaFE staff, plan network activities and facilitate PL sessions.

Number of children and families - Some sites had difficulty re-engaging with families after the impacts of COVID-19, where numbers continued to fluctuate over the year. Most sites, however, were able to increase attendance across the year to a more regular level.

- In terms of adults attending, in Semester 1, 435 adults attended (including 36 males). In Semester 2, 446 adults attended (45 of which were males).

- In terms of children attending, in Semester 1, 515 students attended, 6% were five years and over and 16% were over four years. In Semester 2, 568 students attended, 7% were five years and over and 19% over four years.

There continued to be a strong focus on the transition to kindy and pre-primary. CEWA is a member of the cross-sectoral group Enhanced Transition to Schools (ETTS) which provides consistency of information to families, given the mobility of many families.**Qualitative feedback from schools and families** -There was engagement from nearly 90% of families; attendance was over 80%; parents engaged well with the program across all schools; teachers/supervisors noted increases in child learning, socialisation and readiness for pre-school and kindergarten; there was increased engagement by parents and understanding of how they can support their child's learning; parents also benefited from networking with other parents. As reported above, notwithstanding the high mobility and transience of many families, transition to formal schooling was enhanced.

The playgroup family survey shows 100% of families value the program and would recommend their playgroup to others. 99% of parents recognise a difference to their child's learning and 99% of parents also recognised the importance of the program for themselves with many commenting on how important it was for their own mental health and support.

Review of Program – this was conducted by the University of Notre Dame and results were received later in 2022. Planning was undertaken to make refinements which were implemented in 2023. Most of these were minor delivery adjustments as well as indications of wider delivery in more schools. The expansion to include 18 schools in 2023 is reflective of the requests for expansion.

ACTIVITY/INITIATIVE

Aboriginal Teacher Assistant (ATA) Up Skilling Program

PRIORITY

D – Strengthening outcomes for schools and educationally disadvantaged schools and students

ACTIVITY DESCRIPTION

ATAs play an important role in supporting teachers in the learning and teaching program and can also assist in small group and one-on-one learning at the school. This project supports ATAs to study towards higher credentials such as Certificate III and Certificate IV courses, thereby enhancing their education support role as well as enhancing pathways for tertiary study to qualify as a teacher. The program also involves an experienced Aboriginal educator to assist the ATAs in their studies with the University of Notre Dame. Funds are used to pay the service provider, UNDA for training, support and certification.

The project focusses on Kimberley schools, where ATAs play an important role. Aranmore Catholic College in Perth was also supported due to the cluster of Aboriginal students enrolled. This project also links to Closing the Gap targets. ATAs play an important role in the education process as well as community liaison to address engagement and attendance. As reported below under indicators of success, this program experienced unexpected difficulties from the training provider the University of Notre Dame. This resulted in targets not being met as explained.

Photo: Ngalangangpum School (Warmun)

OUTCOMES

- At least 20 ATAs enrolled in Certificate III or higher with UNDA.
- At least 75% have good standing at the end of the year – still enrolled and either completed or nearly completed their studies.
- CEWA consultant supports ATAs along with a school-based mentor; partnership enhanced.
- Higher levels of engagement and proficiency of ATAs in classroom support.

ACTIVITY EXPENDITURE

Centralised (Reporting year only)	\$68,324
Distributed (Reporting year only)	\$0

Centralised Expenditure: Payment for Management and delivery of Certificate III and IV for students provided by University of Notre Dame Australia; attendance at Cross Sectorial ATA/AIEO/AEW Conference, held in Kununurra and Broome.



INDICATORS OF SUCCESS

Students and School Enrolments 2023

New students enrolled in 2023 - 0

Completion of Cert III Education Support - 0

Completion of Cert IV Education Support - 2

1 x Christ the King CS, Djarindjin Lombadina 16459

1 x St Mary's College, Broome 86701

Carry over students of Cert III Education Support - 5

from St Joseph's Wyndham 194; Christ the King,

Djarindjin Lombadina 16459; Holy Rosary Derby 2154.

Carry over students of Cert III Education Support - 8

from St Joseph's, Kununurra 175; St Joseph's Wyndham 194; Christ

the King, Djarindjin Lombadina 16459; Ngalangangpum, Warmun

16462; Sacred Heart Beagle Bay 16460; St Mary's Broome 86701.

There was an update of the Cert III and Cert IV Education Support by the AQF in 2022, so UNDA had to teach out the course qualifications to those remaining students enrolled. Therefore, we did not enrol any new ATAs in the updated qualifications, Cert IIIs and IVs School Based Education Support in 2023.

In April 2023 both UNDA trainers resigned from Broome and the Coordinator of VET resigned from UNDA Fremantle. UNDA could not deliver the qualification and complete the carry over students. UNDA had difficulty in recruiting trainers and a VET Coordinator throughout 2023. None of the trainer positions were filled until the beginning of 2024. Currently there are two trainers employed and still no Coordinator of VET with UNDA although an appointment process is completing.

The priority for the UNDA trainers is to complete the remaining carry over students (UNDA expect completion by August 2024 and then we will enrol a new cohort).

With the unexpected hiatus of the ATA Upskilling during 2023, alternative professional opportunities for ATAs were supported and in October 2023 a Cross sectorial ATA/AIEO/AEW conference was held in Kununurra and Broome. All ATAs in the Kimberley participated.

With a desire to maintain their learning journey, three "carry over" ATAs and one who had previously completed a qualification, commenced a Bachelor of Early Childhood Education Degree with Deakin University; two from St Mary's College, Broome 16457 and two from Sacred Heart School, Beagle Bay 16460. This is to be funded from the ATA Scholarship Program (outside of CAF).



ACTIVITY/INITIATIVE

IT Support Kimberley

PRIORITY

D – Strengthening outcomes for schools and educationally disadvantaged schools and students

ACTIVITY DESCRIPTION

CEWA is implementing new IT systems and processes across all schools. Notwithstanding, problems exist in CEWA's capacity to properly service Kimberley schools for a variety of reasons, including, but not limited to; connectivity issues; different hardware being used; variable IT capacity of staff; and the need for routine in situ maintenance and support. The capacity for students to access reliable internet impacts on learning e.g. NAPLAN online; ViSN. The project aims to standardise hardware in the 13 Kimberley schools; establish a more reliable network access and provide technicians who can visit schools more regularly.

This project is important in establishing greater equity for these schools and their students compared with their metropolitan counterparts. Remote learning will continue to provide important support for these schools. Funds will be used partly to improve infrastructure and connectivity as well as materials for schools.

As stated above, the rationale for school selection was the specific needs of this region. Discussions occurred between the school principals and the digital transformation team at the CEWA central office.

The outcomes of this project will address existing equity issues and address Closing the Gap targets, particularly educational engagement. The scaling up on online learning capacity also addresses issues associated with COVID-19 and creates flexibility into the future.

OUTCOMES

- Standardise hardware in Kimberley schools to allow for easier training and support.
- Improve and establish a more sustainable network as a basis for more learning.
- Establish a more frequent and consistent in situ support service to schools.
- Improve learning outcomes for students and access to professional learning for staff.

ACTIVITY EXPENDITURE

Centralised (Reporting year only)	\$388,060
Distributed (Reporting year only)	\$50,400

Centralised Expenditure: Extensive IT infrastructure upgrades in the Kimberley, including costs for IT Technician time and labour.



INDICATORS OF SUCCESS

- **Names of schools involved** - geolocation, student and staff numbers remained the same in 2023 as for 2022. CEWA continued to provide support, maintenance and staff training. Where numbers increased, additional devices were provided. Where breakages occurred, replacements were provided – St Mary's College Broome 16457, 52 staff, 756 students; St Joseph's School Kununurra 175, 12 staff, 161 students; Luurnpa Catholic School 4239, 11 staff, 129 students; Holy Rosary School Derby 2154, 10 staff, 121 students; St Joseph's School Wyndham 194, 5 staff, 71 students; Ngalangangpum School Warmun 16462, 9 staff, 64 students; Christ the King Catholic School, Lombadina 16459, 8 staff, 63 students; Sacred Heart School Beagle Bay 16460, 10 staff, 60 students; Warlawurra Catholic School 8787, 5 staff, 57 students; Kururrungku Catholic Education Centre Billiuna 16461, 5 staff, 50 students; Birlirr Ngawiyiwu Catholic School Ringer Soak 5625, 3 staff 30 students; John Pujajangka-Piyirn School Mulan 16458, 3 staff, 29 students; St Martin de Porres School Broome 86701, 5 staff, 9 students.

- **Details of IT hardware and internet services provided** – necessary to support connectivity – Cisco 4451 Router; Aruba CX Next Gen switching; Aruba IAP-315 Instant Wi-Fi; HP Proliant Server; 1556 devices in 2020/26 extra 2021. There was no change in 2023.

In 2023 Starlink was provided to 4 schools in the East Kimberley that do not have a physical connection with the outside world.

This has led to a significant improvement in end user experience and integrates well with the networking and hardware provided under the CAF funding.

- **Details of technical support provided** – no changes from 2022 - FTE staff; schools visited; services provided; issues arising – IT Dynamics and CEWA co-fund an IT support person in the Kimberley which makes a total of 2.0FTE support in 2023; visits to schools planned twice per term and most of these occurred in 2023; CAF funding now means there is an appropriate level of agile IT support for schools and staff, especially given the relative inexperience of many staff. The feedback from schools was that the balance of support from school visits and remotely from the Broome and Leederville offices, worked very well.
- **Qualitative feedback on efficiency of IT processes and outcomes in schools** – see below. Teachers, ATAs and TLEOs increased their capacity in 2023 to integrate the IT into classroom learning, at all levels of schooling. It also enabled students and teachers to access more resources and interact with students from other schools to share learning experiences.
 - Tangible evidence of improvement in student outcomes was again evident in 2023. Students now all have access to a device at school as well as enhanced connectivity. Their capacity to access more online learning programs has increased. Teachers report higher levels of engagement as students' confidence grows. One tangible outcome is that in 2023, 100% of CEWA schools again completed NAPLAN online – including Kimberley schools. As more longitudinal achievement data becomes available, it will be included in future reports.
 - Evidence of staff engagement and increasing expertise – principals and staff again reported increasing levels of IT expertise from staff at all levels. TLEOs – see project above – were also upskilled and encouraged to support students and develop data bases. Similarly, the ATA Up Skilling program was delivered mainly remotely on TEAMS, allowing ATAs to become more skilled in supporting student learning.
 - In terms of additionality, in 2023 it is clear that staff now have a common platform on which to work. This now presents as a significant improvement to the disparate ways of working in the past. A common platform allows for consistent presentation of professional learning, sharing across schools and remote support.
 - Kimberley school students now have access technology commensurate with metropolitan counterparts; this significantly reduces the gap between regional and remote student and those in metropolitan schools.
 - In 2023, the IT support of schools improved with new ICT hardware installed. By accessing current generation switches and wireless networks, school support calls have significantly decreased, allowing IT support partners to focus more on proactive support models.
 - In 2023, IT support requests from Kimberley schools significantly decreased due to standardised ICT infrastructure and end user device (iPads). Time to remediation significantly increased due to a standard operating environment. This means more time for teaching and learning tasks.



ACTIVITY/INITIATIVE

Student Wellbeing

PRIORITY

E – Student wellbeing and support

ACTIVITY DESCRIPTION

Student wellbeing is a major priority in schools. CEWA currently has a team of school psychologists, behaviour support consultants and child safety consultants to support schools although demand is challenging their capacity to service schools. This project seeks to establish a specialist Wellbeing team consisting of a team leader and three additional consultants to further support schools – staff, students, and parents. Funds will be used for staffing; resource development; partnerships. The team developed a wellbeing framework which is consistent with the Australian Student Wellbeing Framework, especially in recognising student voice, providing professional learning, early intervention, coaching to schools, and introduce measurement and evaluation processes. This project also recognises the likelihood of significant student wellbeing issues because of the ongoing health and financial implications of COVID-19 for families, particularly in lower SES communities and amongst vulnerable groups.

The funding under this project will be used to partially fund the activities of centrally/regionally based staff to provide direct liaison for schools as outlined above. As part of the rollout and implementation of the wellbeing framework, professional learning was provided to schools in a variety of modes – in schools, centralised meetings, and online.

OUTCOMES	INDICATORS OF SUCCESS
<ul style="list-style-type: none"> Capacity building through formalised partnerships and internal learning opportunities. 	<ul style="list-style-type: none"> Leading Wellbeing in Education Professional Certificate developed and implemented in partnership with Notre Dame University. 40 individual staff members completed course in 2023, with another 30 completing unit one of two.
<ul style="list-style-type: none"> Capacity building through coaching and consultation. 	<ul style="list-style-type: none"> 5,850 individuals received Professional Learning. 42 schools received school based Professional Learning for a total of 76 sessions. Centralised training was delivered in Flourishing Classrooms (x3), Strengths based educators (x6 including two in regional areas) with a total of 152 participants. Six Webinars facilitated. Three Conference presentations.
<ul style="list-style-type: none"> Adopting a strategic approach to wellbeing. 	<ul style="list-style-type: none"> 39 Coaching sessions were conducted, 171 Consultations to support the development of a strategic approach to wellbeing.
<ul style="list-style-type: none"> Development of a CEWA Wellbeing measure. 	<ul style="list-style-type: none"> Strategic Implementation days Phase 1 and Phase 2 (30 participants).
<ul style="list-style-type: none"> Development and strengthened communities of practice. 	<ul style="list-style-type: none"> Wellbeing measure piloted in two schools with student voice captured to support the implementation. Cluster model of staff training to build staff capacity piloted and successful.
<ul style="list-style-type: none"> Development of program partnerships 	<ul style="list-style-type: none"> Six schools completed whole staff training in Berry Street Education Model as part of a cluster.
<ul style="list-style-type: none"> Improve principal wellbeing outcomes. 	<ul style="list-style-type: none"> 24 schools trained 5 staff in URSTRONG friendship strategy in 2023. Impact data showed students developed knowledge of healthy relationships. Two Parent Child U R Strong relationship workshops – 150+ attendees live. 10 schools continuing their RULER journey, now focussed on implementation in the classroom. 73 principals accessed a total of 140 sessions with wellbeing psychologist in 2023. <p>An inquiry approach was adopted to collect data on the practices to support principal wellbeing and to design pathways to further enhance the wellbeing of this group.</p>

ACTIVITY EXPENDITURE

Centralised (Reporting year only)	\$763,421
Distributed (Reporting year only)	\$0

Centralised Expenditure: Development of Wellbeing Framework; external consultant fees-Strategic Advisory support relating to the development and operationalisation of psychology, safety and wellbeing strategic initiatives throughout 2023; salary recovery for Wellbeing Consultants and Psychologists.



ACTIVITY/INITIATIVE

Transforming Lives Engagement Officers (TLEO)

PRIORITY

E – Student wellbeing and support

ACTIVITY DESCRIPTION

This role initially involved working with families in the community to ensure that the home environment is supportive of the child's education, to increase student engagement and assist in increasing school attendance.

The CEWA 'Transforming Lives 2025' strategy has set specific targets in these areas as well as literacy, numeracy, cultural competence and Year 12 engagement. This project focused on up to 11 of CEWA's Kimberley schools.

From 2022, a slight change in the direction of the program was instituted. There was an agreed removal of the approximate \$21,000 funding to each school. This was in line where schools would become more sustainable in maintaining the employment of TLEOs from their own budget to continue the important community and school role they play. With a reduced budget, the focus moved to the appointment of central consultants to provide upskilling and capacity building.

In 2023 the funds in the Kimberley were specifically applied to the engagement of a consultant to focus on the WA cross curriculum priority, Sustainability, with the review, development and implementation of an 'on country learning framework'. The consultant, based in the Broome Office, also strategically focused on digital learning and pedagogical practices.

This project also links to Closing the Gap targets, particularly in regard to engagement, attendance, health, wellbeing and community building.

OUTCOMES

- 10–11 FTE TLEOs appointed by schools but now funded by the school budget.
- Focus on community liaison with school families and others.
- Assist in increasing school engagement and particularly attendance, ideally approaching or exceeding the 90% threshold.
- Assist in developing personalised learning plans.
- TLEOs also supported by CEWA regional office in Broome by two new consultants, with a focus on professional learning and capacity building.
- Develop greater connections with community agencies.

ACTIVITY EXPENDITURE

Centralised (Reporting year only)	\$153,302
Distributed (Reporting year only)	\$0

Centralised Expenditure: Salaries for centrally located Transforming Lives Engagement Officer(s).

INDICATORS OF SUCCESS

- **Names of schools; locations** - Christ the King Catholic School, Djarindjin Lombadina 77; Birlirr Ngawiyiwu Catholic School, Yaruman 5625; Holy Rosary School, Derby 2154; John Pujajangka-Piyirn School, Lake Gregory 16458; Kururrungku Catholic Education Centre, Billiluna 16461; Luurnpa Catholic School, Balgo Hills 4239; Ngalangangpum School, Warmun 16462; Sacred Heart School, Beagle Bay 16460; St Joseph's School, Kununurra 175; St Joseph's School, Wyndham 194; St Martin de Porres School, Broome 86701; St Mary's College, Broome 16457; and Warlawurru Catholic School, Red Hill 8787
- **New appointments and changed roles and achievements** - from 2023, funds were specifically applied to the engagement of a consultant to specifically to focus on the WA cross curriculum policy; sustainability with the review, development and implementation of an 'on country' learning framework.
- On country learning supported schools to:
 - Increase community engagement schools, parents as well as community members including rangers and cultural educators.
 - Support discussions with principals, teachers and Aboriginal Teaching Assistants utilising on-country experiences, using a two-way approach to learning outside of the classroom.
 - Support teachers and Aboriginal Teaching Assistants to link on country learning experiences to curriculum.
 - Build teaching and learning programs encompassing place-based, on country experiences.
 - Ensure Aboriginal language and culture programs were present within the 13 schools of the Broome Diocese and selected schools in the Bunbury Diocese.

The Consultant also engaged in digital partnerships on country bush trips and experiences, ensuring that students and staff were confident in using devices as a way of recording experiences for further use within the classroom.

Feedback from the 13 principals involved has suggested these approaches in upskilling have been successful in improving engagement of community and attendance, with a consolidated school approach.

Rangers and Cultural educators appreciated the opportunity to work with teachers and students to share cultural understanding within the school curriculum. The writing and recording of this passing on of cultural knowledge and practices will be utilised across the individual school programs and further developed into the future.



ACTIVITY/INITIATIVE

Child Safety Program

PRIORITY

E – Student wellbeing and support

ACTIVITY DESCRIPTION

CEWA already has a Child Safety Policy and team of consultants who are able to visit schools and provide professional learning and training for schools and their staff. There is also a Student Wellbeing Team as outlined in the project above. Both teams are now within the same directorate, although this project has a sharper focus on child safety. This project seeks to expand the operation of the team to include supporting the production of resources for schools and especially parents. Part of the project will involve the development of more online resources to replace some of the face-to-face programs, such as mandatory reporting, professional learning and other programs. The impact of COVID-19 will see difficulties arising in home environments and this is likely to be more observable in lower SES communities. Funds will be directed centrally to the operation of the team and production of resources. All schools will be eligible to access resources and professional learning.

ACTIVITY EXPENDITURE

Centralised (Reporting year only)	\$51,858
Distributed (Reporting year only)	\$0

Centralised Expenditure: Part-salary for Project Officer – Child Safe.

OUTCOMES

- Increased capacity to support schools, teachers, students and parents.
- Greater liaison with other CEWA teams such as school psychology, wellbeing and School Improvement Advisors.
- Development of resources for parents.
- Development of other online resources for schools.

INDICATORS OF SUCCESS

- As mentioned under project 10 above, there was a closer association and integration of the work of the Wellbeing Team and the Child Safety Team which has been useful for schools and ensures informed overlap but no duplication. This increased service delivery to schools and in an integrated way.
- Details of training provided and resources produced – new Child Protection Procedures and Mandatory Reporting (CPPMR) online training package and assessment developed which was mandatory for all staff, governing body members, regular contractors and volunteers. All new and existing staff completed this mandatory training; annual renewal assessments undertaken by all staff in 2023.
- The partnership with SimLab continued for online simulated training, especially for early career teachers – these allowed participants to identify risks and to practice skills in responding to a disclosure both in a group setting and one-on-one. It was delivered to 196 individual sessions, with feedback overwhelmingly positive and expressions of wider availability, not just early career teachers. This continued in 2023.
- Details of resources produced – a Training and Development Officer was recruited towards the end of 2021 continued in 2023, to create resources to support teachers to implement the Keeping Safe Child Protection Curriculum more effectively. Resource production commenced initially for Years 3 to 6 followed by targeted secondary resources; significant resource development occurred in 2023 and these have been made available across the system on the SharePoint site. Intensive work occurred with all school leaders to evaluate the status and effectiveness of child protection procedures. A particular focus in 2023 was the development and sustained distribution of resources to parents and caregivers, including a focus on boarding facilities.
- Further resource and professional learning development occurred again throughout 2023 through a partnership with the University of South Australia regarding teacher knowledge and experience in dealing with harmful sexual behaviour in students. Recruitment of teachers occurred during 2022 and continued in 2023. This will be part of a wider project to develop nationally consistent resources for teachers responding to harmful sexual behaviours in students; this project commenced in 2023.
- Conference presentations occurred throughout 2023 – Administrators' Conference; Catholic Assistant Principals' Conference; Mental Health Practitioners', Symposium; EA/TA Conference in Geraldton; Positive Education Schools Association.
- Early career teachers' presentations – Perth, Kalgoorlie, Geraldton as part of the ECT induction and ongoing support and mentor program.
- School planning days with school improvement team x 4 continued in 2023, with a particular focus on the Keeping Safe Child Protection Curriculum and related school and parent resources.



ACTIVITY/INITIATIVE

Support for Refugee Students

PRIORITY

E – Student wellbeing and support

ACTIVITY DESCRIPTION

CEWA systematically enrolls refugee students across a range of visa categories; in many cases they do not attract State or Commonwealth funding. In any case, schools do not expect fees to be paid where circumstances do not permit. The circumstance that triggered this initiative was the influx, on the Australian Government's policy, of Ukrainian families and their children who needed educational choice. These families were mostly supported by Church agencies. This project provided \$1,500 for each child to support their education at the school. The support was payable to the school to cover non-school fee items such as schoolbooks/resources, uniforms, school bags, recommended devices, retreats, swimming lessons etc. Each school was required to keep a record of expenditure for CEWA auditing requirements. This initiative continued in 2023 with expansion to wider humanitarian visa holders. As mentioned above, the support does not include tuition fees, as the system has processes in place to support schools for these.

OUTCOMES

- Provide equity of opportunity for special needs groups in emergency visa categories.

ACTIVITY EXPENDITURE

Centralised (Reporting year only)	\$0
Distributed (Reporting year only)	\$60,000

Photos: Mercy College (Koondoola) and Aranmore Catholic College (Leederville)

INDICATORS OF SUCCESS

- Five schools applied in 2022, involving 11 Ukrainian students; St Francis of Assisi Butler 18040; Loreto Nedlands 17651; Kolbe Catholic College Rockingham 13270; Star of the Sea Rockingham 2163; Aranmore Catholic College 7 students 12856.
- 11 schools applied in 2023, involving 63 refugee students; Kolbe Catholic College Rockingham 13270 - 1 student ; Aranmore Catholic College 12856 - 27 students; Chisholm Catholic College 13184 - 1 student; Holy Cross College Ellenbrook 27905 - 2 students; Irene McCormack Catholic College 1580 - 3 students; Majella Catholic Primary School 100 - 11 students; Mercy College Koondoola 17688 - 12 students; Mother Teresa Catholic College 30116 - 1 student; Sacred Heart Primary School Highgate 134 - 2 students; St Thomas' Primary School Claremont 229 - 2 students; Xavier Catholic School Hilbert 163 - 1 student.
- Ability of students involved to be provided with more equitable opportunities to be involved in their school of choice.





Financial Report

Financial summary 2023

CAF Funding	\$6,079,870
Expenditure	\$3,593,582
Interest earned	\$123,719
Deferred funding	\$2,610,008

Financial summary 2020 to 2023

CAF Funding	\$28,498,060
Expenditure	\$17,423,789
Interest earned	\$247,439
Deferred funding	\$11,321,710

Accounts 2023

EXPENDITURE	BUDGET CENTRALISED	BUDGET DISTRIBUTED	ACTUAL CENTRALISED	ACTUAL DISTRIBUTED
A – Choice and affordability	\$213,900	\$1,126,724	\$79,719	\$871,533
B – Transition Assistance – Regional	\$0	\$144,130	\$0	\$145,510
B – Transition Assistance – Former NAAF schools	\$0	\$0	\$0	\$0
B – Transition Assistance – Other	\$0	\$0	\$0	\$0
C – Special circumstances	\$0	\$0	\$0	\$0
D – Student outcomes	\$796,022	\$633,978	\$746,099	\$602,607
E – Student wellbeing	\$1,142,382	\$0	\$968,581	\$60,000
Administrative	NA	NA	\$119,532	NA
All priorities	\$2,152,304	\$1,904,832	\$1,913,932	\$1,679,650

Summary of CAF funding budget

	2020 ACTUAL	2021 ACTUAL	2022 ACTUAL	2023 ACTUAL	2023 ACTUAL
Payments	\$4,866,025	\$5,637,492	\$5,834,803	\$6,079,870	\$6,262,263
Total expenditure	1,876,598	\$3,921,502	\$4,438,526	\$3,593,582	\$7,549,639

	2025 BUDGET	2026 BUDGET	2027 BUDGET	2028 BUDGET	2029 BUDGET
Payments	\$6,450,131	\$6,643,635	\$6,842,944	\$7,048,232	\$7,259,679
Total expenditure	\$7,667,486	\$8,195,378	\$8,394,687	\$8,599,975	\$8,811,420

Summary of CAF regional transition budget

	2020 ACTUAL	2021 ACTUAL	2022 ACTUAL	2023 ACTUAL	2023 ACTUAL
Regional allocation	\$131,899	\$136,384	\$141,707	\$148,231	\$153,271
Regional expenditure	\$0	\$0	\$408,215	\$145,510	\$153,271

	2025 BUDGET	2026 BUDGET	2027 BUDGET	2028 BUDGET	2029 BUDGET
Regional allocation	\$158,482	\$163,870	\$169,443	\$175,203	\$181,160
Regional expenditure	\$158,482	\$163,870	\$169,443	\$175,203	\$185,656



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