**Non-Government Reform Support Fund**

**2020 Annual Report**

**Catholic Education Western Australia Ltd**

**Executive Summary**

As outlined in the 2020 Work Plan, activities in 2020 were based on the strategic principle that system approaches deliver more effective outcomes than a focus on individual schools. A system-led approach is resource effective, delivers a consistent message, minimises duplication, can be contextualised in current processes and delivers a high level of accountability. It also ensures that Australian and state government priorities can be effectively addressed.

In 2020, CEWA again focused on the allocation of funds and system strategic initiatives, on the three specified priorities. The bulk of the Reform Support Funds were applied to priority three – Improving governance and financial practices in schools. Activities in 2020 built on these priorities as well as a number of others that accord with the CEWA Strategic Initiatives plan and the Bilateral Reform Agreement. For 2020, the three main priority areas – and associated projects – were:

**Priority Area 1 - Quality assurance, moderation and support for the NCCD on School Students with Disability**

CEWA has for many years, allocated considerable resources to this area and has made considerable progress across the system. In 2020 a CEWA Team Leader and over 18.3 FTE specialist consultants supported schools on a range of matters, including assistance with the NCCD. The consultants worked successfully with school staff to ensure consistency in assessments of students and conduct moderation activities between themselves. The work of these consultants will continue to focus on the NCCD. There will continue to be a significant focus on the NCCD, involving assisting teachers of students with disability and school administrators, to understand the relevant guidelines. CEWA is confident that schools are currently making appropriate judgements with respect to the NCCD. Additional RSF funds will be directed to enhanced data management to ensure records of students are accurate and reflect students’ assessments of categories of disability and this was reflected in the 2020 Work Plan and RSF Strategic Plan 2019 – 2022. CEWA is satisfied that significant progress in this project was made in 2020 to address any issues and also to assure consistent judgements and support to students into the future.

**Priority Area 2 - Implementation of the online delivery of the National Assessment Program**

CEWA has invested considerable resources in assisting schools to prepare for the planned implementation of NAP online notwithstanding its cancellation in 2020. ICT support in CEWA, assisted schools to ensure connectivity and hardware requirements were appropriate. Centrally based specialist consultants continued to support ICT staff in schools. CEWA also used existing consultants to assist teachers in evaluating data and in planning ongoing strategies to support learning and teaching. Funding from the RSF was directed towards supporting schools through additional ICT backup and assistance as well as additional support in data basing. This applies to schools’ online framework and engineering as well as technical and teacher expertise. As included in this report, one Kimberley school will not participate due to connectivity issues. Despite the cancellation of NAPLAN online in 2020, the above liaison work continued with schools in preparation for 2021.

**Priority Area 3 - Improving governance and financial management practices in schools.**

Most RSF funding was directed to two broad activities. First, a risk management program developed as a system approach to ensure that CEWA schools have a clear way of identifying operational risks, recording the risks, assessing risks and planning ways to mitigate against or solve risk issues. This implementation commenced successfully in 2018, with nearly all schools attending risk management information sessions and professional learning. Schools have commenced revision of current policies and this continued in 2020 and beyond, as reflected in the Strategic Plan 2019 – 2022. Additional focus was also placed on school audits against both CEWA policies as well as state government registration standards. CEWA is satisfied that significant progress has been made in this area which provides a basis for further development and consolidation in 2021 and beyond.

The second activity involved the implementation of a system wide financial, information and accountability platform. CEWA schools currently use MAZE software for the financial management and student administration processes in their schools. This is a legacy product installed on each school’s server, degrading and costing substantial sums to maintain.

Replacing MAZE with MS Dynamics financial software is a part of CEWA’s digital transformation initiative and a key part of its new Administration of Schools (AoS) platform. This will ensure that schools use standard financial accountability systems and processes and meet all regulatory obligations. In 2020 support consultants assisted schools with a significant number finalising implementation. The reporting for this project will indicate 100% migration for primary schools and progress with secondary schools. CRM office also played an important role.

Support for school leadership, the CEWA Strategic Plan and the School Climate Survey are other projects which have supported priority area 3.

Additional to the above three program priority areas, other projects support teaching and learning, with one directed towards Aboriginal students and families. These projects are consistent with the Bilateral Agreement as well as Australian Government priorities.

**Progress against your strategic plan**

The Strategic Plan 2019 – 2022 incorporates the three key priority areas described above as well as a number of other initiatives, many of which build upon 2020 projects and initiatives. The 2020 Work Plan reduced the number of projects to 12. No new projects were added; 2 projects were transferred to CAF funding as there was a clear fit with CAF strategic priorities. CEWA is satisfied that the Strategic Plan continues to set out the pathway for projects in 2021 and 2022 and is consistent with Annual Work Plans submitted.

All projects described in the tables following, contributed to CEWA’s Strategic Plan.

**Relationship with your state and territory government**

The Bilateral Reform Agreement was signed late in 2018 between CEWA, The Association of Independent Schools of WA, and the Department of Education of WA. This followed a significant period of consultation between the three education systems and relevant officers. The priority areas for CEWA are;

* Supporting student engagement and wellbeing in schools – this includes strategies to improve student behaviour; positive parenting programs; increasing beginning teacher expertise; delivering professional learning to staff; anti-bullying programs; cyber safety programs; addressing student mental health and wellbeing.
* Increasing virtual learning opportunities i.e. VIsN
* Addressing the Australian Curriculum General Capabilities
* Programs involving leadership talent identification, recruitment, and support; support for early career teachers; implementation of a Climate Survey for schools
* Addressing Closing the Gap initiatives such as Transforming Lives 2025; support for Aboriginal educators; rollout of a Cultural Competency program
* NCCD for students with a disability

As well as these CEWA priorities in the Bilateral Agreement, there many other initiatives which are being implemented across other/all education systems.

Collaboration will continue between stakeholders as has been the case in 2020. Practical examples include liaison cross-sectorally with NCCD consultants and officers in moderation processes (although these were suspended in 2020 due to COVID-19); school audit processes and liaison with government officers in particular; close collaboration with officers at DOEWA and AISWA with respect to ViSN; ongoing discussions regarding support for early career teachers; and liaison with school psychologists across all three systems. The priorities listed above are, in many cases, shared by all three systems. CEWA has also shared information regarding the school leadership programs delivered. Modifications occurred as a result of discussions, specifically with the WA Department of Education. In respect to the STEM project, meetings were held with both other education systems regarding resource identification, including liaison with the School Curriculum and Standards Authority.

As part of the RSF 2020 Work Plan, links to specific Bilateral Reform Agreement priorities were indicated.

**Project Report**

As indicated in the introduction/Summary all three priority areas have been addressed, with highly satisfactory achievement despite the impacts of COVID-19. Several projects focussed on Priority 3 based on the principle that compliance and good governance are the foundation for school improvement. As reported below, significant progress was made in CRM Office and AoS, which improved date transmission, storage, access and consistency across schools. Support for NCCD as well as for NAPLAN Online. Despite NAPLAN being cancelled in 2020, CEWA c4ontinued to work with schools to assure system readiness in 2021. Although not required for the 2020 Annual Report, it is worth noting that all but one Catholic school participated in NAPLAN 2021 online. Other projects centred around improving outcomes for Aboriginal students; this is consistent with the Strategic Plan and other Australian Government imperatives such as Closing the Gap.

CEWA has implemented the same/very similar projects from the commencement of RSF support in 2019, and following on from the predecessor, the SFSF. This strategic approach has maximised sustainability, equity, consistency and effectiveness.

Projects have been achieved by supporting central infrastructure and quality processes. An example is the ongoing rollout of the NCCD where the RSF project was juxtaposed within the wider school support provided by 18.3 consultant psychologists and a team leader. A similar approach – system driven co-investment – occurred in most other projects. From an operational perspective, a CEWA Director and associated Team Leaders are responsible for the implementation, including liaison with the schools involved.

Special mention needs to be made regarding the Cultural Competency project. As a result of a Working Party consisting of CEWA Office staff and school leadership, it was decided that existing ‘off the shelf’ programs did not suit the needs of staff. A change in direction occurred in 2020 whereby a consultant was appointed 0.5FTE to lead work on developing a brief to engage an external agency to conduct an equity audit to inform the development of a cultural security program that specifically met the needs of all CEWA schools – students, staff and communities. The report on percentage progress against the 2020 Work Plan will indicate zero; against the changed direction, significant progress has however been made.

**Summary of 2020 achievements**

| **Project title** | **Project description and activities** | **Expected outcomes/****Overall achievements** | **Indicators of success** | **Additional activities and information** |
| --- | --- | --- | --- | --- |
| 1. **Climate survey for schools**
 | This involves a system-wide benchmarked accountability survey which involves school stakeholders and covers all aspects of school operations.The survey was developed in collaboration with an external organisation.Activities include administration and central assistance to schools in the interpretation of results. | * Completion of workshops with school leaders - Achieved
* Workshops with the 8 School Improvement Advisors (SIAs) and Regional Officers (ROs) and schools- Achieved
* School leadership teams begin using results from 2019 for planning and school improvement actions in 2020- Achieved
* Survey administered in 2020; basis for school planning and improvement in 2021 - Not achieved
* Discussions around school improvement occur on whole school basis - Achieved
* Climate survey informs other school accountability processes -Achieved
 | * Survey instrument administered in schools – this did not occur due to COVID-19 – see adjoining column. - 0% achieved
* Consultation and familiarisation conducted with principals in various forums. – this occurred in the context of school improvement at two leaders’ forums – approx. 500 at each forum, as well as liaison with schools – visits and online – 100% achieved
* Results of work with schools on whole school improvement planning; feedback from SIAs and ROs on effects of survey on school improvement - SIAs and Regional Officers liaised with 100% of schools re; school improvement and related issues – the 2019 survey results were used as part of this process – 100% achieved
* Brief evaluation conducted; feedback processed to influence ongoing surveys – all schools provided feedback re; the new NSI instrument; close liaison with the 100 schools who will be using this survey for the first time in 2021 – familiarity, approaches to analysis etc – 100% achieved
 | * Work was finalised on a new instrument – The National School Improvement (NSI) school climate survey in collaboration with Curtin University; now ready for 2021 rollout
* The 2020 survey was postponed due to seeking to minimise burden on schools due to COVID-19, as well as the potential of COVID-19 to skew responses, thus impacting on validity.
 |
| 1. **School audit, policy and risk analysis**
 | This involves an integrated audit process of schools typically every 5 years or more often as required; it covers system requirements as well as external regulatory requirements, including the System Agreement.Two external auditors liaise with CEWA and visit schools for auditing against the System Agreement. | * Revised school audit process to assure school compliance with the State System Agreement and other national and state regulatory frameworks. - **Achieved**
* System policies and governance structures ensure policies and procedures are contemporary and comply with existing and changing education and regulatory frameworks. - **Achieved**
* CEWA-developed PRIME (Policy Risk Information Maintenance Education) implemented fully in schools to enhance compliance. - **Achieved**
* CEWA able to assure appropriate compliance to state government in terms of System Agreement - **Achieved**
* CEWA policies re-written to meet system and external requirements, especially with the progressive roll out of CEWA Incorporation. - **Achieved**
 | * Reports from external school audit consultants; quantitative and qualitative information re activity and any issues with school compliance - 26 school registration audits facilitated (17% of CEWA schools) by independent consultants resulting in full compliance of the cohort with the Registration Standards for Non-Government Schools in WA (this is consistent with the aim of auditing a school every 5 years – or more frequently if necessary) – 85% of planned achievement.
* Training school auditors; workshops held with key CEWA staff including SIAs and ROs; meetings held with school principals - 2 training sessions held with school audit consultants and 3 workshops held with key CEWA staff including SIAs and ROs and 8 meetings held with school principals collectively and individually – 100% achieved
* Minimum of 20% of CEWA schools to be audited in 2020. – see dot point 1 above – 85% achieved
* CEWA policy writer to continue work on policy review and school familiarisation; at least 70% of CEWA policies reviewed, revised and work-shopped with schools and key system personnel; new policy compliance fully embedded in school audit and related processes.- CEWA policy team revised 40 system wide policies developing 4 key policies supported by 26 directives; this removes duplication of policies across the system e.g. now one enrolment directive replaces 163 school enrolment policies – 100% achieved
* PRIME platform used by schools. – all 163 schools have implemented – 100% achieved
* CEWA records management enables audit data to be used in other accountability processes such as school visits, cyclical review.- 10 workshops held with school leadership teams to build collective understanding of the revised policy and compliance framework; CEWA records management enables audit data to be used in other accountability processes such as school visits and the cyclical review, increasing efficiency and accountability - 100% achieved
 | * COVID-19 had minimal impact on this project. One positive outcome was the implementation of effective online processes with the audit officer conducting the required dialogue via Teams. As a result of CRM and AoS deployment, the collection of information necessary for the audit has been streamlined.
 |
| 1. **CRM office**
 | This project involves the development of the Microsoft Dynamics customer relationship management platform (CRM) which will provide a streamlined single point of contact platform for school contact and communication. Consultants work with schools to assist in data migration and related data processing. | * Continue to work towards centralising 100% of school demographic information; will enhance system reporting, efficiency and accountability. - **Achieved**
* Enhance engagement between CEWA and schools and between schools in terms of information sharing such as tracking enrolment opportunities across schools.- **Achieved**
* Streamline access to information. - **Achieved**
* Creation of a data warehouse incorporating over 50 different emerging and historical data.- **Achieved**
 | * Migrate as many primary schools as possible - demographic data bases to new CEWA Cloud; report on numbers and effectiveness. - Staff have successfully moved data from on prem to Azure - this is approximately 27,739 records. This represents about 70% of records; there is evidence of more streamlined access to and use of data.- 80% of target achieved
* Migrate as many primary schools as possible financial and operations data to new CEWA Cloud – 87 migrated – 100% of capacity/90% of target achieved
* Deliver appropriate training drive continual improvement in new platform; quantitative and qualitative data - a training role was created and appointed in 2020. This role was responsible for creating and delivering training to office personnel and schools; most of this occurred in situ with an individual school and with individuals or small groups within the office - 100% achieved
* Deliver appropriate training to office staff to drive continual improvement in new platform; quantitative and qualitative data. Qualitative and quantitative data - a training role was created and appointed in 2020. This role was responsible for creating and delivering training to office personnel and schools; most of this occurred in situ with an individual school and with individuals or small groups within the office.- see above - 100% achieved
* Deliver appropriate training to school-based staff to enhance business processes - qualitative and quantitative data. - 2 webinars were run and planning commenced to create 1 video per directorate for a total of 8 training resources. - 80% achieved
 | * COVID-19 had some impact in restricting visits to schools; online communication was used where possible
* Migration of schools and office personnel has had overflow effects to other RSF projects by enhancing data procedures.
 |
| 1. **AoS deployment**
 | The Administration of Schools (AoS) project is part of the CRM and Microsoft for finance and Operations suites and is designed to draw disparate data sources together and allow CEWA office and schools unprecedented access to information and resources to drive business and academic improvement. | * Schools migrating to the new platform will have more effective financial management.- **achieved**
* Implementing common and universally understood financial, accounting and related practices will improve individual school and system accountability and efficiency.- **achieved**
* Minimise disruption by preserving parity to existing systems used in CEWA schools – MAZE; CES; SEQTA.- achieved
* Increase and maintain the level of financial expertise in school staff, especially smaller schools which typically do not have a business manager or equivalent.- **achieved**
 | * Majority of primary schools migrated from MAZE/CES to AoS by end of 2020. - 90% of schools migrated which represents 100% achieved
* 30% of secondary schools migrated from MAZE to AoS by end of 2020 - early adopter secondary schools migrated from MAZE to AoS by end of 2020; 8 schools - 60% achieved
* Training and support packages developed and rolled out -quantitative and qualitative data provided training and support packages were rolled out; centralised support provided to all schools including those not migrated.- 100% achieved
* Personalised portals developed for teachers, students, school leaders and parents; quantitative data provided. Ability to access reporting and school information centrally reducing the amount of information schools need to provide – this occurred for all schools migrated - 100% achieved
* Enhanced process established in schools from application to enrolment; Improved school to school transfer particularly primary to secondary – positive feedback from principals involved. Evidence of greatly improved accuracy and efficiency in school to school; and school to office interfacing -100% achieved
* Enhanced reporting from a centralised perspective – efficiencies and greater accountability noted by central staff at the office - 100% achieved
* New features including integrated uniform shop; improved billing; timetabling integration implemented in schools – 0% achieved
* Ongoing review of additional modules and capabilities which can be added; feedback report provided.- this occurred in all migrated schools with feedback gathered to assist ongoing implementation refinements – 100% achieved
 | * COVID-19 had some impact in terms of limiting school visits. Online support via Teams addressed this.
* The complexity of data management and the magnitude of data involved resulted in a more staged approach to larger secondary schools; target is 50% of secondary schools migrated by end 2021.
* As recorded in the adjoining column, there were a number of related advantages, especially the addressing of equity issues with lower resourced low SES and smaller primary schools, as well as a wider number of applications in school management and related processes.
 |
| 1. **CEWA Strategic plan implementation**
 | CEWA developed a strategic plan for 2019 –2021 and after much consultation now needs to be embedded in strategic planning in schools. The strategic plan supports all three reform aspects in this work plan – quality and equitable education; enhanced governance and accountability; and upskilling educators and leaders. The project involves using some renowned strategists such as Fullan, to assist CEWA best implement the plan. | * Develop shared understandings of the CEWA Strategic Plan within the office and system; align policy and practice to the plan.- **achieved**
* Assure gradual commitment to the Strategic Plan across the system including its integration in existing and emerging initiatives, including individual school strategic plans.- **achieved**
 | * Run workshops with school leaders to familiarise them with the plan and how it is used as a basis for specific school-based planning; 100% of schools are aware of the plan; qualitative reports from SIAs and ROs.-- two major Leaders’ Forums were held in February and July and organised as a series of online hubs – 12 in total. All school leadership teams were involved with total online attendance about 500 for each forum. Part of the whole day forum focussed on the strategic plan, and in particular its connection to system priorities, policy development and the emerging school improvement framework ‘Quality Catholic Education’. – 100% of achieved
* Work with schools to develop broad KPIs or targets to measure implementation of the plan; reports on broad school progress. - Schools were supported to embed the system Strategic Plan and the Quality Catholic Education improvement framework into their individual school Strategic Plan for school improvement. SIAs and ROs were key personnel in supporting schools. All schools had an operational strategic plan in 2020.- 100% achieved
* Produce an evaluation by the end of 2020 outlining ongoing implementation progress. - The evaluation of the Strategic Plan and particularly Quality Catholic Education occurred including the progressing of the Quality Catholic Education framework; this was also supported by a working party which included central office and school-based members. The two large forums described above also built-in opportunities for interactive discussions to evaluate and provide feedback – 100% achieved
 | * COVID-19 impacted on the in-situ engagement of Michael Fullan and associated PL although this had no material impact on the ongoing rollout and beneficial integration of the Strategic Plan into wider system school improvement frameworks.
 |
| 1. **Support for STEM**
 | This project aims to increase the profile of and student participation in STEM particularly in primary schools and in smaller secondary schools where the range of STEM subjects might be more limited. It will involve centrally employed STEM consultants working with schools. | * Raise profile of STEM in schools particularly in primary schools.- **achieved**
* Increase exchange of information across schools.- achieved
* Raise knowledge and capacity of teachers re; STEM, particularly in primary schools.- **achieved**
* Increase access to STEM subjects on the Virtual School Network (ViSN) for CEWA schools. - **achieved**
 | * Consultants to work with teachers in schools; minimum 60 schools involved.- prior to COVID-19, consultants worked with 5 schools in the Geraldton region as a STEM hub as well as developing a STEM mentor group from 3 key schools to work with other schools. During COVID-19, delivery from consultants and mentors occurred online through STEM Teams meetings. A STEM online symposium was attended by teachers from 8 secondary schools and 17 primary schools. – over 60 schools were supported – 100% achieved
* Schools identified where STEM is relatively well embedded, especially primary; potential network/mentor teachers identified.- Eight schools from the metropolitan and country regions were identified as best practice STEM schools and mentors from these schools worked with other schools to showcase activities and support teachers. One of these schools – Sacred Heart Primary School in Highgate - was runner-up in the 2020 Governor’s school STEM Awards. 100% achieved
* The STEM Sharepoint established to share resources - the STEM Sharepoint was established with appropriate resources uploaded, including a series of STEM projects/units to support remote learning.- 100% achieved
* Collect appropriate resources from schools and upload onto Microsoft TEAMS portal; ongoing during COVID-19 a series of STEM-based projects/units were planned and delivered to schools to use as part of their remote learning teaching and learning practice. These STEM projects/units were delivered via professional learning on the Microsoft Teams platform to the system wide STEM Team, which has a membership of 446 -100% of expectation
* Nature of resources produced and PL delivered; qualitative data - Clontarf Aboriginal College was provided with funding to deliver an automotive VET Certificate II Engineering and Automotive program with 8 students, including 3 girls; funding assisted in developing industry specific literacy and numeracy skills as well as the background technical skills. See previous dot point for details of resources - 100% achieved
* ViSN continued to provide access to STEM subjects, with enrolments stable and stronger enrolments in Human Biology.
 | * COVID-19 impacted on certain activities such as planning for a student showcase. Notwithstanding, there was considerable progress made with the uploading of resources on Sharepoint.
* The allocation of funds to Clontarf Aboriginal College to assist with Automotive Engineering training was an important additional initiative, particularly from an equity viewpoint.
* One advantageous outcome of COVID-19 was the development of a series of STEM projects as part of remote learning.
 |
| 1. **NAPLAN online**
 | Support all school to participate in NAPLAN online, including ensuring school technical capacity and data interpretation and curriculum support.This project involves the engagement of central consultants to support schools. | * Work with schools to ensure smooth implementation of NAPLAN online in May 2020; ensure connectivity and technical capacity.- **achieved**
* Assist schools in timely data analysis and planning. **achieved**
 | * Oversee a final readiness health check by March 2020. - in 2020, prior to COVID-19, all CEWA schools underwent a health check and with the exception of one school, were deemed ready to administer online NAPLAN administration. 100% achieved
* Report on school engagement and those schools still requiring pencil and paper testing; - Aside from Warlawurra Catholic School in Red Hill, all schools were deemed online ready. This school would have needed pencil and paper testing but are online ready for 2021 -100% achieved
* Consequent of the outcomes of this check, provide support to schools - Work was undertaken to provide a system delivery of NAPLAN data through Power BI. The school support consultants worked with schools, helping them to analyse their NAPLAN data from 2019. 20 professional learning sessions were administered to schools by these consultants. These included 4 workshops in regional areas. The professional learning was administered remotely during and post COVID-19. The school support consultants also provided data analysis support during curriculum planning days to 75% of schools – 100% of expectation
* Provide central assistance to schools in terms of data analysis; undertake school visits where appropriate – see above – 100% achieved
* Prepare an internal report identifying any issues in 2020 and recommendations for 2021 - Aside from the one school not ready in 2020, no further issues were reported. The recommendation for 2021 was to ensure that all schools had access to suitable devices and had adequate IT infrastructure to support online testing. 100% achieved
 | * COVID-19 had little effect on CEWA’s work with schools to ensure readiness for online delivery, even though NAPLAN was cancelled in 2020.
* As reported in the adjoining column, CEWA continued to work with schools to ensure 100% participation in 2021.
* 2020 also provided the opportunity to consolidate on PL re; data interpretation and curriculum planning.
 |
| 1. **Transforming Lives 2025**
 | Several years ago CEWA implemented Transforming Lives 2025, a blueprint for improving indigenous education in CEWA schools and offices across areas such as attendance, outcomes, year 12 completion rates, enrolment, community building, engagement and Indigenous employment.The project will support the work of the Aboriginal Education Team in working towards the targets. | * Improve a range of outcomes for Indigenous students in CEWA schools; literacy, numeracy, engagement, participation, attendance, year 12 outcomes.- **achieved**
* Improve rates of employment and training of Indigenous staff in the CEWA system.-**achieved**
 | * Continue to promote the stated outcomes and targets in Transforming Lives 2025 in CEWA schools and offices -this was achieved by continued use and updating of the website; the work of 8 School Improvement Advisors and Regional Officers, as well as Aboriginal Education team members liaising with schools, largely online - 100% achieved
* Continue to provide annual progress reports against stated targets; - The 2020 Transforming Lives Progress Report was presented to CEWA Executive. Many of the outcomes were not specifically funded by RSF. These reports indicated satisfactory progress against key indicators. 100% achieved
* Work closely with schools who seek assistance in increasing outcomes for Indigenous students; qualitative feedback - this continued in all schools who requested assistance and where outcomes suggested that support was required. The Transforming Lives 2025 framework and the school’s strategic plan were key reference points. - 100% achieved
* Provide a focus on remote Kimberley schools and Curriculum and Reengagement Education (CARE) schools where students and families are most vulnerable; qualitative and quantitative feedback. – consultancy support was provided to St Martin De Porres CARE school in Broome as well as targeted consultancy, mentoring and professional learning support to the other 13 Kimberley schools; This CARE school was only established in 2020 and no reliable data can be provided due to very small enrolments. - 100% achieved
* A new element of this project was implemented in 2020 – Profession Learning in Culturally Inclusive Pedagogies regarding teaching students in the Kimberley who speak a language/dialect other than English as their first language Aboriginal Education consultants worked with teachers in 10 Kimberley schools.
* Support for leaders in Kimberley schools was provided in two sessions – August and November – with a focus on student learning and wellbeing.
* All Kimberley schools have been assisted to develop School Improvement Plans, particularly focussing on learning goals for students.
* Students with Disability consultants also worked specifically with Kimberley schools to support students.
* VET support was provided specifically to Balgo and Warmun.
* Early years playgroups were supported by consultants in five Kimberley schools.

All of the above contributed to the 100% achievement of support to Kimberley schools. | * COVID-19 has had some impact in terms of reducing/ceasing visits to schools such as those in the Kimberley. This impacted on some goals e.g. attendance was impacted and there was disruption to Aboriginal boarding.
* One key initiative which emerged in 2020, was the decision to focus this RSF component on developing a Kimberley hub to focus on English as an Additional Language/Dialect which is seen to be an area of need. This will primarily aim at upskilling/supporting teachers, resulting in improvements in students’ literacy and wider learning.
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| 1. **Support for NCCD**
 | Activities reflect acontinuation of current work in this area involving about 18.0FTE consultants as well as other central office support working with schools to ensure consistent decisions re students with disability are made. | * Continued improvement in judgments and classification of students.- **achieved**
* Ongoing awareness by principals and school leaders.- **achieved**
* Outcomes for students - involved improve through the implementation of the most appropriate programs.- **achieved**
 | * At least two moderation meetings held during 2020; cross sectoral liaison occurs where possible; - two moderation meetings were held for Disability Support Coordinators – primary as well as 2 moderation meetings for Disability Support Coordinators – secondary.; moderation sessions continued to occur at the school level; cross-sectoral moderation sessions were postponed due to COVID-19 issues but it is anticipated these will recommence in 2021. - 100% achieved
* Information sessions provided to school leaders and staff dealing with students with disabilities; school visits continue; quantitative and qualitative data re; scheduled and non-scheduled visits - school visits continued; quantitative and qualitative data re; scheduled and non-scheduled visits.- face to face workshops, online and one to one school level support continued. These sessions increased reliability and consistency of teachers’ professional judgements; facilitated conversations that draw upon teachers’ knowledge of their students and practice regarding personalised learning support; and supported schools in aligning the decisions regarding which students to include under the Standards and the definitions and descriptors of the levels of adjustment and categories of disability in the NCCD model. 100% achieved
* Quantitative review of categorisations; qualitative information re; consistency. – CEWA systemic schools NCCD data 2019 and 2020 has been fully analysed to highlight individual school trends as well as comparisons between like schools, dioceses and regions; there are 9 main areas of data coverage/analysis; Data consequent of this analysis will be provided to schools in Term 1, 2021 for discussion.- 100% achieved
* Central database maintained and further refinements where necessary; refinements implemented where required. - refinements implemented where required all NCCD data are recorded on CEWA AoS or MAZE school management systems at the school level. Both systems provide a Student Detail Report and a Summary Report. Historical records of NCCD data are maintained at the school level. Uploading of evidential requirements to CEWA AoS is currently being investigated. - 100% achieved
 | * As indicated, the only substantial modification was the cancellation of cross-sectoral moderation sessions. Sessions with school increased, especially liaison with regional schools.
* A significant addition was the implementation of refined data and information systems provided partly by the CRM and AoS projects outlined earlier.
 |
| 1. **Support for early career teachers**
 | This project involves centrally developed and supported programs to support teachers during their first three years of employment, but with a focus on first year appointments. The program involves providing centrally organised professional learning and mentoring to ECTs with a focus on country schools. | * Increase support for ECTs across all aspects of teaching and school culture.- **achieved**
* Establish network opportunities between ECTs and other stakeholders; develop mentoring practices in schools.- **achieved**
* Involve school leaders to increase their awareness of contexts facing ECTs.- achieved
* Assist ECTs to transition to AITSL ‘proficient’ classification and higher.- **achieved**
 | * Three full days of Professional learning offered to all ECTs; commencing early 2020 and spaced over four country and two metro; - COVID-19 impacted on the delivery of the face to face interactive meetings. Accordingly, one day was offered in Term 1, Terms 2 and 3 cancelled, and a 4th day in Term 4. Attendances were 89 in total. 50% achieved with two days cancelled
* Feedback from schools. - Feedback from ECTs was collected using a survey using a Likert Scale as well as open-ended questions. Feedback from participants indicated strong satisfaction levels for both days. - 100% achieved for the two days provided
* Number of ECTs assisted through registration process.- the content of the days was aligned to the registration standards ‘Proficient’ which assisted teachers in achieving the required school standards. Online support was provided during COVID-19. A total of 270 ECTs; 90% registered as ‘Proficient’ – 100% achieved
* Tracking system used to gather data. Overall, ECTs were tracked using the payroll system; in 2020 there were 145 first year and 125 second year ECTs.- 100% achieved
* Days 4 and 5 delivered in 2020 for 2019 cohort: days 1 – 3 for new cohort. As explained above, not all planned days were delivered in 2020; it is anticipated full delivery will occur in 2021. 50% achieved
* Retention rates of ECTs increases from current levels; review data. Retention rates of ECTs has remained relatively stable in 2020 at about 90%. 2020 was a highly atypical year with the uncertainty associated with COVID-19. - 100% achieved
 | * COVID-19 led to a reframing of the model to online during March to early November; this had some impact on the program in not being able to use the face to face PL days partly as an interactive and networking opportunity
* As recorded in the adjacent column, a modification for Kimberley ECTs was planned during 2020 for implementation in 2021.
* The online support model will continue to be a part of the program in 2021.
* In 2021, a slight modification to supporting ECTs in Kimberley schools will be implemented in 2021 after planning in 2020; this will involve a local targeted approach focussing on trauma informed pedagogies and cultural awareness, to be delivered initially, as part of the induction program.
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| 1. **School leadership**
 | CEWA trialed an online program on Cultural Competence developed by the Australian Centre for Cultural Competence with over 80 staff in CEWA Offices. The course is approximately 11 hours of personal online engagement and learning. This program is used by most Commonwealth and State Departments.The project would involve the delivery of a program to school leaders. | * Increase cultural awareness in school leaders. - achieved
* Assist schools to increase cultural competence throughout the school community – students, staff and parents. - achieved
* Build cultural competency training into induction courses for new staff. - achieved
 | * Number of school leaders who engage in and complete the program. – see notes below - 0% achieved
* Feedback from school leaders relating to the program. – see notes below - 0% achieved
* Qualitative feedback about impact on whole school cultural awareness and action.- see notes below - 0% achieved
* Feedback from new staff at induction course. See notes below - 0% achieved

**Notes regarding this project**COVID-19 had a significant impact on this program in that important meetings did not occur partly because of a system decision to minimise contact with schools. Additionally, the ongoing review of potential existing programs that might be suitable, was inconclusive in terms of their fit for purpose.* In essence, the milestone of implementing a cultural competency/security program has not been met. Notwithstanding, significant planning for an approach in 2021 occurred during late 2020. This involved having reviewed a number of potential programs; appointment of a 0.5FTE consultant to work on the program; a review of the recently released AITSL materials; formation of a new reference group; and planning to release a tender for the development of a program.
* The key principles of developing a program suitable for all staff were agreed on; scaffolded according to need; and with a modular online structure.
* CEWA reiterates its escalated commitment to finalise this program in 2021/22.
 | * It is important to recognise that numerous related activities continued in 2020 supporting cultural competency. Cultural competency remains a key goal of the ’Transforming Lives 2025’ strategy; the Aboriginal Education Team continued to work with all teachers; induction programs for all new staff and particularly those appointed to Kimberley schools contained input; schools and office key celebrations; Reconciliation Action Plan.
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| 1. **Cultural competency program- Leadership program**
 | This project is part of a suite of leadership programs offered by CEWA for existing and potential school leaders. It involves a rigorous selection process for a limited number of participants followed by a structured professional learning and mentoring program. | * Identify personnel who demonstrate leadership capabilities and dispositions. - achieved
* Build on and support the existing suite of CEWA leadership programs. - achieved
* Increase the capabilities and qualities of school leaders – and the school improvement outcomes which result. - achieved
 | * Number of staff identified totalled 37 participants. - 35% achieved
* Details of training provided. Principal Wellbeing Program (12 existing principals); Beginning Principals Program (15 participants) Leadership in Early Years Program (10 principals). This represents close to 90% of these specific cohorts but 35% of complete offerings
* Qualitative assessment of the cohort against quality measures such as the AITSL standards - due to the very limited number of courses delivered, this assessment did not occur; notwithstanding, the AITSL Standards continue to underpin all leadership programs. - 0% achieved
* Feedback from participants re; value of the course - evaluations from each course indicated high levels of satisfaction from participants.- for the limited courses offered, -100% achieved
* Any evidence that the participants are appointed to some form of leadership role – not just principal- due to limited range of course, no information available. - 0% achieved
 | * COVID-19 impacted significantly on all leadership programs – courses are all designed to run for 12 months with a significant proportion of face to face PL; this meant that regional schools’ participants could not participate due to regional lockdowns.
* While only a small number of programs were offered, the full suite of programs was advertised in late 2020, for 2021 enrolments.
* A full review of the Talent ID program for selection of prospective/aspiring principals occurred in 2020.The pandemic limited the running of this course. A decision was made to discontinue this standalone course and to embed principal selection processes into each individual leadership program into the future.
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| **Project Activities** | **Reform support funding** |
| **School governance** |  |
| Climate Survey for Schools | $55,000 |
| School Audit, Policy and Risk Analysis | $272,119 |
| CRM Office | $220,624 |
| AoS Deployment | $450,000 |
| CEWA Strategic Plan Implementation | $117,216 |
| **Student Achievement** |  |
| Support for STEM | $30,000 |
| Support for NAPLAN Online | $194,432 |
| Transforming Lives 2025 | $62,628 |
| **Educators Proficiency** |  |
| Support for NCCD | $186,075 |
| Support for Early Career Teachers | $43,998 |
| School Leadership | $40,000 |
| Cultural Competency Program | $10,432 |
| **TOTAL** | **$1,682,524** |