

CHOICE AND AFFORDABILITY FUND AGREEMENT

2020 to 2029

Catholic Education Western Australia
Limited

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Choice and Affordability Fund Agreement

PRELIMINARIES

1. As part of the Australian Government's commitment to providing choice to Australian families, the Government announced the Choice and Affordability Fund (the Fund). The Fund will provide an estimated \$1.2 billion over 10 years from 2020 to 2029 to address specific challenges in the non-government school sector. The Fund incorporates the National Adjustment Assistance Fund, which was established to provide transition funding support for non-systemic independent schools.
2. The Choice and Affordability Fund Guidelines (the Guidelines), published on the Department of Education, Skills and Employment website, outline the expectations for the fund through national priorities. The national priorities were developed in consultation with the national representative bodies and are:
 - Choice and affordability of schools
 - Transition assistance
 - Special circumstances funding
 - Strengthening outcomes for schools and educationally disadvantaged schools and students
 - Student wellbeing and support
 - Other priorities identified by the Minister from time to time.
3. Through the Choice and Affordability Fund Agreement (the Agreement), state and territory non-government representative bodies (NGRBs) agree to receive and use funding in line with these national priorities, as well as local priorities agreed by the Australian Government and state and territory level NGRBs in accordance with paragraph 28 of this Agreement.
4. Funding is provided under section 70 of the *Australian Education Act 2013* (the Act) for an NGRB for the purpose of supporting school education at non-government schools. NGRBs are expected to provide all non-government schools they represent with the opportunity to apply for or be supported through the funding.
5. Working collaboratively with non-government schools, the NGRBs will create work plans, updated as required, to help achieve priority outcomes. The NGRBs will report annually against the agreed work plan, as set out in [Part 4 – Work Plans, Reporting and the Payment Schedule](#). Ongoing reporting remains a condition of funding under the Act and the Australian Education Regulation 2013 (the Regulation).
6. This Agreement is the written arrangement entered into in relation to the Fund for the purposes of paragraphs 25B(1)(c), 31(1)(d) and 36(6)(c) of the Regulation for payments the Minister for Education (the Minister) is able to make under section 70 of the Act. It sets out matters that the Minister must have regard to for the purposes of determining an amount(s) of Choice and Affordability funding payable under section 70 of the Act for the NGRB. It also specifies the requirements on an NGRB with respect to its expenditure of Choice and Affordability funding paid under the Act and associated reporting requirements. This Agreement does not impact the expenditure by the NGRB, or associated reporting, relating to the Non-Government Reform Support Fund.

7. Any action taken under the Agreement is subject to, and must be consistent with, the Act and Regulation and all other applicable legislation. The terms and obligations contained in the Agreement are in addition to and not to be read as limiting anything in the Act or Regulation.
8. To avoid doubt, this Agreement is not intended to create legally binding obligations on the Commonwealth of Australia whether contractual or otherwise for any purpose other than that permitted in accordance with the Act or Regulation. In accordance with subsection 25B(1) of the Regulation, the Minister will have regard to this Agreement, for the purpose of determining under section 70 of the Act, the amount of financial assistance that is payable to a State or Territory for a year, for a NGRB for a non-government school.
9. The Regulation prescribes a range of matters for the purposes of the Act including ongoing requirements for approval of NGRBs; matters relevant to actions the Minister may take for failure to comply with the Act or the Regulations; requirements in relation to the acquittal of funding paid under the Act; and other miscellaneous matters.
10. The Guidelines set out the requirements under the Regulation in relation to the administration, use and reporting of the Fund.
11. A reference to the Minister or the Secretary in this Agreement and the Guidelines includes a reference to a delegate of the Minister or the Secretary, respectively, under the Act.

PART 1 – PARTIES AND OPERATION

Parties

12. The Parties to this Agreement (the Parties) are:

- a) the Secretary of the Department of Education, Skills and Employment, and
- b) Catholic Education Western Australia Limited (CEWA Ltd) (ABN 47 634 504 135)

Term

13. This Agreement shall take effect on and from the date when it is signed by the last party to do so.

14. Unless terminated earlier in accordance with paragraph 18, this Agreement will expire on the latter of the following events:

- a) 31 March 2030, or
- b) on completion of a final annual report to the Secretary's satisfaction.

Review

15. The Commonwealth will review the Choice and Affordability funding arrangements in 2027.

Variation

16. This Agreement may be amended at any time with the agreement in writing of the Parties.

17. The attachments to this Agreement may be varied or revoked, and new attachments may be added, at any time with the written agreement of the Parties.

Termination

18. A Party to this Agreement may terminate the Agreement at any time by notifying the other Party in writing. A Party intending to terminate, should provide a minimum of 12 months' notice.

Survival of obligations following expiry or termination

19. The following obligations survive the expiry or termination of this Agreement:

- a) The requirement to submit an annual report as specified in Paragraph 47 of this Agreement and Part D of the Guidelines;
- b) any requirements under the Guidelines, the Act and/or the Regulation that expressly or impliedly continue to survive, including but not limited to those relating to:
 - i. expenditure of the Fund amounts received by the NGRB;
 - ii. ongoing policy and funding requirements for approval;
 - iii. monitoring the NGRB's compliance with the Act;
 - iv. keeping and providing information and records;
 - v. taking action with respect to non-compliance;

vi. requiring amounts to be repaid.

20. The above obligations continue until the Choice and Affordability funding available is either fully spent or returned.

Dispute Resolution

21. Any Party may give notice to the other Party of a dispute under this Agreement. The notice must set out the nature of the dispute.

22. Within 10 business days (or such other period agreed to by the Parties in writing), each party will nominate a representative to try and settle the dispute by direct negotiation, in good faith.

23. The existence of a dispute does not, of itself, constitute failure to implement the Agreement by either Party.

PART 2 – PRIORITIES

National priorities

24. The Guidelines specify the national priorities determined by the Minister. Through this Agreement, the Parties commit to contribute to the following national priorities, achieved through a range of specific projects;

a) *Choice and affordability of schools*

The Fund will provide funding for initiatives that facilitate parental choice and opportunity giving parents the ability to choose an affordable school that will best suit their individual child.

b) *Transition assistance*

The Fund incorporates the National Adjustment Assistance Fund, which was established to provide transition funding support for non-systemic independent schools. This means NGRBs will make financial and other transition support available for schools that would have met the criteria to have access to support through the National Adjustment Assistance Fund; that is, non-systemic independent schools which are expected to experience year-on-year reductions in per student funding due to changes in Commonwealth recurrent funding settings over 2020 to 2029. The Fund will also provide support for schools in general to transition to a new capacity to contribute model for recurrent funding.

c) *Special circumstances funding*

The Choice and Affordability Fund will support schools and students impacted by special circumstances or in priority areas such as rural, regional and remote locations and areas affected by drought or other natural disasters.

Special circumstances funding should be prioritised for schools requiring short term emergency assistance when unexpected circumstances or events cause severe and temporary financial difficulty. Assistance should be provided for schools in situations that satisfy all of the following criteria:

- **unexpected**
 - Could not have been reasonably foreseen.
- **causing severe financial difficulty**
 - Where a school faces a real prospect of having to cease a large part of its educational activities or significantly lower its educational services.
- **short term**
 - Schools should be able to overcome their financial difficulty and resume operations and must provide a five-year business and recovery plan.
- **a special need**
 - Schools have exhausted all other options to remedy the financial situation of the school.

d) *Strengthening outcomes for schools and educationally disadvantaged schools and students*

The Fund will support initiatives that strengthen outcomes for schools such as helping underperforming schools improve outcomes, including through school industry partnerships, and supporting educationally disadvantaged schools and students.

e) *Student wellbeing and support*

Student wellbeing is essential for both academic and social development. The Fund will support schools that require additional assistance to ensure safe, supportive and respectful learning environments.

f) *Other priorities* identified by the Minister from time to time.

Where new priorities emerge, the Minister will consult with NGRBs to be progressed only by the agreement of both parties. CEWA will also be addressing existing Australian government priorities in areas of Indigenous education such as 'Closing the Gap'

25. Transition assistance (priority b)) and special circumstances funding (priority c)) are compulsory inclusions for all NGRBs and, along with the regional transition assistance support provided under paragraph 40, these priorities should be prioritised over the other national priorities.
26. The Secretary will provide advance notice to NGRBs through Funding Estimation Tools (FETs) of their represented schools which must have access to financial support through transition assistance (priority b)). The department expects the activities outlined in paragraph 31 below and the work plans should result in a nationally consistent approach to support for these schools and will provide guidance on funding that should be set aside to meet the requirements of these schools. There is flexibility for NGRBs to extend this support, or provide alternative transition support, to other schools.
27. The implementation of national priorities outlined in paragraph 24 of this Agreement is a condition of funding to the NGRB. It is anticipated that the Parties may vary paragraph 24 of this Agreement in writing, over time as national priorities are further developed, considered and are the subject of consultation.

Local priorities

28. Local priorities are to be outlined in the NGRB's Choice and Affordability Fund work plan.

29. The implementation of local priorities outlined in the Choice and Affordability Fund work plan (Attachment A) is a condition of funding to the NGRB. It is anticipated that the relevant NGRB may formulate proposals to vary the work plan over time as local priorities are further developed and considered.
30. If the relevant NGRB proposes new local priorities, these will be agreed to by the Parties via an updated work plan.

Overview of activities

31. An overview of planned activities and description of what the NGRB seeks to achieve with the Fund over 2020 to 2029 are provided in Attachment One to this Agreement.

PART 3 – FUNDING ARRANGEMENTS

Payment amount

32. Commonwealth funding for the Fund is provided through Part 5 of the Act. Section 70 of the Act provides that the Minister may determine an amount of financial assistance that is payable for a year to a non-government representative body for a non-government school.
33. Payments will be paid through state and territory treasuries to pass to the NGRB. Funding will be administered by the NGRB for its represented non-government schools, in accordance with this Agreement and approved Choice and Affordability Fund work plans.
34. The following table describes the payment amount for 2020. Payment amounts for 2020 to 2029 are subject to annual appropriation, ministerial determination for the purposes of section 70 of the Act, and the Schooling Resource Standard (SRS) indexation factor applied to amounts from 2021 to 2029 as set out in paragraph 25B(2)(b) of the Regulation and section 11A of the Act.

| | 2020 |
|--|-------------|
| Choice and Affordability Fund funding (\$) | \$4,866,025 |

35. The Government has committed to review the SRS indexation factor by 2023.
36. For the purposes of making a section 70 determination, in addition to the matters listed in subsection 25B(1) of the Regulation, the Minister may have regard to advice from NGRBs or the national representative body for a sector on their preferred state and territory level distribution of funding for 2020 or any subsequent year. Advice to vary the distribution for 2020 must be provided before Agreements are finalised. Advice to vary the distribution for 2021 or a subsequent year must be provided at least by the end of August of the year prior to the variation unless otherwise agreed with the Secretary.
37. The department will confirm the payment amounts to NGRBs by October each year for the following year (e.g. confirmation by October 2020 for the payment amounts for 2021), once the SRS indexation factor for the year is known and the Minister has considered any advice from the national representative body or NGRB to vary the state and territory level distribution provided in accordance with paragraph 36.

38. The department will publish annually on its website the final distribution of funding at a state and territory level, based on the amounts the Minister has determined are payable for an NGRB for each year by 30 June the following year.

Use of funding

39. NGRBs and non-government schools are to use funding in line with the Guidelines. NGRBs must require non-government schools to provide assurance through the annual reporting and financial statement arrangements that distributed funding has been used for the purposes it was provided.
40. To ensure support for regional schools during transition to the Direct Measure of Income for capacity to contribute, and in accordance with paragraph 23 of the Guidelines, the NGRB must ensure that funding as specified in the following table is provided for regional assistance. Note, the figures in this table will be revised annually to reflect final SRS indexation factors and distribution variations provided in accordance with paragraph 36.

| | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 |
|-------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Regional transition assistance (\$) | 131,899 | 136,384 | 141,022 | 145,816 | 150,774 | 155,900 | 161,200 | 166,682 | 172,348 | 178,208 |

41. Subject to the requirements contained in section 31 of the Regulation and in the Guidelines which must be complied with, as well as the compulsory requirements to provide the regional assistance specified in paragraph 40 above, transition assistance (priority b)) and special circumstances funding (priority c)), NGRBs have discretion to spend Choice and Affordability funding over the period 2020 to 2029 in order to best achieve the priorities of the Fund according to their own circumstances. For avoidance of doubt, expenditure of some or all of the funds received may be spent in later years, in order to best achieve the priorities of the Fund.
42. Any interest earned on the financial assistance must be spent, or committed to be spent, in the same way as the financial assistance.

PART 4 – WORK PLANS, REPORTING AND THE PAYMENT SCHEDULE

Work plans

43. The NGRB must submit a work plan for the Secretary’s approval in accordance with the Guidelines. The NGRB must submit a two-year work plan for 2020 to 2021. Four-year work plans for 2022 to 2025 and 2026 to 2029 must be submitted in line with timing set out in Table 1.
44. The Parties agree to include the Fund work plan as Attachment A of this Agreement and understand that, once approved, the work plan is part of this Agreement.
45. The work plans are expected to be a flexible document that may be varied over time to accommodate changed circumstances. Except where paragraph 46 is applicable, any variations to an approved Fund work plan, including the inclusion of additional activities, must be agreed by both Parties in writing in accordance with paragraphs 16 to 17 of this Agreement.

46. The NGRB may transfer funding between categories of activities or initiatives within the work plan Budget (the Budget), without the written consent of the Secretary, provided that such transfer:

- a) does not exceed 20 per cent of the relevant item specified in the Budget for a year from which the amount of funds is being transferred, and
- b) requirements to provide transition assistance (priority b)), special circumstances funding (priority c)) and regional assistance set out in paragraph 40 are still met each year.

The NGRB may also vary funding allocated for an activity without the written consent of the Secretary in response to increased demand for transition assistance (priority b)) and special circumstances funding (priority c)) as well as in response to variation to the final total amount payable for a year in accordance with paragraph 41.

Annual reports

47. The NGRB will submit an annual report in accordance with the Guidelines and the template at Attachment B.

Payment schedule

48. For 2020, 85 per cent of the 2020 allocation for the NGRB will be paid following signing of the Agreement. The balance of 15 per cent of the 2020 allocation is expected to be paid in late 2020, subject to appropriation.

49. Subject to paragraph 50 below, for 2021 to 2029, payments will be made in January and August, each payment being approximately 50 per cent of the year's annual allocation. An additional payment will be made before 30 June for the purposes of making adjustment payments, including for indexation for the previous year if required. In accordance with paragraph 37 above, NGRBs will be advised of payments in October for the following year. Timing of the payment scheduled for January 2021 is subject appropriation.

50. For 2022 and 2026 only, the January payment referred to in paragraph 50 will be paid following receipt of a work plan to the Secretary's satisfaction for 2022 to 2025 and 2026 to 2029 respectively.

51. The NGRB agrees to and accepts the reporting and payment schedule at Table 1. Unless otherwise agreed to by the Secretary in writing, the NGRB will submit documentation according to the reporting and payment schedule of the Fund.

Table 1. Reporting and expected payment schedule of the Choice and Affordability Fund

| Report | Submission date | Payment date ¹ |
|---------------------|--------------------|--------------------------------|
| 2020-2021 work plan | By 1 June 2020 | Following signing of Agreement |
| - | - | Late 2020 |
| - | - | January 2021 |
| 2020 Annual Report | By 30 June 2021 | August 2021 |
| 2022-2025 work plan | By 31 October 2021 | January 2022 |
| 2021 Annual Report | By 30 June 2022 | August 2022 |
| - | - | January 2023 |
| 2022 Annual Report | By 30 June 2023 | August 2023 |
| - | - | January 2024 |
| 2023 Annual Report | By 30 June 2024 | August 2024 |
| - | - | January 2025 |
| 2024 Annual Report | By 30 June 2025 | August 2025 |
| 2026-2029 work plan | By 31 October 2025 | January 2026 |
| 2025 Annual Report | By 30 June 2026 | August 2026 |
| - | - | January 2027 |
| 2026 Annual Report | By 30 June 2027 | August 2027 |
| - | - | January 2028 |
| 2027 Annual Report | By 30 June 2028 | August 2028 |
| - | - | January 2029 |
| 2028 Annual Report | By 30 June 2029 | August 2029 |
| 2029 Annual Report | By 30 June 2030 | |

- indicates no reporting requirement or payment applicable

1. Payment dates reflect the department's process timeframes and are indicative only and may be subject to change and do not factor in state or territory government payment processes.

Note: From 2021, an additional payment may be schedule prior to 30 June if required. NGRBs will be advised of payment timing and amounts in October for the following year in accordance with paragraph 37.

PART 5 – SIGNATURES

Signed for and on behalf of the Secretary of the
Department of Education, Skills and
Employment by:

Signed for and on behalf of Catholic Education
Western Australia Limited by:



.....
Mark Sawade
First Assistant Secretary
Funding and Data Collection Group

Date of signature:

3/8/2020
.....



.....
Debra Sayce
Executive Director

Date of signature:

30 July 2020

OVERVIEW OF ACTIVITIES CLAUSE 31: 2020 – 2029

Following is an outline of activities/projects which support each of the Priority Areas. Included is an indication of the predicted funding emphasis for the duration of the program, noting that any significant changes will be presented for approval in Work Plans under the terms of this Agreement.

PRIORITY A - CHOICE AND AFFORDABILITY OF SCHOOLS INCLUDING FACILITATING PARENT CHOICE TO MEET STUDENT NEEDS

| NO | PROJECT | BRIEF DESCRIPTION | OUTCOMES | FUNDING % APPROX 2020 TO 2021 | FUNDING % APPROX 2022 TO 2029 | POSSIBLE CHANGES TO EMPHASIS 2022 TO 2029 |
|----|--------------------|--|---|--|--|---|
| 1 | Affordable Schools | <p>Fees in lower SES CEWA schools are generally low and Health Care Card concessions also apply. This initiative is continuing a pilot in 6 schools 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 lower SES 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 and adjusted by the increase in enrolments and are paid directly to participating schools.</p> <p>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. The economic</p> | <ul style="list-style-type: none"> • 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 in August 2020, possible extension to additional schools | 15 - 16 | 16 - 22 | <i>Slight</i> following reviews <i>Increase,</i> annual |

| NO | PROJECT | BRIEF DESCRIPTION | OUTCOMES | FUNDING % APPROX 2020 TO 2021 | FUNDING % APPROX 2022 TO 2029 | POSSIBLE CHANGES TO EMPHASIS 2022 TO 2029 |
|----|-------------------------------|---|--|--|--|--|
| | | <p>fallout from COVID-19 will inevitably reduce the capacity of many parents to exercise their choice and capacity to pay for enrolment in CEWA schools. Accordingly, CEWA will review the situation in 2020 with the likelihood of support for families under this initiative in 2021. This program involves payments on an eligible per capita basis to schools.</p> | | | | |
| 9 | Virtual School Network - ViSN | <p>Students in smaller secondary schools – typically in country regions –are unable to access an extensive range of subjects, especially in years 11 and 12. This limits choice and may mean some students will leave the school. ViSN is a virtual learning platform which enables schools to access a range of subjects, both ATAR and VET. Courses are developed by teachers in other 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. The delivery platform is sponsored through Microsoft. 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.</p> | <ul style="list-style-type: none"> • Increase number of students participating by 15% per year • Improve breadth of study possibilities for all students involved • Prevent loss of enrolments which might have otherwise occurred due to lack of subject choice • Maintain high standards of achievement for students involved in ViSN. • Provide professional learning for at least 70% of teachers involved in ViSN • Increase the range of subjects and resources available, particularly in the languages area. Complete a review of ViSN to examine business models such as establishing ViSN as a discrete school | 7 - 8 | 8 - 10 | <p><i>Slight</i> <i>increase</i> pending <i>review</i> currently occurring</p> |

PRIORITY B - TRANSITION ASSISTANCE, FOR NON-SYSTEMIC INDEPENDENT SCHOOLS

As for the Non-Government Reform School Fund (RSF), non-systemic schools are funded for participation in projects. The schools are Mazenod College; Mercedes College; Santa Maria College; Servite College; St Brigid's College; and St Norbert College. Specifically, these schools will be supported, like all other eligible schools, in projects 1,2,9 and 12. The remaining projects are targeted to specific regions and schools, mainly those with high Aboriginal enrolments. Non-systemic schools would also be supported under Priority C – Special Circumstance Funding – if the need arose. Access for the non-systemic schools is *pari passu* for systemic schools for the duration of the program. CEWA notes that Santa Maria College is eligible for support under the former National Adjustment Assistance Fund from 2026 to 2028; this will be reflected in the appropriate work plan for those years following discussions with the school to quantify disadvantage and need and negotiate support accordingly. CEWA plans to commence those discussions in 2024.

PRIORITY C - SPECIAL CIRCUMSTANCES FUNDING

CEWA is not specifically allocating funding to this priority and will adopt a responsive approach if a circumstance/s arise. It is anticipated that such circumstances may arise as a result of ongoing impacts of COVID-19; these impacts are likely to include student wellbeing support, particularly in vulnerable communities, as well as financial support for some schools where unemployment and economic circumstances may necessitate support to maintain choice and affordability for parents.

CEWA has approximately \$1.1 million of unallocated funds for 2020/21. These could be drawn on when specific needs are identified. It is likely that projects 1 and 2 would be the main carriage of this support in the areas of parental choice and affordability and student wellbeing. Additionally, socio-cultural impacts on vulnerable communities, particularly Kimberley schools, will also be monitored post-COVID-19.

It is also important to note that CEWA is a cohesive system of all 163 schools in Western Australia. Several processes and capacity exists to support individual schools or categories of schools through system funding loadings, co-responsibility and cross subsidisation and special funding and support arrangements where special circumstances arise. An example was the catastrophic flooding of the Warmun community in the Kimberley four years ago where significant funding was provided to support the school and community.

CEWA is therefore in a strong position to be agile and responsive in the provision of support in unforeseen and special circumstances, both through CAF and systemic support.

PRIORITY D - STRENGTHENING OUTCOMES FOR SCHOOLS, AND EDUCATIONALLY DISADVANTAGED SCHOOLS AND STUDENTS

| NO | PROJECT | BRIEF DESCRIPTION | OUTCOMES | FUNDING % APPROX 2020 TO 2021 | FUNDING % APPROX 2020 TO 2029 | POSSIBLE CHANGES TO EMPHASIS 2022 TO 2029 |
|----|--------------------------------------|--|---|-------------------------------|-------------------------------|--|
| 3 | CARE School Services | <p>Curriculum and Reengagement Education (CARE) schools cater exclusively for disengaged students who typically have mental and social health issues and are significantly disengaged from mainstream education. CEWA currently operates 5 CARE schools with a 6TH opening in Broome in early 2020. These schools increasingly require wrap around support from staff such as Aboriginal Teacher Assistants and social workers. Support for these schools also recognises the particular issues emergent from COVID-19 in terms of family, economic and student wellbeing.</p> <p>This proposal will involve appointing 1 x ATA and 1 x social worker who will be shared by the metropolitan CARE schools.</p> <p>Support for Broome involves wrap around services etc. Funds will also be provided to the Broome school – St Martin de Porres for part FTE ATA and social/youth worker support.</p> <p>In both the metropolitan and Broome CARE school, funds are provided directly to the schools to employ the staff involved.</p> | <ul style="list-style-type: none"> Appointment of 1 x FTE ATAs for St Clare's and St Francis' School 0.5FTE each Appointment of 1 x youth worker for Clontarf Aboriginal College Appointment of part FTE social worker and health officer at St Martin de Porres in Broome Qualitative information on roles of the staff, including evaluation in late 2020 and improved outcomes for students Improved liaison with communities and families. | 5 - 6 | 4 - 5 | <i>Slight Decrease</i> as schools embed in core activities |
| 4 | St Mary's College Broome 'Follow the | The Graeme Farmer Foundation program provides a range of support services to Aboriginal students to support them through years 11 and 12, particularly in ATAR and | <ul style="list-style-type: none"> Increase participation of Aboriginal students in year 11 and 12 programs(Closing the Gap aspiration) | 3 - 4 | 3 - 4 | <i>Similar/slight decrease</i> pending |

| NO | PROJECT | BRIEF DESCRIPTION | OUTCOMES | FUNDING % APPROX 2020 TO 2021 | FUNDING % APPROX 2020 TO 2029 | POSSIBLE CHANGES TO EMPHASIS 2022 TO 2029 |
|----|--|--|--|-------------------------------|-------------------------------|---|
| | Dream' program | ATAR/VET programs. The program involves access to tutors especially in literacy and numeracy and a range of mentoring services. Past experience with the program indicates positive outcomes in terms of attendance and engagement amongst this group of students in need. The funding, payment is made to the school which in turn pays the Foundation for the program delivery. | <ul style="list-style-type: none"> • Increase in numbers of students aspiring to tertiary studies • Increase engagement and resilience for Aboriginal students • Provide liaison opportunities with families | | | ongoing reviews |
| 5 | Lurnpa School - Balgo – specialist support program | The Balgo community is undergoing high levels of dysfunction/dismantling, and this is also affecting school students. Substance abuse, youth suicide and educational disengagement are issues which need further addressing. While the school is reasonably well resourced –including a Trade Training Centre – there is a critical need for additional school and wrap around support for school and students in distress. This project seeks to engage a school Assistant Principal – Pastoral Care – as well as two youth workers. These staff will increase the opportunities for personal mentoring and work with students. Funds for this program will be provided to the school to employ the required staff. | <ul style="list-style-type: none"> • Appointment of AP Pastoral Care early 2020 • Appointment of 2 youth workers or equivalent in 2020 • Increased level of engagement of students in school • Mental health and other issues addressed to the level that is possible; improvements in engagement and attendance • Review and evaluation of the support of the 3 staff; recommendations for 2021. | 7 – 8 | 6 - 7 | <i>Slight decrease</i> pending reviews and integration of part in school budget |
| 7 | ATA Upskilling program | 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 | <ul style="list-style-type: none"> • 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 | 1 – 2 | 1 - 2 | <i>Similar</i> |

| NO | PROJECT | BRIEF DESCRIPTION | OUTCOMES | FUNDING % APPROX 2020 TO 2021 | FUNDING % APPROX 2020 TO 2029 | POSSIBLE CHANGES TO EMPHASIS 2022 TO 2029 |
|----|--------------------------------------|---|---|---|---|--|
| | | <p>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.</p> <p>Funds are used to pay the service provider, UNDA</p> | <ul style="list-style-type: none"> Higher levels of engagement and proficiency of ATAs in classroom support | | | |
| 10 | Mentor Support Rural and Remote | <p>Principals and teachers in rural and especially remote schools are often less experienced and this can impact on overall school improvement. This project will involve the appointment of an experienced principal mentor who can assist principals and leadership teams in rural and remote schools. The mentor will work in collaboration with the Regional Officer and will also be available to support Early Career Teachers in these schools. The leadership teams will be supported in the induction process before taking up the appointment in cultural competency programs, ongoing school improvement planning, leadership development including with the school leadership team, school strategic planning and community building. Funds will be directed to the engagement of a mentor/s plus professional learning and travel costs.</p> | <ul style="list-style-type: none"> Raise levels of proficiency of principals and leadership teams Assist ECTs in collaboration with the CEWA ECT program. Generally assist in the whole school improvement process, indicated by improved student outcomes Assist in improving the health and wellbeing of leaders and staff in rural and remote schools. | 2 – 4 | 2 - 4 | <i>Similar/slight decrease</i> pending review of embedding more of this role in Regional Officer duties |
| 11 | Kimberley IT support and enhancement | <p>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</p> | <ul style="list-style-type: none"> 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 | 6 – 8 | 4 - 5 | <i>Decrease –</i> ongoing expenditure on IT support |

| NO | PROJECT | BRIEF DESCRIPTION | OUTCOMES | FUNDING % APPROX 2020 TO 2021 | FUNDING % APPROX 2020 TO 2029 | POSSIBLE CHANGES TO EMPHASIS 2022 TO 2029 |
|----|---------|---|--|---|---|---|
| | | <p>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.</p> <p>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.</p> | <ul style="list-style-type: none"> Establish a more frequent and consistent in situ support service to schools Improve learning outcomes for students and access to professional learning for staff. | | | |

PRIORITY E - STUDENT WELLBEING AND SUPPORT

| NO | PROJECT | BRIEF DESCRIPTION | OUTCOMES | FUNDING % APPROX. 2020/21 | FUNDING % APPROX 2022 TO 2029 | POSSIBLE CHANGES TO EMPHASIS 2022 TO 2029 |
|----|--------------------|---|--|------------------------------------|---|--|
| 2 | Student Well Being | Student wellbeing is a major priority in schools. CEWA currently has a team of school psychologist and child safety consultants to support schools although demand is challenging their capacity to | <ul style="list-style-type: none"> Wellbeing framework developed early 2020 3 consultants appointed early 2020 Resource development for schools, students and parents commences | 12 - 13 | 13 - 16 | <i>Slight Increase</i> |

| NO | PROJECT | BRIEF DESCRIPTION | OUTCOMES | FUNDING % APPROX. 2020/21 | FUNDING % APPROX 2022 TO 2029 | POSSIBLE CHANGES TO EMPHASIS 2022 TO 2029 |
|----|--|---|---|------------------------------------|---|--|
| | | <p>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 will develop a wellbeing framework; provide professional learning, early intervention; coaching to schools; and introduce measurement and evaluation processes.</p> <p>This project also recognises the likelihood of significant student wellbeing issues as a result of the ongoing health and financial implications for families, particularly in lower SES communities and amongst vulnerable groups.</p> <p>The funding under this project will be to partially fund the activities of centrally/regionally based staff to provide direct liaison for schools as outlined above.</p> | <ul style="list-style-type: none"> Partnerships with outside organisations established Professional learning delivered to schools Liaison with other CEWA teams has occurred; roles clarified Evaluation of the new team completed by December 2020; directions for 2021 set Professional learning opportunities and resources developed, particularly online Team works effectively with teachers and key staff in schools | | | |
| 8 | Transforming Lives' Engagement Officers (TLEO) | <p>This project is slightly different to project 7 above. This role involves working with families in the community to ensure that the home environment is supportive of the child's education; to increase student engagement and to assist in increasing school attendance. The CEWA 'Transforming Lives' strategy has set specific targets in these areas as well as literacy, numeracy, cultural competence and Year 12 engagement This project will focus on up to 11 of CEWA's</p> | <ul style="list-style-type: none"> 10 -11 FTE TLEOs appointed by schools 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. | 15 – 16 | 13 - 15 | <i>Slight decrease as schools embed more in budget</i> |

| NO | PROJECT | BRIEF DESCRIPTION | OUTCOMES | FUNDING % APPROX. 2020/21 | FUNDING % APPROX 2022 TO 2029 | POSSIBLE CHANGES TO EMPHASIS 2022 TO 2029 |
|----|--------------|---|--|------------------------------------|---|--|
| | | <p>Kimberley schools; Balgo will be receiving additional support under project 5.</p> <p>A specific job description has been agreed to and TLEOs involved will be directing a significant part of their role to the duties described above.</p> <p>Schools will typically appoint full time and fractional time Aboriginal staff. Most funds will be directed to the schools involved.</p> | <ul style="list-style-type: none"> Develop greater connections with community agencies | | | |
| 12 | Child Safety | <p>CEWA already has a Child Safety Policy and team of consultants who are able to visit schools and who also provide some professional learning and training for schools and their staff. There is also a Student Wellbeing Team as outlined in project 2 above. Both teams have a degree of overlap 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.</p> | <ul style="list-style-type: none"> 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 | 2 – 4 | 2 - 4 | <i>Similar</i> |

PRIORITY F - OTHER PRIORITIES IDENTIFIED BY THE MINISTER

No specific requests have been received although it is significant to note that 'Closing the Gap' initiatives are strongly reflected in numerous projects.

COMMENTS RE; REGIONAL TRANSITION FUNDING

Regional transition funding will commence distribution in 2022, as per the agreement with NCEC. This means that an amount of \$409,305 will be available for 2022. It is intended to allocate the annual amount for each year, equally between rural schools with enrolments of 150 or less, with the exception of Kimberley schools, which are already heavily supported in the various projects. This funding is intended to increase viability, provide wider parental choice and sustainability for these schools. Reporting will include the names of schools as well as evidence related to viability and sustainability such as retention and enrolment data and parental feedback.

Indicators of success for this funding include;

- Extent to which funding has assisted school viability, especially very small country schools with around 30 to 100 enrolments
- Evaluation of how this funding, along with measures under Project 1 and other CEWA initiatives such as cross subsidisation and Health Care Card discounts, have increased parent affordability and maintained retention at the school.
- Evidence of any increase in enrolments that might be attributed to the package of support
- Details of any quality teaching and school improvement which might have played a role in attracting/retaining families and children and increasing satisfaction