

Choice and Affordability Fund – Work Plan 2022–2025

Catholic Education Western Australia Ltd

Choice and Affordability Fund

Work Plan 2022–2025

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Date agreed – November 2021

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Summary of Work Plan 2022–2025

BACKGROUND AND SUMMARY

The Choice and Affordability Fund (CAF) priorities accord closely with a key priority of Catholic education in preferencing the poor and vulnerable communities in terms of access to, and ongoing support, at Catholic schools. CEWA has supported vulnerable communities in many contexts including in every school; in remote Kimberley schools; for refugee families and in Curriculum and Reengagement Education (CARE) schools.

CEWA developed a number of the projects in December 2019 and these proceeded in 2020 and 2021 and have been reported on. Following a review of projects in June 2022, some will be discontinued and allocations to other projects will be varied as shown in the Budget for 2022-2025.

A significant difference between the 2020/21 Work Plan and this 2022/25 Work Plan is the commencement of Transition Funding to schools from 2024 as well as Regional Transition support commencing in 2022. In the case of the former category, this will provide assistance to all schools for which CEWA is the Representative Body and which have been adversely affected by the movement to the Direct Measure of Income (DMI) funding model. Schools are being carefully monitored and decisions will be finalised in late 2023 regarding allocations to schools. This will be based on a review of each school, with reference to current cash balance, capacity to pay, enrolment patterns etc. Schools will be advised by September 2023 re; 2024 allocations. Once an assessment of school needs has been finalised, CEWA will inform DESE, noting that the Minister sees Transition Assistance as a priority. This communication will advise of 2024 allocations and indicative amounts for 2025 for schools. This will include a list of schools and the allocation, and where appropriate, a short explanation for prioritising those schools, recognising that it will not be possible to support all schools.

Regional Transition funding has accumulated from 2020 and will also be distributed to schools according to criteria set by CEWA i.e., schools with 150 students or less in non-metropolitan areas. This will include selected Kimberley schools.

Projects and specific school allocations will address funding priorities:

- A. Choice and affordability of schools including facilitating parent choice to meet student needs – two projects have been developed and will continue in 2022 – 25. These are outlined later in this work plan.
- B. Transition assistance – this will be provided to schools who may have been adversely affected by the transition to the DMI funding model. CEWA has oversight of all system school budgets. CEWA will work with schools through their business managers to monitor income and expenditure including emerging enrolment trends. CEWA already has a number of co-responsibility mechanisms and cross subsidisation. By mid-2023, a clear picture of schools' financial situation will be available. By September 2023, schools will be informed of proposed allocations. The CEWA system Finance Committee with wide stakeholder representation, will approve allocations. While the process is centrally administered, schools will have the capacity to make representations to CEWA. Non-diocesan schools over which CEWA has representation will be supported.

CEWA has commenced communication with schools and has already identified at-risk schools. Negotiations and planning are already underway to gradually create plans and frameworks for assistance from both CEWA funding and CAF Transition Assistance.

Regional Transition Funding – CEWA will commence allocation in 2022 with that allocation being the accumulated total of 2020/2021/2022 as agreed. This will be distributed in full to regional schools with 150 or fewer students, with some Kimberley schools excluded because of funding support from other CAF projects. At this stage, 23 schools are eligible to receive funding and they have been notified accordingly to allow them to construct their budgets for 2022. This funding will continue for the duration of the CAF program.

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- C. Special circumstances funding – CEWA currently has in place funding allocation processes to meet the needs of schools which may confront special circumstances. These include but are not limited to; Kimberley and remote schools; sole-provider schools; smaller regional schools; Curriculum and Reengagement Education (CARE) schools; and schools with higher proportions of disadvantaged families. CEWA will support many of these schools through projects listed under other program priorities. Notwithstanding, should a special circumstance arise, funding from CAF will be made available. This will be sourced from reductions to other projects, including Transition Assistance if required. Should significant changes to funding for other projects be required to provide Special Circumstance Funding, CEWA will seek immediate approval from AGDESE.
- D. Strengthening outcomes for schools, and educationally disadvantaged schools and students – five projects are outlined later in this work plan. Most of these are centrally funded and build upon existing processes used to support the more vulnerable families.
- E. Student wellbeing and support – three projects are outlined later in this work plan and these also build on centrally organised programs – in recognition that student health and wellbeing is a pre-condition for effective engagement and education and that this is a major issue confronting schools.

Other priorities identified by the Minister – none

PRINCIPLES FOR DEVELOPING THE CAF WORK PLAN

The projects proposed by CEWA are based on a number of key principles:

1. **Building on core business and priorities** – funds will be used mainly, but not exclusively, to build on and enhance current and emerging system priorities which address the priorities. The potential duration of funding over ten years provides an opportunity to support medium to longer term priorities and to provide the necessary additionality and value added. This does not however preclude funds being directed to new initiatives as they emerge, such as those related to COVID-19 recovery and adjustment.
2. **Centrally delivered projects** – funding and projects that are organised and delivered centrally by CEWA are generally more strategic, efficient, sustainable, accountable and offer a greater value-added. This has been the approach successfully used with Non-Government Reform Support Funded projects. Most of the projects included in this work plan involve central office directed projects although in some of these projects, there will be payments directly to schools involved. The benefit of these centrally developed projects ascribes directly to the 163 schools in the system; over which CEWA has approved representation.
3. **Alignment with ‘Strategic Directions 2019 – 2023’** – CEWA has a strategic plan which provides directions for the system. A key component of this Strategic Plan is the support for vulnerable and disadvantaged communities. Additionally, ‘Transforming Lives; 2025’ is a priority for Aboriginal communities. Projects supported by CAF align to overall system priorities and as indicated, with a focus on lower SES schools and communities, vulnerable groups and regional, rural and remote schools. Support for CARE schools and remote and rural schools figures significantly in this work plan.
4. **Connections between RSF and CAF funding** – There is no joint funding of projects from these programs.
5. **Reporting considerations** – projects are established to have clear KPIs and sufficient qualitative and quantitative evidence available to support annual reporting. Additionally, this

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provides CEWA with a framework to continuously evaluate projects and to ensure they deliver intended outcomes.

6. **Sustainability** – as mentioned in point 2 above, CEWA is supporting projects in sustainable ways. Funding aims to support medium to longer term projects and initiatives with the aim that these initiatives become an integral part of ongoing school and system practice.

APPLICATIONS, ALLOCATIONS AND ENHANCEMENT

As outlined in the introduction, most of the funds from 2021 through to 2023 are expended on central projects that support the priorities. From 2024, significant allocations under Transition Assistance Support will occur. The management and decision-making structure used to develop, operate, evaluate, and refine programs ensures effectiveness and that school needs are addressed. CEWA Directors take ultimate responsibility for projects related to their Directorate operation – finance and school funding; human resource management, including leadership, child safety and student wellbeing; governance and school accountability; and Teaching and Learning, including the Aboriginal Education Team and Students with Disability Team. One of their specialist area consultants assumes operational responsibility for the project including liaison with schools, school and teacher support, progress monitoring against milestones and funding and evaluation. A separate senior officer is responsible for overall program compliance – not recovered from CAF funding. His role is to work with individual project managers to ensure the effective operation in schools as well as compliance and reporting processes. Members of the Finance and accounting team oversee funding expenditure and accountability. Collectively, CEWA Directors and the Executive Director prioritise funding to meet the needs of schools.

While schools do not directly apply for funds, their collective and individual needs are assessed by the project managers who will also consult with other school consultants and centrally appointed School Improvement Advisors and Regional Officers who are in constant contact with the group of schools they service. Schools have the opportunity to discuss their needs and to make representations as appropriate. CEWA has confidence that the needs of any individual school are met, through these and a range of online accountability and monitoring processes. Accordingly, central funds and CAF funds can be directed quickly within the CAF parameters of support and the existing projects.

The processes and consultation with respect to the allocation of Transition Assistance also involve negotiations with schools as described later.

As indicated previously, project funding supports existing projects and system priorities. The direction of CAF funding allows for significant additionality, including higher quality services, research driven reforms and in an increasing number of schools. This creates high quality and much expanded, sustainable projects which would otherwise not occur.

In terms of central and distributed funding, the work plan will demonstrate that significant funding from 2024 onwards, will be distributed directly to schools, especially through Transition Assistance.

Funds are allocated to projects that go well beyond normal service provision by schools where approximately 75% to 80% of costs are salaries, with much of the remainder allocated to debt servicing and other operational and utility costs. As outlined in previous comments, there is a strong focus in CAF projects in building school capacity within school improvement frameworks. This largely focusses on activities that schools could not normally offer nor access in a sustainable way. An example is the Student Wellbeing project which establishes a research driven, evidence-based framework for schools to identify, describe, measure and address student wellbeing issues. A wellbeing measurement tool will also be developed and ultimately used annually by schools to identify strengths and challenges – this instrument will have a significant emphasis on student voice and will relate closely to the wellbeing framework.

Another example is the Virtual School Network (ViSN) which creates an online learning opportunity for Year 11 and 12 students who would not have that opportunity because of the inability of country schools to offer the curriculum breadth of their much larger city counterparts. The services provided by ViSN go well beyond the operation capabilities of schools or even smaller clusters of schools. Without this, CEWA country schools face losing students to their larger government school counterparts.

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Overarching Risk Management

Risk management, as it applies to wider system operation and CAF projects and funding, is managed centrally, and applies to all participating schools. Risk management and accountability is assured by;

- CEWA acts on behalf of all system schools – currently 163 – across all four dioceses in WA. Central governance processes exist in terms of registration standards; finance and budgeting; information transfer; policies and directives etc. This is different to Catholic systems in other states and territories where each diocese is independent and may have its own education office.
- CEWA - the system including all member schools and offices – is now an incorporated entity, carrying with it, all the requisite obligations both internally and external in terms of publicly disclosed accountability and risk management processes and reporting.
- All system schools are part of the newly implemented information management system which permits point-in-time monitoring, including finances.
- CEWA has a represented governance system; part of this is a risk management protocol which all schools follow; all schools are required to develop their individual risk mitigation and management plans and these are reviewed by central staff; schools are audited formally every five years or more frequently if required.
- CEWA has developed a comprehensive policy suite plus Executive Directives. Schools follow these policies which assists in minimising risk.
- CEWA has a well-developed CAF management process as outlined above under 'Applications, Allocations and Enhancement' which mitigates risk.
- CEWA has demonstrated appropriate governance in the receipt of Commonwealth and State government funding amounting to billions of dollars and over many years.
- Specifically related to COVID-19 implications, CEWA has existing system risk management plans to minimise impact. This includes specific protocols for schools which must be followed.

In relation to the projects in the work plan, many projects which commenced in 2020 are continuing; this continuation is based on evaluations conducted, thereby reducing the potential risks, particularly in not being able to fulfill project outcomes and accountability. This central risk framework means that individual risk management protocols for specific projects are not required to be provided.

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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
Schools fail to implement project initiatives as agreed and specified	Office consultants, School Improvement Advisors (SIAs) and Regional Officers (Ros) in contact with schools; some projects require interim reports; Issues typically identified early, thus enabling intervention; most projects centrally run per plan.
Schools fail to spend or adequately account for funds received; 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.
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
COVID-19 significantly impacts on the capacity to deliver project outcomes and success indicators	CEWA has system COVID-19 contingency and risk management plan, as do all schools. Early issues were around access and a moratorium on hiring; the later is no longer an issue
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 in most projects is building long term capacity to continue beyond 2029.

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Budget for 2022–2025

Activities/Initiatives	Expenditure type ¹	2022	2023	2024	2025
<u>A – Choice and Affordability</u>					
<i>Affordable Schools</i>	Centralised	\$0	\$0	\$0	\$0
	Distributed	\$1,052,223	\$721,244	\$742,882	\$765,168
<i>Virtual School Network (ViSN)</i>	Centralised	\$41,120	\$213,900	\$220,317	\$226,927
	Distributed	\$308,880	\$405,480	\$417,644	\$430,174
Total for Priority A	Centralised	\$41,120	\$213,900	\$220,317	\$226,927
	Distributed	\$1,361,103	\$1,126,724	\$1,160,526	\$1,195,341
<u>B – Transition Assistance²</u>					
<i>Transition Assistance</i>	Centralised	\$0	\$0	\$0	\$0
	Distributed	\$0	\$0	\$3,075,542	\$3,131,286
<i>Regional Transition Support</i>	Centralised	\$0	\$0	\$0	\$0
	Distributed	\$408,215	\$144,130	\$148,454	\$152,908
Total for Priority B	Centralised	\$0	\$0	\$0	\$0
	Distributed	\$408,215	\$144,130	\$3,223,996	\$3,284,193
<u>D – Strengthening outcomes for schools and educationally disadvantaged schools and students</u>					
<i>CARE School support</i>	Centralised	\$0	\$0	\$0	\$0
	Distributed	\$110,000	\$50,000	\$51,500	\$53,045
<i>AFaFE</i>	Centralised	\$342,000	\$266,422	\$274,415	\$282,647
	Distributed	\$458,000	\$533,578	\$549,585	\$566,073
<i>ATA Upskilling</i>	Centralised	\$100,000	\$120,000	\$123,600	\$127,308
	Distributed	\$0	\$0	\$0	\$0
<i>Mentor Support Rural Remote</i>	Centralised	\$35,000	\$0	\$0	\$0
	Distributed	\$0	\$0	\$0	\$0
<i>Kimberley IT Support</i>	Centralised	\$359,600	\$409,600	\$421,888	\$434,545
	Distributed	\$50,400	\$50,400	\$51,912	\$53,469
Total for Priority D	Centralised	\$836,600	\$796,022	\$819,903	\$844,500
	Distributed	\$618,400	\$633,978	\$652,997	\$672,587
<u>E – Student wellbeing and support</u>					
<i>Student Wellbeing</i>	Centralised	\$1,155,400	\$882,891	\$909,378	\$936,659
	Distributed	\$0	\$0	\$0	\$0
<i>Transforming Lives Engagement</i>	Centralised	\$375,000	\$150,233	\$154,740	\$159,382
	Distributed	\$0	\$0	\$0	\$0
<i>Child Safety</i>	Centralised	\$100,000	\$109,258	\$112,536	\$115,912
	Distributed	\$0	\$0	\$0	\$0
Total for Priority E	Centralised	\$1,630,400	\$1,142,382	\$1,176,653	\$1,211,953
	Distributed	\$0	\$0	\$0	\$0

¹ Please separately identify expenditure on the activity managed centrally by the NGRB (i.e. programs) and funding distributed directly to schools (i.e. grants). Where an NGRB plans to distribute CAF funding to schools, a list of indicative allocations at a school-level should be included in Schedule 1 to this template.

² Transition assistance for regional schools must be separately identified as an activity. Transition assistance for schools that would have been eligible for the National Adjustment Assistance Fund must be separately identified as an activity.

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Activities/Initiatives	Expenditure type ¹	2022	2023	2024	2025
	Administrative costs³	\$116,132	\$119,616	\$123,205	\$126,901
	Total expenditure⁴	\$5,011,971	\$4,176,752	\$7,377,597	\$7,562,402
	Deferred funding	\$794,645	\$1,804,064	\$0	\$0

³ The NGRB's administrative costs directly associated with implementing the activities. These should not exceed two per cent of total funding over 2020 to 2029. In limited circumstances an NGRB may apply in writing for an increase in allowance.

⁴ Sum of centralised, distributed, and administrative expenditure

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Expenditure Profile for 2022–2029

	2022	2023	2024	2025	2026*	2027*	2028*	2029*
NGRB's total estimated funding allocation as advised by the department	\$5,806,616	\$5,980,816	\$6,160,242	\$6,345,048	\$6,535,398	\$6,731,462	\$6,933,404	\$7,141,406
NGRB's estimated Regional Transition Assistance funding allocation as advised by the department	\$139,932	\$144,130	\$148,454	\$152,908	\$157,494	\$162,220	\$167,086	\$172,098
Accrued deferred funding from 2020 and 2021 to be carried forward to 2022 ⁵	\$4,705,417							
Accrued interest earned on funds held in 2020 and 2021 to be carried forward to 2022 ⁶	N/A							
NGRB's planned expenditure for the relevant year ⁷	\$5,011,971	\$4,176,752	\$7,377,596	\$7,562,402	\$7,752,752	\$7,948,816	\$8,150,758	\$8,358,760
NGRB's planned regional transition assistance expenditure for the relevant year ⁸	\$408,215	\$144,130	\$148,454	\$152,908	\$157,494	\$162,220	\$167,086	\$172,098
NGRB's planned deferred funding for the relevant year to be spent in a future year ⁹	\$794,645	\$1,804,064	-	-	-	-	-	-

⁵ Please note this is the amount paid by the Department in 2020 and 2021 that will be carried forward into 2022. The amount in this row should be attributed as expenditure in a future year(s) in the planned expenditure row below.

⁶ Please note this is actual interest earned that will be carried forward into 2022. The amount in this row should be attributed as expenditure in a future year(s) in the planned expenditure row below. If no interest is being brought forward in to 2022, please put N/A.

⁷ Please note this row should include all CAF funding (except amounts spent in 2020 and 2021 and amounts to be spent 2021, noting this work plan will be finalised before the end of 2021) and where applicable, actual interest earned on funds held in 2020 and 2021 being brought forward in to 2022.

⁸ Please note this row is used to monitor the rate of expenditure to ensure agreed proportions of investment are met.

⁹ Please note this is any amount of CAF funding to be paid by the Department for the relevant year that is not spent in the relevant year. A rationale for deferring funding must be provided below this table. For 2022 to 2025, the amounts in this row should match the Budget for 2022-2025 table above. This row should include deferred CAF funding paid by the Department and, where applicable, for 2022 may include actual interest earned on funds held in 2020 and 2021 being carried forward again into to 2023. For example, an NGRB may plan to defer \$5 million in 2022 and defer another \$5 million in 2023, with the resulting \$10 million to be spent in 2024. This row would show \$5 million in deferred expenditure in 2022, \$5 million deferred in 2023 and then \$0 in 2024.

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	2022	2023	2024	2025	2026*	2027*	2028*	2029*
Accrued deferred funding from the relevant year and previous years to be spent in a future year ¹⁰	\$5,500,062	\$7,304,126	\$6,086,772	\$4,869,417	\$3,652,063	\$2,434,709	\$1,217,354	

* Funding over 2026 to 2029 is indicative and will be finalised through 2026-2029 work plans to be settled in 2025.

Rationale for deferral of Funds

Special Circumstances Funding

As outlined previously, CEWA will assess each circumstance which arises unexpectedly and which cannot be adequately supported, in the short and or medium term, by the processes and procedures which already exist within CEWA. For example, the recent impact of Tropical Cyclone Seroja in April 2021 at St Mary's School in Northampton was adequately dealt with through centralised support and insurance provisions through Catholic Church Insurances Ltd. CEWA was able to provide fee support and similar to parents through existing processes such as Health Care Card provisions and negotiated fee relief. Other CEWA schools contributed to relief and support programs. Special Purpose CAF funding was considered; however existing processes and support were adequate on this occasion.

CEWA has not made allocations to Special Circumstances funding but should a natural disaster impact on a school or schools, and where existing processes cannot adequately support that school or schools to return to normal operation as quickly as possible, then CEWA would allocate Special Circumstances Funding. Should unexpected budgetary needs arise, these will be discussed with DESE to determine agreed ways these needs could be met. Adjustments to planned projects might be necessary and this would depend on the amount of Special Circumstances Funding allocated and whether it was a once-off distribution or for two or three years. Allocation of Transition Assistance – which from 2024 onwards is a sizeable proportion, would likely be reduced if Special Circumstances Funding was required.

Unpredictable events are just that – unpredictable. Setting aside an annual allocation would deprive other projects of funding, and should no circumstance arise before the termination of the CAF program in 2029, then CEWA is faced with the prospect of having to allocate these accrued funds to projects at relatively short notice which is undesirable. CEWA is confident that existing crisis management processes across all aspects of school operation, currently exist. Further, CEWA is confident that these emergency processes can be activated immediately, including funding allocations under CAF.

Transition Assistance

This is being deferred until 2024. During 2022 and 2023, CEWA will closely examine the impact of the implementation of the DMI funding model. CAF funding under the Transition Assistance project is limited compared with the significant deficit schools across the system may experience.

CEWA will negotiate closely with schools who are likely to be impacted. The formula used to allocate funds will be determined by a number of considerations, including, but not limited to; school accumulated funds; anticipated expenses such as debt servicing on building; current fee structure and necessary adjustments; enrolment patterns and projections; fee collection rates including fee relief arrangements and Health Care Card holders; and other sources of income. A collaborative working group will liaise with schools to first examine ways of mitigating the impact of changed funding arrangements, then recommending CAF Transition Assistance payments. Delaying allocations until

¹⁰ Please note this is the total amount carried forward to the next year or any subsequent year and will show the cumulative deferred expenditure from the relevant year and/or previous years that has not yet been spent. This row should include deferred CAF funding paid by the Department and where applicable, actual interest earned on funds held in 2020 and 2021 being brought forward in to 2022. Continuing the example from the deferred expenditure row where an NGRB may plan to defer \$5 million in 2022 and defer another \$5 million in 2023, with the resulting \$10 million to be spent in 2024. This row would show \$5 million in accrued expenditure in 2022, \$10 million in 2023 and then \$0 in 2024.

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2024 will not affect the viability of schools in the short term; rather it will provide sufficient time frame to develop the necessary structural changes within affected schools that are sustainable in the longer term. Short term, unplanned allocations starting immediately will not achieve the required structural changes.

Schools will be provided with sufficient warning and will be involved at all stages of the negotiations. Given the apparent impact of the new funding model, CAF support will cover part of the shortfall. The need to firmly establish priorities and sustainable longer-term operations, therefore necessitates the delay of allocations until 2024. The financial spreadsheets indicate that the accumulated funds which exist in 2024 – likely to be around \$7 million - will be distributed over the 2024 – 2029 period to support schools. This will ensure that there will be a continuity and relative certainty of funding to affected schools for the six-year period. As mentioned previously, CEWA will notify DESE in late 2023 regarding allocations to schools, as well as likely allocations in 2025. This will include a list of schools and the allocation, and where appropriate, a short explanation for prioritising those schools, recognising that it will not be possible to support all schools.

CEWA recognises that some non-diocesan schools may be adversely affected by the DMI funding model in 2022 and 2023, and may be seeking Transition Assistance. CEWA will convene a meeting of adversely affected non-diocesan schools in 2022 to determine appropriate support that might be required after an assessment of their context. Potential support would be provided from the accumulated Transition Assistance funds. CEWA will advise DESE of any allocations proposed for 2022 and 2023 and the adjustments that might be required to subsequent CAF budgets.

Supplementary notes re; Amendments to Funding Allocations for Existing Projects for 2023 - 2025

The following tables indicate the continuing projects, as well as the two projects (noted in red) which will not be funded by CAF in 2023 and beyond. In all cases, they will be continued and funded by CEWA office budgets, as they align more closely with the work of existing teams and consultants. A consolidation of projects within the CAF program also facilitates enhanced oversight and evaluation.

Other projects where there will be significant variations in budget include:

Student Wellbeing - Liaison with schools and the rollout of the CEWA Wellbeing Framework has been met with requests from schools for increased professional learning for teachers, leaders and therapeutic support educators. This has been exacerbated by COVID-19 and equity issues are increasing in lower SES communities. The additional allocation supports the salary of consultants; costs of providing professional learning and the ongoing rollout of a system-led wellbeing survey for students. The budget indicates a similar/slightly increasing allocation in 2024 and 2025. Student wellbeing is a key Australian Government and Bilateral priority.

Virtual Schools Network (ViSN) – More schools are engaging in online learning and the demand for ViSN is anticipated to increase both in number of courses and range of courses. This is especially so for non-ATAR students and their preferred pathways. As a result of the review of ViSN two years ago, more resources need to be directed to improvements in course quality and for targeted professional learning for teachers and students, particularly in self-directed learning. It is also important to subsidise costs for participating students/schools, particularly those in rural areas. Additional funds will be directed to salaries, professional learning and costs of course delivery. The budgets for 2024 and 2025 will involve small increases.

Affordable schools – there is a slight increase, reflecting natural expansion in schools participating.

AEARF CAF Transition Assistance – as a result of the increases in the above projects, as well as smaller increases in some other projects, the allocation to this initiative has reduced significantly. In 2024 and 2025, the proposed allocations are just over \$3 million each year.

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PRIORITY A – AFFORDABLE SCHOOLS

Affordable Schools		
Description, Timeframe, Eligible Schools	Outcomes/objectives	Indicators of Success
<p>Details</p> <p>Fees in lower SES CEWA schools are generally low and Health Care Card concessions also apply. This initiative is continuing a pilot which commenced with six schools and is expected to expand in the four-year period. The project involves selected 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>Timeframes</p> <p>Program runs for full year commencing 01/01/22. Plans to continue for duration of CAF.</p> <p>Eligible Schools</p> <p>Initially 6 smaller low SES primary schools TBA; may expand to 8.</p>	<ul style="list-style-type: none"> • Increased accessibility and affordability 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 of each year, possible extension to additional schools 	<ul style="list-style-type: none"> • Names of schools; demographics and geolocation • Effects on enrolment/retentions • Qualitative feedback schools/parents • Evaluations undertaken towards the end of each year to inform possible expansion in subsequent years • Names and categories of schools receiving contributions to Health Care Card support • Indications of retention rates as a result of support • Numbers of families keeping all children at the school

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Virtual School Network ViSN		
Description, Timeframe, Eligible Schools	Outcomes/objectives	Indicators of Success
<p>Details</p> <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.</p> <p>Timeframes</p> <p>Delivery commences start of school year and concludes end of school year. Activity planned to continue indefinitely</p> <p>Eligible Schools</p> <p>Any school with Year 11 and/or Year 12 students can access this project</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. 	<ul style="list-style-type: none"> • Number of schools; range of courses • Names of schools and geolocations • Number of students • Any other quantitative data re; results, completions etc • Any other qualitative feedback re; satisfaction etc • Progressive implementation of the recommendations of the external 2021 ViSN Review • Details of professional learning accessed by teachers

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PRIORITY B – TRANSITION ASSISTANCE

Transition Funding Project – Diocesan and non-Diocesan Schools		
Description, Timeframe, Eligible Schools	Outcomes/objectives	Indicators of Success
<p>Details</p> <p>A number of schools will be financially disadvantaged by the transition to the DMI Funding model. These include diocesan schools and non-diocesan schools which CEWA has authority to represent. Estimates indicate a potential reduction in funding across all CEWA schools. This funding allocation project will involve developing, in 2022 and 2023, an equitable distribution model considering factors such as current fee structures, reserves, capacity to pay, current fee collection rates, needs of the school community, enrolment data etc. Schools will be informed of the criteria during 2023 and distributions will commence in 2024 and continue thereafter.</p> <p>Timeframe</p> <p>Distribution of funds will commence in 2024 and will continue until 2029. Planning and assessment of schools commences in 2022 and continues in 2023.</p> <p>Eligible schools</p> <p>All system represented schools will be eligible for support based on detailed analysis</p>	<ul style="list-style-type: none"> • Support for schools adversely affected, preserving and enhancing the quality of education and affordability for communities. • Development of a negotiated distribution model which will be used to distribute funds in an equitable manner. 	<ul style="list-style-type: none"> • Names of schools supported • Amounts provided • Indicators – enrolments, fee increases etc that provide some evidence of impact

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PRIORITY B – TRANSITION ASSISTANCE – REGIONAL

Transition Funding Project – Regional schools		
Description, Timeframe, Eligible Schools	Outcomes/objectives	Indicators of Success
<p>Details</p> <p>This funding will be allocated to smaller regional schools with 150 or less students. This was reflected in the 2020 – 21 Work Plan and is intended to support smaller schools whose size impacts on their capacity to support families and provide the necessary choice in regional centres. A determination was made to provide the same allocation to each school with 150 or fewer students, but with the exception of some Kimberley schools which receive funding from other projects</p> <p>Timeframe</p> <p>23 schools identified as being eligible; in-principle details provided in October 2021 to assist with school budgeting; allocations commence 2022 – with carryover from 2020 and 2021 – and will continue annually</p> <p>Eligible schools</p> <p>At this stage – St Martin de Porres, Broome; St Joseph’s, Southern Cross; St Joseph’s, Pemberton; St Joseph’s, Moora; St Joseph’s Waroona; St Joseph’s, Wyndham; Sacred Heart, Goomalling; Our Lady of Mt Carmel, Mullewa; St Mary’s, Boyup Brook; St Mary’s, Northampton; St Mary’s, Donnybrook; St Mary’s, Merredin; St Bernard’s, Kojonup; St Patrick’s, Katanning; St Michael’s, Brunswick Junction; Geraldton Flexible Learning Centre, Geraldton; Our Lady Star of the Sea, Esperance; Holy Rosary, Derby; Edmund Rice, Bindoon; St Anne’s, Harvey; St Thomas More, Margaret River; St Matthew’s, Narrogin; St Brigid’s, Bridgetown.</p>	<ul style="list-style-type: none"> • Assist in maintaining viability and accessibility of schools in declining regional centres • Assist in maintaining affordability for families, particularly those that require fee support • Assist in maintaining the current amenity of the facilities and quality of education 	<ul style="list-style-type: none"> • Names of schools supported • Amounts provided • Indicators – enrolments, fee increases etc that provide some evidence of impact in terms of maintain choice and affordability in that small regional centre

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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.

It is also important to note that CEWA is a cohesive system of represented 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.

Special Circumstances Funding		
Description, Timeframe, Eligible Schools	Outcomes/objectives	Indicators of Success
<p>Details</p> <p>Funds are not specifically reserved for this purpose but as outlined above, CEWA will provide support to any school impacted by a significant event which would include specialist staff, including IT and capital development consultants, also ensuring quick processing of insurance claims if applicable. CAF support will be applied immediately and CEWA will underwrite the allocation in advance, if necessary, in collaboration with AGDESE; this will assist in maintaining continuity with existing projects.</p> <p>Timeframe</p> <p>An emergency action plan would be implemented by CEWA immediately, including a comprehensive risk assessment in accordance with established procedures</p> <p>Eligible schools</p> <p>Available to all schools.</p>	<ul style="list-style-type: none"> • Apply funds and other logistical support to an affected school to enable resumption of teaching and learning asap – which may include temporary access to online support • Develop a risk management and school recovery plan which will direct short- and longer-term support processes as appropriate • Establish a clear liaison and communication process to ensure the needs of the school community are met – particularly important for remote locations 	<ul style="list-style-type: none"> • Name of school involved and details of the nature and impact of the significant event • Details of both CEWA support and CAF support provided • Details of processes used to provide assistance including timelines for continuance of education provision • Details of any longer-term planning and support negotiated with the school

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PRIORITY D – STRENGTHENING OUTCOMES FOR SCHOOLS AND EDUCATIONALLY DISADVANTAGED SCHOOLS AND STUDENTS

Curriculum and Re-engagement Education (CARE) Services		
Description, Timeframe, Eligible Schools	Outcomes/objectives	Indicators of Success
<p>Details</p> <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 6 CARE schools. 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. This proposal will involve appointing 1 x ATA and 1 x social worker who will be shared by the metropolitan CARE schools. 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> <p>Timeframe</p> <p>Funds allocated for 2022 school year in the first instance. Planning and indications of what support is required is occurring currently, including possible sharing of staff.</p> <p>Eligible schools</p> <p>St Clare's School; St Francis School; Clontarf Aboriginal College; St Martin De Porres School, Broome</p>	<ul style="list-style-type: none"> • 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 interagency support 	<ul style="list-style-type: none"> • Appointment of 1 x FTE ATAs for St Clare's and St Francis' School 0.5FTE each – part support • 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 of improved outcomes for students • Qualitative information re; student attendance and engagement

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Aboriginal Families as First Educators-AFAFE		
Description, Timeframe, Eligible Schools	Outcomes/objectives	Indicators of Success
<p>Details</p> <p>This project is a continuation of the program funded by the former Indigenous Advancement Strategy and supports schools and Aboriginal mothers and their children to engage with schools in early childhood settings. It uses the Abecedarean 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 conducted a formal review of the program through Charles Darwin University at the end of 2018, reinforcing the positive outcomes. 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.</p> <p>Timeframe</p> <p>Planning underway to finalise list of schools and levels of support required; Program commences at beginning of school year and continues until end of school year; typically delivered one day per week; intended duration – indefinite.</p> <p>Eligible Schools</p> <p>Confined to primary schools with reasonable sized Aboriginal cohort and where staff and resources exist to support the playgroup – likely to be 13 – 16 schools in 2022 subject to finalisation of planning this year. School list finalised in coming months.</p>	<ul style="list-style-type: none"> • 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 2022; make decisions for 2023 • Increase family engagement and knowledge in education in subsequent years of schooling. • Address Closing the Gap targets 	<ul style="list-style-type: none"> • Names of schools • Demographics of schools • Number of staff trained; type of training • Number of children and families • Qualitative feedback from schools and families • Report on possible expansion to more schools

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ATA Upskilling Program		
Description, Timeframe, Eligible Schools	Outcomes/objectives	Indicators of Success
<p>Details</p> <p>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.</p> <p>Funds are used to pay the service provider, UNDA for training, support and certification.</p> <p>Timeframe</p> <p>Planning currently occurring to identify status of training of ATAs; Program commences start of 2022 school year and continues online for duration of year online, with opportunity to finalise qualification beyond closure of school at end of school year; planned to deliver this program indefinitely.</p> <p>Eligible Schools</p> <p>Confined to Kimberley schools which have eligible ATAs for training; up to 13 schools.</p>	<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 • Higher levels of engagement and proficiency of ATAs in classroom support 	<ul style="list-style-type: none"> • Names of schools involved • Number of ATAs involved • Credentials completed • Qualitative feedback from principals and ATAs as well as CEWA consultant • Feedback from UNDA trainers • Proportion of participants with good standing at the end of the year

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Mentor Support Rural and Remote		
Description, Timeframe, Eligible Schools	Outcomes/objectives	Indicators of Success
<p>NOTE – THIS PROGRAM WILL BE DISCONTINUED IN 2023 AND THEREAFTER. SUPPORT TO REGIONAL AND REMOTE SCHOOLS WILL BE BUILT INTO THE CEWA BUDGETS FOR SCHOOL IMPROVEMENT ADVISORS AND REGIONAL OFFICERS; THERE WILL BE REDUCTION IN SUPPORT FOR THESE SCHOOLS.</p> <p>Details</p> <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 (ECT) 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> <p>Timeframes</p> <p>Support to selected principals commences at start of school year This project will cease to be funded from CAF at the end of the 2022 school year and transferred to alternate CEWA cost centres</p> <p>Eligible Schools</p> <p>Confined to two or three smaller regional schools where relatively less experienced principals exist.</p>	<ul style="list-style-type: none"> • Outcomes/objectives • 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 	<ul style="list-style-type: none"> • Indicators of Success • Successful engagement of part time mentor • Records of schools principals visited; frequency; others assisted • Records of ECTs assisted • Evidence of improvement in leadership effectiveness • Evidence of school improvement – mainly qualitative

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Kimberley IT support and enhancement		
Description, Timeframe, Eligible Schools	Outcomes/objectives	Indicators of Success
<p>Details</p> <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 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> <p>Timeframe</p> <p>Continuous technical support to the schools and staff involved 365 days of the year; program commenced beginning of 2021 school year and is planned to continue to at least 2029.</p> <p>Eligible Schools</p> <p>Confined to 13 Kimberley schools only; all support is provided by outside providers and central CEWA technical support.</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 • Establish a more frequent and consistent in situ support service to schools • Improve learning outcomes for students and access to professional learning for staff. 	<ul style="list-style-type: none"> • Names of schools involved; geolocation, student and staff numbers who will benefit • Details of IT hardware and internet services provided • Details of technical support provided – FTE staff; schools visited; services provided; issues arising • Qualitative feedback on efficiency of IT processes and outcomes in schools • Tangible evidence of improvement in student outcomes • Evidence of staff engagement and increasing expertise

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PRIORITY E – STUDENT WELLBEING AND SUPPORT

Student Well Being		
Description, Timeframe, Eligible Schools	Outcomes/objectives	Indicators of Success
<p>Details</p> <p>Student wellbeing is a major priority in schools. CEWA currently has a team of school psychologists and child safe 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 4.5 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 which will be consistent with the Australian Student Wellbeing Framework, especially in recognising student voice.; provide professional learning, early intervention; coaching to schools; and introduce measurement and evaluation processes. This project also recognises the likelihood of significant student wellbeing issues as a result of the ongoing health and financial implications of COVID-19 for families, particularly in lower SES communities and amongst vulnerable groups.</p> <p>A further initiative will involve the development of a wellbeing survey for students where student voice is paramount. The survey will be piloted in 2022 and progressively rolled out</p> <p>Timeframe</p> <p>Work on the wellbeing framework will be concluded at the end of 2021 and from 2022, this will be implemented in schools. The wellbeing survey instrument will be progressively developed during 2022, with piloting planned. Wellbeing central consultancy support continues to be provided to schools. The wellbeing project is ongoing beyond CAF support to 2029.</p> <p>Eligible schools</p> <p>All schools will be potentially supported under this project.</p>	<ul style="list-style-type: none"> • Wellbeing framework developed and rolled out to schools • 4.5 consultants continuing to support schools • Resource development for schools, students and parents continues – especially online • Partnerships with outside organisations established and consolidated to maximise school support. • Professional learning delivered to schools • Liaison with other CEWA teams has occurred; roles clarified • Professional learning opportunities and resources developed, particularly online • Team works effectively with teachers and key staff in schools • Wellbeing Framework is used in schools to enhance support for students • Student wellbeing survey completed, piloted and rolled out to all schools to assist in providing targeted support. 	<ul style="list-style-type: none"> • Completion of wellbeing framework; dissemination to schools • Details of services to schools involved; number; geolocation • Details of students – numbers; types of support • Details of resources developed • Professional learning offered – number, attendance; locations • Qualitative feedback from schools and parents. • Details of wellbeing framework completion and rollout to schools – meetings, PL, number of schools, feedback from schools; evidence of effectiveness • Details relating to student wellbeing survey – completion; liaison with schools; feedback; pilot and number of schools; rollout details; evidence of effectiveness

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'Transforming Lives' Engagement Officers (TLEO) and Related Support Programs		
Description, Timeframe, Eligible Schools	Outcomes/objectives	Indicators of Success
<p>Details</p> <p>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 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. Funds will be directed towards professional learning and support from the central office.</p> <p>The project may also involve schools partnering with outside providers to deliver programs which are specifically aimed at increasing engagement and attendance e.g., Follow the Dream, equine therapy programs.</p> <p>Schools will make decisions regarding the balance of TLEOs and support programs that best fits the communities needs.</p> <p>Eligible schools</p> <p>Kimberley schools are eligible for specialised support given strong community connection.</p>	<ul style="list-style-type: none"> • School TLEOs are supported from the central office. • 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. • Develop greater connections with community agencies • Engagement programs implemented by schools to meet cohort needs 	<ul style="list-style-type: none"> • Names of schools; locations etc • Number of FTE TLEOs supported • Qualitative and quantitative data re; roles and support by TLEOs – feedback from schools • Number of families connected with • Data on student attendance rates • Number of personalised learning plans developed and effectiveness • Qualitative feedback on community development • Details of engagement/welfare programs implemented including provider, schools, outcomes.

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Child Safety		
Description, Timeframe, Eligible Schools	Outcomes/objectives	Indicators of Success
<p>Details</p> <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. 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> <p>Timeframes</p> <p>Work continues on this project and given its importance, will continue indefinitely. Expansion in activities is anticipated.</p> <p>Eligible schools</p> <p>All schools will be potentially involved in this project.</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 	<ul style="list-style-type: none"> • Details of professional learning provided • Details of resources produced • Qualitative feedback from schools on value of services and resources • Statistical information re; cases in general terms.

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Key stakeholders

As outlined earlier, the approach adopted by CEWA has largely involved centrally organised activities and support which reflect system priorities as outlined in Strategic Directions 2019 – 23 and the system improvement framework Quality Catholic Education. An extensive consultation process has underpinned these plans and schools reflect the priorities in their individual strategic plans. CEWA is also aware, through the liaison processes in the table below, that many schools will have nuances and local variations to meet the needs of their communities. Individual projects have been approved to support these needs.

It also needs to be recognised that funding allocation processes used by CEWA, other than CAF, also address school need. These include, but are not limited to; fee top ups; health care Card initiatives; regional support and size loadings; cross subsidisation and co-responsibility arrangements; support for students with disability; psychology support services; loadings and additional support for Kimberley and remote schools; loadings for schools with higher Aboriginal and CALD cohorts etc. As part of the CAF allocative processes and development of projects, existing central support is a consideration to maintain equity and sustainability. Schools accept this.

CEWA, as part of its governance structure, has a number of standing committees across areas such as finance, audit and risk, curriculum, Aboriginal education, and community with school and parental representation. While matters relating directly to CAF projects are not necessarily considered by these standing committees, policy and strategic directions are developed and agreed to; these influence CAF project development and allocations.

An example of school representation in action is the ongoing work with schools regarding emerging patterns of impact regarding the DMI funding model. This workplan demonstrates a substantial allocation of direct funding support in 2024, and a large proportion of annual funding thereafter. The work plan also indicates the reduction in funding or termination of some projects that were previously offered in 2020/21 to reflect schools' needs and the redirection of funds to higher need areas.

Examples of good practice in schools is shared amongst schools through principal and deputy principal networks primary and secondary, central consultants, SIAs and ROs. This includes centrally organised showcases, professional learning; school networks and discussions when consultants visit schools.

While there is limited liaison across education systems, many of CEWA's projects and priorities are reflected in the current Bilateral Agreement and also address key national stakeholder priorities in 'Closing the Gap'; Alice Springs Declaration; and Ministers' Meeting agenda/action items.

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Stakeholder & Interest/Impact	Engagement Strategy
School principals and leadership teams, typically deputy principals, business managers	<p>Projects largely reflect existing system priorities, those that are relatively common to schools and those in the CEWA Strategic Directions 2019 - 23 and Quality Catholic Education. The following processes are in place to communicate and liaise:</p> <p>Two monthly meetings are held with the principal associations, primary and secondary</p> <p>CEWA staff attend and present at leadership associations professional learning days</p> <p>Principal associations propose ideas to CEWA Executive</p> <p>CEWA Strategic Directions and the Quality Catholic Education school improvement framework went through an intensive consultation process ensuring that system priorities are universally agreed – school leadership teams and teachers</p> <p>Two leadership forums are held each year involving about 500 participants each; strategic plans and system priorities are discussed</p> <p>CEWA Consultants deliver PL in schools, often at whole school activities, shared understandings of strategic priorities</p> <p>SIA's and ROs liaise regularly with school leadership teams to develop shared understandings and gather feedback</p> <p>School leadership teams develop school strategic plans which align with system strategic initiatives</p> <p>Where some degree of certainty about schools to be involved exists, communication with schools and planning occurs as early as possible to support budgeting and planning</p> <p>Working Groups exist in relation to a number of projects e.g., ViSN; Wellbeing Framework; school funding and these include school leadership groups, Cultural Security Project has significant school leadership representation</p> <p>In the case of CARE school support, funds were provided to explicitly reflect the request of principals In the case of Transition Assistance, planning groups will include school leadership</p>
Families and Students	<p>In those projects which are more student or family facing, the nature of the program is informed by feedback from these groups. This has involved formal and informal liaison and examples are ViSN, Wellbeing Framework (including the voice of the child) AFAFE, ATA Upskilling</p>

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Expert community representatives including parents; cultural groups; tertiary institutions; business people; regional representation.

CEWA's governance mode includes a peak group – Catholic Education Commission of WA as well Standing Committees in areas of Aboriginal education, community engagement; finance and risk; education; religious education. These consist of wide representation including outside the system and while they do not specifically address CAF projects, they are responsible for policy and strategic settings which provide the system framework for school improvement – which is the fundamental aim of CAF.

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2022-25 CAF Workplan NGRB Sign Off

This 2022-25 CAF Workplan is submitted in fulfillment of the workplan requirement in part 4 of the CAF Agreement and I understand that, once approved, the work plan forms Attachment A to the CAF Agreement.

Signature:

Name and Position of the person Wayne Bull, Acting Executive Director
signing off on behalf of the NGRB: CEWA Ltd

Date: 16 February 2023

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Schedule 1 – Indicative school-level distributions 2022–2025

Priority A – Choice and Affordability

AGEID	School Name	2022	2023	2024	2025
100	Majella Primary School BALGA	\$131,905	\$0	\$0	\$0
193	St Joseph's School WAROONA	\$47,497	\$139,185	\$143,361	\$147,661
146	St Bernard's School KOJONUP	\$195,000	\$200,850	\$206,876	\$213,082
151	St Brigid's School BRIDGETOWN	\$71,933	\$74,091	\$76,314	\$78,603
127	St Mary's Catholic School BOYUP BROOK	\$144,470	\$134,106	\$138,129	\$142,273
207	St Mary's School DONNYBROOK	\$99,275	\$102,253	\$105,321	\$108,480
2162	St Patrick's School KATANNING	\$7,361	\$13,635	\$14,044	\$14,465
15657	Aquinas College SALTER POINT	\$41,532	\$100,110	\$103,113	\$106,207
8785	Aranmore Catholic College LEEDERVILLE	\$7,472	\$14,300	\$14,729	\$15,171
161	Bunbury Catholic College BUNBURY	\$0	\$13,180	\$13,575	\$13,983
8095	Chisholm Catholic College BEDFORD	\$7,361	\$0	\$0	\$0
16319	Emmanuel Catholic College SUCCESS	\$7,361	\$13,180	\$13,575	\$13,983
27905	Holy Cross College ELLENBROOK	\$7,361	\$14,090	\$14,513	\$14,948
15801	Irene McCormack Catholic College QUINNS ROCKS	\$21,205	\$27,620	\$28,449	\$29,302
8783	John Paul College KALGOORLIE	\$0	\$13,955	\$14,374	\$14,805
95	Kearnan College MANJIMUP	\$20,407	\$26,590	\$27,388	\$28,209
13573	Mandurah Catholic College MANDURAH	\$7,361	\$13,180	\$13,575	\$13,983
13609	Mater Dei College EDGEWATER	\$14,004	\$14,090	\$14,513	\$14,948
17688	Mercy College KOONDOOLA	\$7,361	\$14,090	\$14,513	\$14,948
30116	Mother Teresa Catholic College BALDIVIS	\$27,954	\$13,550	\$13,957	\$14,375
86558	Our Lady of Mercy College AUSTRALIND	\$20,726	\$0	\$0	\$0
2712	St Joseph's College ALBANY	\$0	\$55,475	\$57,139	\$58,853
189	St Joseph's School NORTHAM	\$14,928	\$14,045	\$14,466	\$14,900
16457	St Mary's College BROOME	\$6,643	\$13,615	\$14,023	\$14,444
6831	St Luke's College KARRATHA	\$8,105	\$14,685	\$15,126	\$15,579
206	St Mary Star of the Sea Catholic School CARNARVON	\$7,361	\$14,090	\$14,513	\$14,948
13634	Seton Catholic College SAMSON	\$369,048	\$2,000	\$2,060	\$2,122
	Eligible CEWA Schools (To be Confirmed)	\$131,905	\$0	\$0	\$0
		\$1,361,106	\$1,126,724	\$1,160,528	\$1,195,340

Choice and Affordability Fund – Work Plan 2022–2025

Catholic Education Western Australia Ltd

Priority B – Transition Assistance

AGEID	School Name	2022	2023	2024	2025
86701	St Martin de Porres School BROOME	\$17,748	\$6,266	\$6,454	\$6,648
192	St Joseph's School SOUTHERN CROSS	\$17,748	\$6,266	\$6,454	\$6,648
190	St Joseph's School PEMBERTON	\$17,748	\$6,266	\$6,454	\$6,648
187	St Joseph's School MOORA	\$17,748	\$6,266	\$6,454	\$6,648
193	St Joseph's School WAROONA	\$17,748	\$6,266	\$6,454	\$6,648
194	St Joseph's School WYNDHAM	\$17,748	\$6,266	\$6,454	\$6,648
130	Sacred Heart Catholic School GOOMALLING	\$17,748	\$6,266	\$6,454	\$6,648
118	Our Lady of Mount Carmel School MULLEWA	\$17,748	\$6,266	\$6,454	\$6,648
127	St Mary's Catholic School BOYUP BROOK	\$17,748	\$6,266	\$6,454	\$6,648
211	St Mary's School NORTHAMPTON	\$17,748	\$6,266	\$6,454	\$6,648
207	St Mary's School DONNYBROOK	\$17,748	\$6,266	\$6,454	\$6,648
210	St Mary's School MERREDIN	\$17,748	\$6,266	\$6,454	\$6,648
146	St Bernard's School KOJONUP	\$17,748	\$6,266	\$6,454	\$6,648
2162	St Patrick's School KATANNING	\$17,748	\$6,266	\$6,454	\$6,648
214	St Michael's School BRUNSWICK JUNCTION	\$17,748	\$6,266	\$6,454	\$6,648
28992	Geraldton Flexible Learning Centre GERALDTON	\$17,748	\$6,266	\$6,454	\$6,648
13997	Our Lady Star of the Sea Catholic Primary School ESPERANCE	\$17,748	\$6,266	\$6,454	\$6,648
2154	Holy Rosary School DERBY	\$17,748	\$6,266	\$6,454	\$6,648
15658	Edmund Rice College BINDOON	\$17,748	\$6,266	\$6,454	\$6,648
139	St Anne's School HARVEY	\$17,748	\$6,266	\$6,454	\$6,648
13588	St Thomas More Catholic Primary School MARGARET RIVER	\$17,748	\$6,266	\$6,454	\$6,648
212	St Matthew's School NARROGIN	\$17,748	\$6,266	\$6,454	\$6,648
15269	St Brigid's School BRIDGETOWN	\$17,759	\$6,278	\$6,466	\$6,652
	Eligible CEWA Schools (To be Confirmed)	\$0	\$0	\$ 3,075,542	\$3,131,286
		\$408,215	\$144,130	\$3,223,996	\$3,284,194

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

AGEID	School Name	2022	2023	2024	2025
2712	St Joseph's College ALBANY	\$45,000	\$45,000	\$45,000	\$45,000
163	Xavier Catholic School HILBERT	\$20,000	\$20,000	\$20,000	\$20,000
16461	Kururrungku Catholic Education Centre - Billiluna HALLS CREEK	\$40,000	\$40,000	\$40,000	\$40,000
214	St Michael's School BRUNSWICK JUNCTION	\$8,000	\$8,000	\$8,000	\$8,000
30059	St John Bosco College PIARA WATERS	\$120,000	\$120,000	\$120,000	\$120,000
16459	Christ the King Catholic School BROOME	\$50,000	\$50,000	\$50,000	\$50,000
2757	Assumption Catholic Primary School MANDURAH	\$45,000	\$45,000	\$45,000	\$45,000
8787	Warlawurru Catholic School HALLS CREEK	\$25,000	\$25,000	\$25,000	\$25,000
193	St Joseph's School WAROONA	\$80,000	\$80,000	\$80,000	\$80,000
194	St Joseph's School WYNDHAM	\$25,000	\$25,000	\$25,000	\$25,000
5624	Clontarf Aboriginal College WATERFORD	\$35,624	\$16,192	\$16,192	\$16,192
86701	St Martin de Porres School BROOME	\$39,722	\$18,055	\$18,055	\$18,055
30238	St Francis' School MADDINGTON	\$20,791	\$9,450	\$9,450	\$9,450
15659	St Clare's School LATHLAIN	\$13,863	\$6,303	\$6,303	\$6,303
16457	St Mary's College BROOME	\$50,400	\$50,400	\$51,912	\$53,469
		\$618,400	\$633,977	\$652,998	\$672,586