

# **Non-Government Reform Support Fund**

## **2021 Work Plan**

### **Catholic Education Western Australia**

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#### **Summary of 2021 Workplan**

The work plan for 2021, will be very similar as for 2020. CEWA is providing a range of support projects to schools across the system. For 2021, CEWA will also be in receipt of funding support under the Australian Government Choice and Affordability Program. This program has different priorities to the RSF.

#### **CEWA'S 2021 work plan is based on the following key principles:**

These key principles were also articulated in the 2020 work plan. The following principles apply:

1. It builds on key work undertaken in the 2020 program. The work plan also builds on the RSF Strategic Plan 2019 to 2022. Notwithstanding, there have been some minor deviations from this plan, caused by the transfer of some focus points to CAF. In particular, projects relating to student wellbeing are included in CAF funded projects as they more closely fit those criteria, a larger base of funding is available, and funding extends to 2029. Aspects of student wellbeing remain in project 1 'Climate Survey'; project 8 'Transforming Lives'; project 9 'NAPLAN'; and project 012 'Cultural Competency'.
2. It is consistent with priorities established in the newly implemented CEWA 'Strategic Directions 2019 - 2023'. This will drive quality and growth in Catholic schools and is based on the four pillars of; inspiring Christ-centred leaders; developing schools of excellence; developing pastoral schools; and strengthening an affordable accessible and sustainable system of schools.
3. It provides clear recognition and inclusion of the three required national priority areas – NCCD for students with disability; preparation/implementation for NAPLAN online; and improved governance, accountability and financial practices in schools.
4. It reflects agreed priorities as contained in the State Bilateral Reform Agreement between the three education system/sectors which was negotiated and signed in late 2018.
5. It adopts a strategic approach for the CEWA system by supporting centrally coordinated activities that meet broader as well as specific needs of schools. From past experience, this is a far more strategic, sustainable and cost effective practice which has resulted in demonstrable outcomes. Co-contribution is seen as important.
6. It supports other national priorities especially in equity areas such as Closing the Gap initiatives. Notwithstanding, the specific needs of certain schools which may be geographically and economically challenged and have special need cohorts, will be accommodated as far as possible in so far as they meet the broad aims of the Quality Schools Agenda and the Bilateral Reform Agreement.
7. It will avoid unnecessary overlap with the projects to be funded under the Choice and Affordability Fund.

#### **Special note regarding two national priority areas:**

- **Nationally Consistent Collection of Data for Students with Disability** – CEWA has for some time employed about 18.0FTE consultants to support students with disability in schools. These consultants have a caseload of schools each and are closely involved in assessments and support to schools. While the RSF financial allocation appears to reflect a lower emphasis, this is not the case. The work of the approximate 18.0FTE is considered to reflect a strong commitment by CEWA to this priority in terms of the proportion of their work they ascribe to this priority. Notwithstanding the above, the amount of funding directed to this priority from the RSF has increased in 2021.

- **Implementation of NAPLAN online** – CEWA considers that schools are adequately prepared for implementation, having been involved in 2019. CEWA provides significant resources to schools above the RSF funding indicated in this work plan. Although NAPLAN did not run in 2020 due to COVID-19 issues, CEWA continued to commit to preparing schools and teachers for 2021, as this work plan reflects. Funding for this priority has increased in 2021.

### **Identification of Projects**

CEWA has taken the approach of identifying three broad operational strategic areas under which individual initiatives (projects) that support that broad operational area can be grouped. This not only provides a more strategic approach but also provides a coherent framework that can support links between the projects. All projects build on the three stated priority areas.

These three broad strategic areas are:

- **School Governance, Whole School Improvement and Accountability** - five projects which assist schools, leaders, educators and Board Chairs to raise quality and collective accountability.
- **Improving student achievement and well-being** – three projects which are closely related and provide support to student learning, engagement, equity issues and emerging pedagogical trends.
- **Improving educators' proficiency, including leadership** – four projects which provide support to leaders and educators to raise levels of proficiency to facilitate school improvement and student outcomes.

While projects are described discretely (and reported on similarly) there is a degree of overlap and their collective outcomes support progress against the three strategic areas above.

As outlined in principle 5 above, all activities involve the CEWA offices and/or outside providers supporting schools through consultant visits, centrally delivered/coordinated professional learning, meetings, school visits etc. For some projects, financial support is available directly to schools to part/fully cover teacher relief and travel, especially for non-metropolitan schools.

## Summary of 2021 budget

### A. Broad 2021 allocations

Focus	Projects	Reform support funding	Funding from other sources	Total funding
<b>SCHOOL GOVERNANCE</b>	1. Climate Survey for Schools	\$284,000	\$120,000	\$404,000
	2. School Audit, Policy and Risk Analysis	\$291,000	\$575,000	\$866,000
	3. CRM Office	\$250,000	\$335,000	\$585,000
	4. AoS Deployment	\$476,000	\$600,000	\$1,076,000
	5. CEWA Strategic Plan Implementation	\$25,000	\$125,000	\$150,000
<b>STUDENT ACHIEVEMENT</b>	6. Support for STEM	\$126,000	\$160,000	\$286,000
	7. Support for NAPLAN Online	\$310,000	\$800,000	\$1,110,000
	8. Transforming Lives 2025	\$90,000	\$350,000	\$440,000
<b>EDUCATORS PROFICIENCY</b>	9. Support for NCCD	\$359,000	\$840,000	\$1,199,000
	10. Support for Early Career Teachers	\$100,000	\$260,000	\$360,000
	11. School Leadership	\$40,000	\$170,000	\$210,000
	12. Cultural Competency Program	\$102,815	\$50,000	\$152,815
	<b>TOTAL (includes carry over of 280,815)</b>	<b>\$2,453,815</b>	<b>\$4,385,000</b>	<b>\$6,838,815</b>

**B. Broad expenditure 2021 activities**

<b>Projects</b>	<b>Activities</b>	<b>Reform support funding</b>	<b>Activities – Breakdown other sources</b>	<b>Funding other sources</b>	<b>Total funding</b>
1. Climate Survey for Schools	Cost of survey external 260,000 Admin costs related 24,000	\$284,000	Nominal time SIAs and ROs Working with schools; analysis 120,000	\$120,000	\$404,000
2.School Audit, Policy and Risk Analysis	2 x FTE CEWA Policy/risk Consultants 291,000	\$291,000	2 x school audit officers 140,000 Travel and accom etc 15,000 SIA/RO nominal work with schools 250,000 CEWA Audit records officer 130,000 CEWA admin support 40,000	\$575,000	\$866,000
3.CRM Office	2 x FTE CRMData officers 250,000	\$250,000	Other CRM data processing and school liaison consultants 335,000	\$335,000	\$585,000
4.AoS Deployment	4 x FTE accountants to Assist school online/in situ 476,000	\$476,000	Other CEWA-based accountants and data officers assisting schools 600,000	\$600,000	\$1,076,000
5.CEWA Strategic Plan Implementation	External consultant costs 25,000	\$25,000	Nominal costs of CEWA staff managing Strat. Plan office and schools 125,000	\$125,000	\$150,000
6.Support for STEM	0.5FTE contribution to STEM Consultant; PL support 126,000	\$126,000	0.5FTE contribution to STEM Consultant; travel/accom; PD for schools 160,000	\$160,000	\$286,000
7.Support for NAPLAN Online	2 x FTE NAPLAN Consultants School liaison/data processing 310,000	\$310,000	Nominal support CEWA lit/num Consultants; IT support in schools; Test costs; data analysis programs; PD and follow up; does not include Contributions of school staff 800,000	\$800,000	\$1,110,000
8.Transforming Lives 2025	Nominal contribution to 0.5FTE and Other costs consultant Aboriginal Education Team Support for literacy initiative 90,000	\$90,000	Nominal costs of 4 other CEWA staff in directly supporting Transforming Lives 350,000	\$350,000	\$440,000
9.Support for NCCD	Costs towards 2.0FTE CEWA Consultant and admin support to oversee NCCD plus travel costs 359,000	\$359,000	Nominal costs of 18.0FTE CEWA Consultants and other support staff in NCCD related duties 840,000	\$840,000	\$1,199,000

10.Support for Early Career Teachers	Contribution towards teacher relief for schools and professional learning costs 100,000	\$100,000	Salary consultant, admin support, travel and accom; resource production 260,000	\$260,000	\$360,000
11.School Leadership	Part costs of talent ID Program; 360 etc 40,000	\$40,000	Contribution towards FTE Consultant; resources; PL 170,000	\$170,000	\$210,000
12.Cultural Competency Program	Costs of delivering and further developing specific program Licence etc 103,000	\$102,815	0.3FTE CEWA consultant Administering program 50,000	\$50,000	\$152,815
<b>TOTAL</b>		<b>\$2,453,815</b>		<b>\$4,385,000</b>	<b>\$6,838,815</b>

## Non-Government School Reform Fund

### Catholic Education Western Australia – 2021 Work Plan

Project 1 Climate Survey for Schools	Links to Bilateral Reform Plan	Links to RSF and AG Priorities	Expected Outcomes	Indicators of Success
<p>This involves a system-wide benchmarked accountability survey which involves school stakeholders and covers all aspects of school operations. The survey was developed in collaboration with an external organisation. Activities include administration and central assistance to schools in the interpretation of results.</p>	<ul style="list-style-type: none"> <li>• Bilateral Page 7 'Implement the School Climate Survey to provide leaders with information regarding the cultural climate of their organisation'.</li> <li>• Key CEWA strategic priority.</li> </ul>	<ul style="list-style-type: none"> <li>• Improving governance and accountability processes in schools; school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of workshops with school leaders.</li> <li>• Workshops with the 8 School Improvement Advisors (SIAs) and Regional Officers (ROs) and schools.</li> <li>• Links to other key strategic planning made clear – 'Quality Catholic Education' and 'Strategic Directions 2019 – 2023'</li> <li>• School leadership teams begin using results from 2020 for planning and school improvement actions in 2021.</li> <li>• Survey administered in 2021; basis for school planning and improvement in 2022.</li> <li>• Discussions around school improvement occur on whole school basis and link to wider strategic planning.</li> <li>• Climate survey informs other school accountability processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey instrument administered in schools; 114 schools planned to be involved</li> <li>• Consultation and familiarisation conducted with principals in various forums and in discussions involving school audits and school improvement processes. 2 x leaders' forums, 163 leadership teams; 3 working group meetings 10 principals</li> <li>• Results of work with schools on whole school improvement planning; feedback from SIAs and ROs on effects of survey on school improvement.</li> <li>• Brief evaluation conducted; feedback processed to influence ongoing surveys.</li> </ul>

<p align="center"><b>Project 2</b> <b>School Audit, Policy and Risk Analysis</b></p>	<p align="center"><b>Links to Bilateral Reform Plan</b></p>	<p align="center"><b>Links to RSF and AG Priorities</b></p>	<p align="center"><b>Expected Outcomes</b></p>	<p align="center"><b>Indicators of Success</b></p>
<p>This involves an integrated audit process of schools typically every 5 years or more often as required; it covers system requirements as well as external regulatory requirements, including the System Agreement.</p> <p>Two external auditors liaise with CEWA and visit schools for auditing against the System Agreement.</p>	<ul style="list-style-type: none"> <li>• Bilateral - Links in with school climate survey – see project 1 above.</li> <li>• Bilateral - Mirrors many of the actions under 'New Public School Review Process' for public schools, page 6.</li> <li>• Key CEWA requirement under the government System Agreement.</li> </ul>	<ul style="list-style-type: none"> <li>• Improving governance and financial management; school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Revised school audit process to assure school compliance with the State System Agreement and other national and state regulatory frameworks.</li> <li>• System policies and governance structures ensure policies and procedures are contemporary and comply with existing and changing education and regulatory frameworks.</li> <li>• CEWA-developed PRIME (Policy Risk Information Maintenance Education) implemented fully in schools to enhance compliance.</li> <li>• CEWA able to assure appropriate compliance to state government in terms of System Agreement</li> <li>• CEWA policies re-written to meet system and external requirements, especially with the progressive roll out of CEWA Incorporation.</li> <li>• CEWA School Handbook revised in collaboration with schools</li> </ul>	<ul style="list-style-type: none"> <li>• Reports from external school audit consultants; quantitative and qualitative information re activity and any issues with school compliance.</li> <li>• Training school auditors, workshops held with key CEWA staff including SIAs and ROs; meetings held with school principals; 2 workshops and 20 key CEWA staff involved</li> <li>• Minimum of 37 CEWA schools to be audited in 2021.</li> <li>• CEWA to continue work on policy review and school familiarisation; at least 70% of CEWA policies reviewed, revised and work-shopped with schools and key system personnel; new policy compliance fully embedded in school audit and related processes; policies discussed at 2 leaders forums all day 163 leadership teams</li> <li>• Work on revised CEWA Handbook well under way with proposed completion</li> </ul>



				<p>mid 2021</p> <ul style="list-style-type: none"><li>• PRIME platform used by schools.</li><li>• CEWA records management enables audit data to be used in other accountability processes such as school visits, cyclical review.</li><li>• Feedback from government agencies indicates confidence in CEWA compliance processes</li></ul>
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<b>Project 3 CRM Office</b>	<b>Links to Bilateral Reform Plan</b>	<b>Links to RSF and AG Priorities</b>	<b>Expected Outcomes</b>	<b>Indicators of Success</b>
<p>This project involves the development of the Microsoft Dynamics customer relationship management platform (CRM) which will provide a streamlined single point of contact platform for school contact and communication.</p> <p>Consultants work with schools to assist in data migration and related data processing.</p>	<ul style="list-style-type: none"> <li>• Bilateral - supports aspects of Teacher Workforce – all sectors, page 8, by creating a consistent and more accessible database.</li> <li>• Part of key CEWA system initiative in digital transformation.</li> </ul>	<ul style="list-style-type: none"> <li>• Improving governance and financial management</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to work towards centralising 100% of school demographic information; will enhance system reporting, efficiency and accountability.</li> <li>• Enhance engagement between CEWA and schools and between schools in terms of information sharing such as tracking enrolment opportunities across schools.</li> <li>• Streamline access to information to enable it to be used in planning.</li> <li>• Creation of a data warehouse incorporating over 50 different emerging and historical data.</li> </ul>	<ul style="list-style-type: none"> <li>• Migrate as many primary schools as possible - demographic data bases to new CEWA Cloud, report on numbers and effectiveness.</li> <li>• Migrate as many primary schools as possible financial and operations data to new CEWA system</li> <li>• Deliver appropriate training to office staff to drive continual improvement in new platform; quantitative and qualitative data; min 100 staff</li> <li>• Deliver appropriate training to school-based staff to enhance business processes; qualitative and quantitative data; min 1000 school staff</li> </ul>

<b>Project 4 AoS Deployment</b>	<b>Links to Bilateral Reform Plan</b>	<b>Links to RSF and AG Priorities</b>	<b>Expected Outcomes</b>	<b>Indicators of Success</b>
<p>The Administration of Schools (AoS) project is part of the CRM and Microsoft for finance and Operations suites and is designed to draw disparate data sources together and allow CEWA office and schools unprecedented access to information and resources to drive business and academic improvement.</p>	<ul style="list-style-type: none"> <li>• Bilateral - supports aspects of Teacher Workforce – all sectors, page 8, by creating a consistent and more accessible database.</li> <li>• Part of key CEWA system initiative in digital transformation</li> </ul>	<ul style="list-style-type: none"> <li>• Improving governance and financial management</li> </ul>	<ul style="list-style-type: none"> <li>• Schools migrating to the new platform will have more effective financial management.</li> <li>• Implementing common and universally understood financial, accounting and related practices will improve individual school and system accountability and efficiency.</li> <li>• Minimise disruption by preserving parity to existing systems used in CEWA schools – MAZE; CES; SEQTA.</li> <li>• Increase and maintain the level of financial expertise in school staff, especially smaller schools which typically do not have a business manager or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>• All primary schools migrated from MAZE/CES to AoS by end of 2021.</li> <li>• 30% of secondary schools migrated from MAZE to AoS by end of 2021.</li> <li>• Training and support packages developed and rolled out; quantitative and qualitative data provided.</li> <li>• Personalised portals developed for teachers, students, school leaders and parents; quantitative data provided.</li> <li>• Ongoing review of additional modules and capabilities which can be added; feedback report provided.</li> </ul>

Project 5 CEWA Strategic Plan Implementation	Links to Bilateral Reform Plan	Links to RSF and AG Priorities	Expected Outcomes	Indicators of Success
<p>CEWA developed a strategic plan for 2019 –2023 and after much consultation now needs to be embedded in strategic planning in schools. The strategic plan supports all three reform aspects in this work plan – quality and equitable education; enhanced governance and accountability; and upskilling educators and leaders.</p> <p>The project involves using some renowned strategists such as Fullan, to assist CEWA best implement the plan.</p>	<ul style="list-style-type: none"> <li>• Key CEWA system priority for all schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Improving governance and financial management.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop shared understandings of the CEWA Strategic Plan within the office and system; align policy and practice to the plan.</li> <li>• Assure gradual commitment to the Strategic Plan across the system including its integration in existing and emerging initiatives, including individual school strategic plans.</li> <li>• Align new policy initiatives as outlined in project 2, with Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Run workshops with school leaders to familiarise them with the plan and how it is used as a basis for specific school based planning; 100% of schools are aware of the plan; qualitative reports from SIAs and ROs; 2 x leaders’ forums leadership teams from 163 schools; 3 collective meetings with SIAs and 5 or so principals</li> <li>• Align strategic plan to Quality Catholic Education initiative development which commenced in 2020 and will continue in 2021.</li> <li>• Work with schools to develop broad KPIs or targets to measure implementation of the plan; reports on broad school progress; this to be part of the audit of min 37 schools</li> <li>• Produce an evaluation by the end of 2021 outlining ongoing implementation progress.</li> </ul>

<b>Project 6 Support for STEM</b>	<b>Links to Bilateral Reform Plan</b>	<b>Links to RSF and AG Priorities</b>	<b>Expected Outcomes</b>	<b>Indicators of Success</b>
<p>This project aims to increase the profile of and student participation in STEM particularly in primary schools and in smaller secondary schools where the range of STEM subjects might be more limited. It will involve centrally employed STEM consultants working with schools.</p>	<ul style="list-style-type: none"> <li>Bilateral STEM priority – all sectors – all five dot points p 9 involving STEM skills; professional learning; targeted programs low SES schools; endorsed and other resources, age-appropriate pedagogies.</li> </ul>	<ul style="list-style-type: none"> <li>Australian Government priority.</li> </ul>	<ul style="list-style-type: none"> <li>Raise profile of STEM in schools particularly in primary schools.</li> <li>Increase exchange of information across schools.</li> <li>Raise knowledge and capacity of teachers re: STEM, particularly in primary schools.</li> <li>Increase access to STEM subjects on the Virtual School Network (ViSN) for CEWA schools.</li> </ul>	<ul style="list-style-type: none"> <li>Consultants to work with teachers in schools; minimum 60 schools involved.</li> <li>Schools identified where STEM is relatively well embedded, especially primary; potential network/mentor teachers identified.</li> <li>Collect appropriate resources from schools and upload onto Microsoft TEAMS portal; ongoing; consultants and CEWA consultants share appropriate resources via digital platforms</li> <li>Nature of resources produced and PL delivered qualitative data.</li> </ul>

<b>Project 7 NAPLAN Online</b>	<b>Links to Bilateral Reform Plan</b>	<b>Links to RSF and AG Priorities</b>	<b>Expected Outcomes</b>	<b>Indicators of Success</b>
<p>Support all school to participate in NAPLAN online, including ensuring school technical capacity and data interpretation and curriculum support.</p> <p>This project involves the engagement of central consultants to support schools.</p>		<ul style="list-style-type: none"> <li>• Implementation of NAPLAN online; major program priority</li> </ul>	<ul style="list-style-type: none"> <li>• Work with schools to ensure smooth implementation of NAPLAN online in May 2021; ensure connectivity and technical capacity.</li> <li>• Assist schools in timely data analysis and planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Oversee a final readiness health check by March 2021.</li> <li>• Report on school engagement and those schools still requiring pencil and paper testing.</li> <li>• Consequent of the outcomes of this check, provide support to schools.</li> <li>• Provide central assistance to schools in terms of data analysis; undertake school visits where appropriate.</li> <li>• Prepare an internal report identifying any issues in 2021 and recommendations for 2022.</li> <li>• Use system analytics capability to prepare reports for all schools</li> </ul>

<b>Project 8</b> <b>Transforming Lives 2025</b>	<b>Links to Bilateral Reform Plan</b>	<b>Links to RSF and AG Priorities</b>	<b>Expected Outcomes</b>	<b>Indicators of Success</b>
<p>Several years ago, CEWA implemented Transforming Lives 2025, a blueprint for improving indigenous education in CEWA schools and offices across areas such as attendance, outcomes, year 12 completion rates, enrolment, community building, engagement and Indigenous employment.</p> <p>The project will support the work of the Aboriginal Education Team in working towards the targets. A particular focus in 2021 will be improvements in literacy in Kimberley schools</p>	<ul style="list-style-type: none"> <li>• Bilateral – Aboriginal Cultural Standards Framework – covers some of the public school priorities as well as CEWA priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• National priorities such as 'Closing the Gap'.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve a range of outcomes for Indigenous students in CEWA schools; literacy, numeracy, engagement, participation, attendance, year 12 outcomes.</li> <li>• Establishment of digital literacy networks in Kimberley schools with a focus on EAL/D and languages</li> <li>• Provision of online learning modules to upskill Kimberley staff in teaching of EAL/D</li> <li>• Establishment of networks for Kimberley staff, particularly in EAL/D literacy –early years and secondary</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to promote the stated outcomes and targets in Transforming Lives 2025 in CEWA schools and offices.</li> <li>• Continue to provide annual progress reports against stated targets.</li> <li>• Work closely with schools who seek assistance in increasing outcomes for Indigenous students, qualitative feedback.</li> <li>• Provide a focus on remote Kimberley schools and Curriculum and Reengagement Education (CARE) schools where students and families are most vulnerable, qualitative and quantitative feedback.</li> <li>• Implementation of EAL/D language/literacy and other networks in Kimberley schools – qualitative and quantitative information</li> </ul>

<p align="center"><b>Project 9 Support for NCCD</b></p>	<p align="center"><b>Links to Bilateral Reform Plan</b></p>	<p align="center"><b>Links to RSF and AG Priorities</b></p>	<p align="center"><b>Expected Outcomes</b></p>	<p align="center"><b>Indicators of Success</b></p>
<p>Activities reflect a continuation of current work in this area involving about 18.0FTE consultants as well as other central office support working with schools to ensure consistent decisions re students with disability are made.</p>	<ul style="list-style-type: none"> <li>• Bilateral – all sectors – all 3 dot points page 9; reporting; evidence-based judgments; collection of data.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality assurance, moderation and support for improvement of NCCD students with disability.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued improvement in judgments and classification of students.</li> <li>• Ongoing awareness by principals and school leaders.</li> <li>• Outcomes for students involved improve through the implementation of the most appropriate programs.</li> </ul>	<ul style="list-style-type: none"> <li>• At least two moderation meetings held during 2020; cross sectoral liaison occurs where possible.</li> <li>• 2 x Network meetings for 110 primary schools' key staff; 2 x network meetings 56 secondary schools key staff</li> <li>• 1 x meeting with all 163 principals plus coordinator</li> <li>• 1 x seminar with 13 Kimberley principals and coordinators; additional PL to Kimberley school staff.</li> <li>• Quantitative review of categorisations; qualitative information re; consistency.</li> <li>• Central database maintained and further refinements where necessary; refinements implemented where required.</li> </ul>



<b>Project 10 Support for Early Career Teachers</b>	<b>Links to Bilateral Reform Plan</b>	<b>Links to RSF and AG Priorities</b>	<b>Expected Outcomes</b>	<b>Indicators of Success</b>
<p>This project involves centrally developed and supported programs to support teachers during their first three years of employment, but with a focus on first year appointments.</p> <p>The program involves providing centrally organised professional learning and mentoring to ECTs with a focus on country schools.</p>	<ul style="list-style-type: none"> <li>Bilateral – Teacher workforce p 8; Early Career Teachers program p 7.</li> </ul>	<ul style="list-style-type: none"> <li>National initiatives in initial teacher education emerging from Teacher Education Ministerial Advisory Group and the work of AITSL.</li> </ul>	<ul style="list-style-type: none"> <li>Increase support for ECTs across all aspects of teaching and school culture.</li> <li>Establish network opportunities between ECTs and other stakeholders; develop mentoring practices in schools.</li> <li>Involve school leaders to increase their awareness of contexts facing ECTs.</li> <li>Assist ECTs to transition to AITSL ‘proficient’ classification and higher.</li> </ul>	<ul style="list-style-type: none"> <li>Three full days of Professional learning offered to all ECTs; commencing early 2021 and spaced over four country and two metro; estimated number of ECTs in 2021 = 472</li> <li>Feedback from schools and ECTs in terms of program impact</li> <li>Number of ECTs assisted through registration process; est. no. one third = about 160.</li> <li>Tracking system used to gather data.</li> <li>Days 4 and 5 delivered in 2021 for 2020 cohort, days 1 – 3 for new cohort.</li> <li>Retention rates of ECTs increases from current levels; review data current rate about 80% but less and variable in Kimberley schools</li> </ul>

<b>Project 11</b> <b>Cultural Competency</b>	<b>Links to Bilateral Reform Plan</b>	<b>Links to RSF and AG Priorities</b>	<b>Expected Outcomes</b>	<b>Indicators of Success</b>
<p>CEWA trialed an online program on Cultural Competence developed by the Australian Centre for Cultural Competence with over 80 staff in CEWA Offices.</p> <p>The course has proven to be too long. The focus will now be to develop a cultural competency course in-house, but which may use aspects of existing courses under licence</p>	<ul style="list-style-type: none"> <li>• Bilateral – mirrors many of the public school aims under Aboriginal Cultural Standards Framework; covers CEWA Bilateral relating to cultural competencies p 8.</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Closing the Gap’; national initiatives in reconciliation.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase cultural awareness in school leaders.</li> <li>• Assist schools to increase cultural competence throughout the school community – students, staff and parents.</li> <li>• Develop a CEWA cultural competency course to fit specific system needs and align more closely with existing initiatives such as Transforming Lives 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Development of new cultural competency program by end of 2021; gather feedback from schools as part of the process</li> <li>• Continue to provide cultural competency information and training for existing and new CEWA staff using existing resources</li> </ul>

Project 12 School Leadership	Links to Bilateral Reform Plan	Links to RSF and AG Priorities	Expected Outcomes	Indicators of Success
<p>This project is part of a suite of leadership programs offered by CEWA for existing and potential school leaders. It involves a rigorous selection process for a limited number of participants followed by a structured professional learning and mentoring program.</p>	<ul style="list-style-type: none"> <li>• Bilateral – mirrors many of the public school aims under Support for School Leaders, p 7.</li> </ul>	<ul style="list-style-type: none"> <li>• AITSL leadership initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify personnel who demonstrate leadership capabilities and dispositions.</li> <li>• Build on and support the existing suite of CEWA leadership programs.</li> <li>• Increase the capabilities and qualities of school leaders – and the school improvement outcomes which result.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of staff identified.</li> <li>• Details of training provided.</li> <li>• Qualitative assessment of the cohort against quality measures such as the AITSL standards.</li> <li>• Feedback from participants re; value of the course.</li> <li>• Any evidence that the participants are appointed to some form of leadership role- not just principal.</li> </ul>