

**Non-Government Reform Support Fund**

**2022 Workplan**

**Catholic Education Western Australia**

**Non-Government Reform Support Fund**  
**Catholic Education Western Australia – Workplan 2022**

**Summary of Work Plan for 2022**

The work plan for 2022, will be very similar as for 2021, recognising that 2022 is the final year for the NGRSF in its current structure. Catholic Education Western Australia (CEWA) is intending to provide a range of relatively similar support projects to schools across the system.

**CEWA'S 2022 Work Plan is based on the following key principles**

These key principles were also articulated in the 2021 work plan. The following principles apply;

1. It builds on key work undertaken in the 2021 program. The work plan also builds on the NGRSF Strategic Plan 2019 to 2022. The 12 broad projects remain, although there has been some minor reorganisation within two or three to reflect learnings in 2021.
2. It is consistent with priorities established in the newly implemented CEWA 'Strategic Directions 2019 - 2023' which will be operationalised through the 'Quality Catholic Education' framework for school improvement. 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; 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 (CAF); no projects within the NGRSF receive any funding under CAF.

**Broad approach and school support and accessibility**

As with previous years, CEWA is applying Non-Government Reform Support Fund (RSF) funds to enhancing system initiatives and priorities. The additional funds enable additional support to be provided to schools; as such there is co-investment by CEWA in all 11 projects.

It is significant to note that CEWA Ltd, with authority from the Catholic Education Commission of WA (CECWA) acts to support all Catholic schools in WA across all four dioceses for which CEWA has the authority to represent. This context is unique amongst Catholic systems across Australia. This arrangement means that all schools have access to all 11 projects equally.

This applies to diocesan and non-diocesan schools which CEWA represents. For example, NAPLAN online support was extended to all schools to ensure readiness, and where required, individual school support was provided. Similarly, new systems for analytics enabled all schools to receive appropriate data with follow up consultant support available. In the case of the NCCD for Students with Disability, the centrally and regionally appointed consultants work with all schools both collectively and individually and are responsible for supporting schools where issues with classification and consistent use of data may exist. This ensures a greater level of compliance.

For the projects involved with school governance, compliance and accountability, all schools participate. For example, the Climate Survey is administered typically every two years, and is followed up by School Improvement Advisors and Regional Officers during school liaison either face to face or Teams. School policy, audit and risk occurs in schools at least every five years or more frequently as required. All schools are required to follow CEWA policies and activities related to external auditing. RSF funds are directed to employing central consultants to undertake many of the activities. Strategic Planning and Quality Catholic Education and related activities are supported by RSF funds for all schools. RSF also partly supports the roll out of CRM to all schools progressively, establishing individual and collective efficiencies for schools.

A further five projects continue to support other state and national priorities; the total amount of RSF support to these five projects is much smaller compared with the three program priorities. All schools are able to access the centrally organised projects. However, for the Transforming Lives project, the focus is on EAL/D in Kimberley schools – up to 13 schools.

### **Identification of Projects and Priorities**

1. **Projects supporting NAPLAN online** – one project, building on existing system initiatives and processes will continue in 2022. In 2021, CEWA had a 100% school participation rate online compared with the national proportion of 67%. CEWA provides significant resources to schools above the RSF funding indicated in this Work Plan. CEWA has invested heavily in an analytics program initiative which will allow schools to analyse their results in a timely matter and implement support strategies as appropriate.
2. **Projects supporting NCCD Students with disability** – one project focusses on this priority, with RSF support towards the system wide approach of over 18FTE consultants working with schools. Progress towards more consistent judgements re; categories of students with disability has been significant. This project will continue in 2022 along similar lines; greater integration with enhanced data capabilities within CEWA will be an additional feature in 2022. 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 will be significant in 2022.

3. **Projects increasing effectiveness of school governance and accountability** – four projects which address this priority, will continue in 2022. All of these continue to build on system initiatives and include a school climate survey which measures school improvement; an audit and risk project which establishes policies and processes which increase accountability and internal and external compliance; one project which continues to build on accounting/financial/data/information consistency, efficiency and compliance; and one project which continues to assist schools with their implementation of the Quality Catholic Education school improvement and strategic planning. As previously mentioned, CEWA is in a unique position to assure processes which are consistently and effectively applied across schools. The incorporation of CEWA in January 2020 has also required a stronger accountability both internally and externally; RSF support will continue to build on this in 2022.
  
4. **Projects which address other state, Australian Government and system priorities** – five projects will continue to operate in 2022. All of these include priorities in the Bilateral Agreement and priorities on the national landscape. These projects are; Support for STEM, which is a state and national priority; Support for Early Career Teachers, another state and national priority through AITSL and Ministers’ Meetings; Transforming Lives, a system, state and national priority through ‘Closing the Gap’; Development of a cultural security program, again addressing state and national priorities in the area of Aboriginal education; and the school leadership program which aligns with the Bilateral Agreement and the work of AITSL.

### Summary of budget

Project	Activities	Reform support funding	Funding from other sources	Total project funding
NCCD	NCCD	\$391,395	\$1,736,426	\$2,127,821
NAPLAN	NAPLAN	\$315,741	\$0	\$315,741
Improving Governance & finance	Climate Survey	\$284,000	\$116,500	\$400,500
Improving Governance & finance	Administration of Schools	\$0	\$1,143,268	\$1,143,268
Improving Governance & finance	CRM	\$250,000	\$100,000	\$350,000
Improving Governance & finance	CEWA Strategic Plan	\$29,172	\$2,642,108	\$2,671,280
Improving Governance & finance	Policy Development and Risk Analysis	\$447,015	\$1,348,284	\$1,795,299
Other	Cultural Security	\$131,347	\$0	\$131,347
Other	Early Career Teachers	\$50,000	\$193,195	\$243,195
Other	Support for Leadership	\$80,000	\$600,000	\$680,000
Other	STEM	\$212,880	\$169,203	\$382,083
Other	Transforming Lives	\$90,000	\$935,984	\$1,025,984
	<b>Total funding</b>	<b>\$2,281,550</b>	<b>\$8,984,968</b>	<b>\$11,266,518</b>

## Projects involving supporting NAPLAN online

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>Project 1 – Supporting NAPLAN Online Bilateral Reform Agenda</b> Reflected n data collection and analysis and literacy and numeracy initiatives – all sectors.</p>	<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 both technically and also data analysis and curriculum planning.</p>	<p>Reform support funding: \$315,741 Other funding: Nil FTE: 1.0 FTE Data Officer + 1.0 FTE School Support Consultant + 0.2 FTE NAPLAN Technical Lead</p>	<ul style="list-style-type: none"> <li>• Work with 100% of schools to ensure smooth implementation of NAPLAN online in May 2022; ensure connectivity and technical capacity Assist all schools in timely data analysis and planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Oversee a final readiness health check by March 2022- liaise with all schools</li> <li>• Report on school engagement and those schools and any issues regarding implementing NAPLAN online – report number of schools.</li> <li>• Consequent of the outcomes of this check, provide support to schools – report number of schools requiring support.</li> <li>• Provide central assistance/professional learning to schools in terms of data analysis and effective use of data – report number of schools requesting assistance</li> <li>• Prepare an internal report identifying any issues in 2022 and recommendations for 2023</li> <li>• Use system analytics capabilities to assist schools with data analysis – report on success of this program.</li> </ul>

## Projects involving supporting NCCD for students with disability

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>Project 2 - Supporting schools NCCD Students with Disability Links to Bilateral Reform Agenda</b>                      – all sectors – all 3-dot points page 9; reporting; evidence-based judgments; collection of data.</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>	<p>Reform support funding: \$391,395</p> <p>Other funding: \$1,736,426</p> <p>FTE: 0.89 FTE x 2 NCCD Consultants + Travel (\$70K)</p>	<ul style="list-style-type: none"> <li>Continued improvement in judgments and classification of students – all schools.</li> <li>Ongoing awareness by principals and school leaders – all schools with eligible students.</li> <li>Outcomes for students involved improve through the implementation of the most appropriate programs – potentially all schools.</li> </ul>	<ul style="list-style-type: none"> <li>Two sectoral moderation meetings held during 2022</li> <li>At least 1 cross-sectoral moderation meeting held in 2022</li> <li>2 x Network meetings for key staff in 109 primary schools; 28 secondary schools and 26 composite schools</li> <li>Support visits and PL for 13 Kimberley schools</li> <li>Webinars conducted to support consistent decision making and appropriate program implementation</li> <li>Quantitative review of categorisations; qualitative information re; consistency.</li> <li>Input into the refinement of CEWA AoS regarding recording and reporting of NCCD collection</li> <li>Assist CEWA Digital Technology team to provide training sessions on the extraction of NCCD reports from AoS and upload to SchoolsHUB</li> <li>Support to schools for post enumeration.</li> </ul>

## Projects involving enhanced governance and accountability of schools

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>Project 3 - Climate Survey in Schools</b></p> <p><b>Links to Bilateral Reform Agenda</b></p> <p>Connections to Bilateral Page 7 'Implement the School Climate Survey to provide leaders with information regarding the cultural climate of their organisation'.</p> <p>Also, a key CEWA strategic priority.</p>	<p>This involves a system-wide benchmarked accountability survey which involves school stakeholders and covers all aspects of school operations.</p> <p>The survey was developed in collaboration with an external organisation.</p> <p>Activities include administration and central assistance to schools in the interpretation of results.</p>	<p>Reform support funding: \$284,000</p> <p>Other funding: \$116,500</p> <p>FTE: N/A</p>	<ul style="list-style-type: none"> <li>• Completion of workshops with school leaders – at least 50% of schools and particularly those with newly appointed leaders.</li> <li>• Workshops with the 8 School Improvement Advisors (SIAs) and 3 Regional Officers (ROs) and schools - at least 1 workshop.</li> <li>• Links to other key strategic planning made clear – 'Quality Catholic Education' and 'Strategic Directions 2019 – 2023'</li> <li>• School leadership teams in the 50% of schools involved begin using results from 2021 for planning and school improvement actions in 2022.</li> <li>• Survey administered in 2021; used as the basis for school planning and improvement in 2022 for the 50% of schools involved.</li> <li>• Discussions around school improvement occur on whole school basis and link to wider strategic planning – 50% of schools involved in 2022.</li> <li>• Climate survey informs other school accountability processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey instrument administered in 50% of schools; by the end of 2022, all CEWA schools will have completed a survey in either 2021 or 2022</li> <li>• The survey tool is cross referenced to the Quality Catholic Education school improvement framework elements; this is shared with schools involved – about 50% of all schools</li> <li>• Consultation and familiarisation conducted with principals in various forums and in discussions involving school audits and school improvement processes about 30 schools audited and another 30 or so in Cyclical Review</li> <li>• Results of work with schools on whole school improvement planning; feedback from SIAs and ROs on effects of survey on school improvement includes all schools, but stronger focus on the 50% administering the survey in 2022</li> <li>• Brief evaluation conducted from schools involved in the survey; feedback processed to refine ongoing surveys.</li> </ul>

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<p><b>Project 4 - Administration of Schools Deployment Links to Bilateral Reform Agreement</b> supports aspects of Teacher Workforce – all sectors, page 8, by creating a consistent and more accessible database.</p>	<p>The Administration of Schools (AoS) project is deploying a system-wide solution based on Microsoft Dynamics, CRM and Dynamics 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>	<p>Reform support funding: \$0</p> <p>Other funding: \$1,143,268 FTE: N/A</p>	<ul style="list-style-type: none"> <li>• All 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 – all schools.</li> <li>• Minimise disruption by preserving parity to existing systems used in CEWA schools – MAZE; CES; SEQTA – advantages for all schools.</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 – about 30 smaller schools but benefits to all schools.</li> <li>• Increase security of sensitive student and staff information – all schools.</li> </ul>	<ul style="list-style-type: none"> <li>• CEWA Ltd, schools migrated from MAZE/CES to AoS by end of 2022 – 100% of schools</li> <li>• Training and support packages developed and rolled out; quantitative and qualitative data provided – 100% of migrated schools involved</li> <li>• AoS integrated with at least 3 critical third-party school solutions e.g. library system; risk management system etc – target is 100% of migrated schools</li> <li>• Ongoing review of additional modules and capabilities which can be added; feedback report provided- feedback sought from as many schools as possible.</li> </ul>

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>Project 5 - CRM Office Links to Bilateral Reform Agreement</b> supports aspects of Teacher Workforce – all sectors, page 8, by creating a consistent and more accessible database.</p>	<p>This project involves the development of the Microsoft Dynamics and Microsoft PowerApps customer relationship management platform (CRM) which will provide a streamlined single point of contact platform for school contact, engagement, planning and communication. Consultants work with schools to assist in system design, testing and deployment, data migration and related data processing.</p>	<p>Reform support funding: \$250,000</p> <p>Other funding: \$100,000</p> <p>FTE: N/A</p>	<ul style="list-style-type: none"> <li>• Continue to work towards digitising all school and office transactions; will enhance system reporting, cyber security, efficiency and accountability – target 100%.</li> <li>• Enhance engagement between CEWA and schools and between schools in terms of information sharing such as tracking enrolment opportunities across schools, optimised professional development and more effective consumption of office-delivered services – target is as many schools as possible agreeing to participate</li> <li>• Streamline access to information to enable it to be used in planning and regular reviews – encourage all schools to participate.</li> <li>• Adding further dimensions to a data warehouse incorporating over 50 different emerging and historical data.</li> </ul>	<ul style="list-style-type: none"> <li>• Enable the core CRM application for all schools and office directorates.</li> <li>• Achieve a minimum 20% reduction in paper-based processes</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>

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>Project 6 - CEWA Strategic Plan</b></p>	<p>CEWA developed a strategic plan for 2019 –2023 and after much consultation now needs to be embedded in strategic planning in schools.</p> <p>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>	<p>Reform support funding: \$29,172</p> <p>Other funding: \$2,642,108 FTE: N/A</p>	<ul style="list-style-type: none"> <li>• Develop shared understandings of the CEWA Strategic Directions and Quality Catholic Education within the office and system; align policy and practice to the plan – 100% of schools.</li> <li>• Assure gradual commitment to Strategic Directions and Quality Catholic Education across the system including its integration in existing and emerging initiatives, including individual school strategic plans – 100% of schools.</li> <li>• Align new policy initiatives with Strategic Directions and Quality Catholic Education.</li> </ul>	<ul style="list-style-type: none"> <li>• Run workshops with school leaders to familiarise them with Quality Catholic Education 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; 1 x leaders’ forum event advising 163 Catholic school leadership teams; 10 x Leaders’ Forum roadshow events for 163 Catholic schools leadership teams; ongoing office meetings</li> <li>• Align strategic plan to Quality Catholic Education initiative development which commenced in 2020 and 2021; it has been approved by CECWA as of June 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 2022 outlining ongoing implementation progress.</li> </ul>

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<p><b>Project 7 - Policy Development and Risk Analysis Links to the Bilateral Reform Agreement</b></p> <p>Mirrors many of the actions under 'New Public-School Review Process' for public schools, page 6.</p> <p>Key CEWA requirement under the government System Agreement</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>	<p>Reform support funding: \$447,015</p> <p>Other funding: \$1,348,284</p> <p>FTE: 1.0 FTE Policy and Compliance Officer, 1.0</p> <p>FTE Strategic Projects Officer, 1.0 FTE Strategy and Risk Officer</p>	<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 – will apply to all schools but specific to the 37 or so audited in 2022.</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 Policy Hub and Risk (formerly PRIME) implemented fully in schools to enhance compliance.</li> <li>CEWA able to assure appropriate compliance to state government in terms of System Agreement – all schools</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 and shaped in digital format.</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 2022.</li> <li>CEWA to continue work on policy review and school familiarisation; all 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 mid-2022, pushing into new digital form</li> <li>PRIME platform (Policy Hub and Risk App) 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>

## Projects involving state and system strategic priorities

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>Project 8 - Cultural Security Framework Links to Bilateral Reform Agreement</b>            Agreement in Aboriginal Cultural Standards Framework in government schools            Also links to 'Closing the Gap' initiatives.</p>	<p>CEWA has initiated work on a Cultural Security Framework, including the development of a cultural security learning journey.</p> <p>The focus is on creating a culturally secure system for Aboriginal staff and students. The learning journey will be specifically tailored to CEWA's needs.</p> <p>An initial equity audit will inform the development of the subsequent training component.</p>	<p>Reform support funding: \$131,347</p> <p>Other funding: Nil</p> <p>FTE: 0.75 FTE Strategic Projects Officer and License Fee</p>	<ul style="list-style-type: none"> <li>• Increase cultural awareness in school and office staff – target by end 2022, subject to program finalisation</li> <li>• Increase responsiveness to the practices, values, needs and aspirations of Aboriginal staff and students</li> <li>• Develop a CEWA cultural security training component to fit specific system needs and align more closely with existing initiatives such as Transforming Lives 2025</li> <li>• Attract and retain increased numbers of Aboriginal students and staff – aim 10% increase in staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of CEWA staff engaged in the online survey component of the Cultural Security equity audit; breakdown by school type; broad feedback received – aim is 12 schools and about 150 staff</li> <li>• Commencement of the development of the training component; feedback from stakeholders – reference group and sample of about 50 school staff</li> <li>• Anecdotal and other evidence the developmental processes have on schools, and in particular Aboriginal students, including those in boarding facilities.</li> </ul>

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<p><b>Project 9 - Support for Early Career Teachers Links to Bilateral Reform Agreement</b>  – Teacher workforce p 8; Early Career Teachers program p 7.  National initiatives in initial teacher education emerging from Teacher Education Ministerial Advisory Group and the work of AITSL.</p>	<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. The program involves providing centrally organised professional learning and mentoring to ECTs with a focus on country schools.</p>	<p>Reform support funding: \$50,000</p> <p>Other funding: \$193,195  FTE: Nil</p>	<ul style="list-style-type: none"> <li>• Increase support for at least 80% of ECTs across all aspects of teaching and school culture.</li> <li>• Establish network opportunities between ECTs and other stakeholders; develop mentoring practices in schools – 80% of ECTs</li> <li>• Involve school leaders to increase their awareness of contexts facing ECTs; facilitate mentor training workshops</li> <li>• Assist ECTs to transition to AITSL ‘proficient’ classification and higher aim is 100% of eligible ECTs</li> <li>• Online webinars and case by case conferencing to support ECTs in program content and mentoring meetings</li> <li>• Kimberley ECT program is delivered alongside the induction program and fulfils the specific requirements of teaching in the Kimberley.</li> </ul>	<ul style="list-style-type: none"> <li>• Three full days of Professional learning offered to all ECTs; commencing early 2022 and spaced over four country and two metro locations</li> <li>• Two full days of professional learning for ECTs in their second year of service – delivered in metro and regional locations</li> <li>• Feedback from schools and ECTs in terms of program impact</li> <li>• ECTs assisted through TRBWA registration process</li> <li>• Tracking system used to gather data.</li> <li>• Retention rates of ECTs increases from current levels; review data current rate about 80% but less and variable in Kimberley schools</li> <li>• Schools with ECTs staff have a dedicated mentor to support them; mentors have undertaken the appropriate CEWA mentor training – reporting on numbers will be provided.</li> </ul>

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<p><b>Project 10 - Support for Leadership programs</b>  <b>Links to Bilateral Reform Agreement</b>  mirrors many of the public school aims under Support for School Leaders, p 7.</p>	<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>	<p>Reform support funding: \$80,000</p> <p>Other funding: \$600,000  FTE: N/A</p>	<ul style="list-style-type: none"> <li>• Identify personnel who demonstrate leadership capabilities and dispositions – typically about 20 per year.</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>• A coherent leadership program suite supports leadership development at the emerging, middle and senior levels. Additional programs and support, such as Aspiring Principals; Principal Induction and Kimberley Calling provide growth and development for specific CEWA priorities – total about 100 involved in full suite of programs</li> <li>• Number of staff identified- numbers in each program reported</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>

Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>Project 11 - Support for Science, Technology, Engineering, Mathematics (STEM) Links to Bilateral Reform Agreement</b> STEM priority – all five-dot points p 9 involving STEM skills; professional learning; targeted programs low SES schools; endorsed and other resources; age-appropriate pedagogies.</p>	<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>	<p>Reform support funding: \$212,880</p> <p>Other funding: \$169,203</p> <p>FTE: 1.0 FTE Science Consultant + Administration Costs \$50K</p>	<ul style="list-style-type: none"> <li>• Raise profile of STEM in schools particularly in primary schools – aim to liaise with all 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 – target 10% enrolment increase.</li> </ul>	<ul style="list-style-type: none"> <li>• Consultants deliver professional learning for teachers working in STEM, particularly in primary schools – target all primary schools</li> <li>• Schools share their learning on STEM initiatives through networks and showcases – 3 network meetings, 1 showcase</li> <li>• STEM resources shared using digital platforms</li> <li>• STEM subjects available through ViSN - quantitative data- 10% enrolment increase.</li> </ul>



Project title	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
<p><b>Project 12 - Transforming Lives Links to Bilateral Reform Agreement</b> Aboriginal Cultural Standards Framework – covers some of the public-school priorities as well as CEWA priorities.</p>	<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. The project will support the work of the Aboriginal Education Team in working towards the targets. A particular focus in 2022 will be improvements in literacy in Kimberley schools.</p>	<p>Reform support funding: EALD/Literacy Project \$90,000</p> <p>Other funding: \$935,984 FTE: Nil</p>	<ul style="list-style-type: none"> <li>• Establish systems and processes for collection, access and use of literacy and numeracy assessment data for Kimberley schools – at least 6 schools</li> <li>• Provide professional learning to support teachers to use data to improve practice in literacy and numeracy teaching – 6 schools and about 20 school minimum</li> <li>• Provide professional learning in EAL/D (face to face and online) for Kimberley staff.</li> <li>• Establish networks of teachers in Kimberley schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide annual progress reports against stated Transforming Lives targets.</li> <li>• Systems and processes established for collection of literacy and numeracy data</li> <li>• Kimberley staff participate in professional learning in effective use of data to improve outcomes – 6 schools, min. 20 staff</li> <li>• Kimberley staff participate in professional learning in EAL/D</li> <li>• Increase in the number of Kimberley schools engaged with the EAL/D support program – 6 schools initially – 2 more to be approached</li> <li>• Support provided for schools who seek assistance in increasing outcomes of Indigenous students.</li> </ul>