

Non-Government Reform Support Annual Report

2021

Catholic Education Western Australia

Executive Summary

As outlined in the 2021 Work Plan, activities were based on the strategic principle that system approaches deliver more effective outcomes than a focus on individual schools. A system-led approach is resource effective, delivers a consistent message, minimises duplication, can be contextualised in current processes and delivers a high level of accountability. It also ensures that Australian and state government priorities can be effectively addressed. A feature of achievements in 2021 was the substantial development of 'systemness' and the associated benefits of consolidation, avoidance of duplication, economies of scale and increased accountability and efficiency. 2021 demonstrated that the building of this architecture enabled schools to get on with their educative role.

In 2021, Catholic Education Western Australia Limited (CEWA) again focused on the allocation of funds and system strategic initiatives, on the three specified priorities. The bulk of the Reform Support Funds (RSF) were applied to priority three – Improving governance and financial practices in schools. Activities in 2021 again built on these priorities as well as a number of others that accord with the CEWA Strategic Initiatives plan and the Bilateral Reform Agreement. For 2021, the three main priority areas – and associated projects – were:

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

CEWA has for many years, allocated considerable resources to this area and has made considerable progress across the system. In 2021 a CEWA Team Leader and over 19.5 FTE specialist consultants supported schools on a range of matters, including assistance with the Nationally Consistent Collection for Data on School Students with Disability (NCCD). The consultants worked successfully with school staff to ensure consistency in assessments of students and conduct moderation activities between themselves. The work of these consultants will continue to focus on the NCCD. There will continue to be a significant focus on the NCCD, involving assisting teachers of students with disability and school administrators, to understand the relevant guidelines. CEWA is very confident that schools are in 2021 continuing to make appropriate judgements with respect to the NCCD. Additional RSF funds were directed to enhanced data management to ensure records of students are accurate and reflect students' assessments of categories of disability and this was reflected in the 2021 Work Plan and RSF Strategic Plan 2019 – 2022. Synthesis of NCCD Data with the full rollout of Administration of Schools (AoS) and Customer Relationship Management (CRM) Office – also projects in this report – has enhanced data efficiency and accuracy. CEWA is satisfied that significant progress in this project was made in 2021 to address any issues and also to assure consistent judgements and support to students into the future.

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

CEWA has invested considerable resources in assisting schools to prepare for the planned implementation of NAP online and is the only system with 100% participation online for schools. Information Communication Technology (ICT) support in CEWA assisted schools to ensure connectivity and hardware requirements were appropriate. Centrally based specialist consultants continued to support ICT staff in schools. CEWA also used existing consultants to assist teachers in evaluating data and in planning ongoing strategies to support learning and teaching. Funding from

the RSF was directed towards supporting schools through additional ICT backup and assistance as well as additional support in data basing. This applies to schools' online framework and engineering as well as technical and teacher expertise. A strong focus in 2021 was supporting results analytics and working with schools on teaching and learning practices.

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

Most RSF funding continued to be directed to two broad activities. First, a risk management program developed as a system approach to ensure that CEWA schools have a clear way of identifying operational risks, recording the risks, assessing risks and planning ways to mitigate against or solve risk issues. This implementation commenced successfully in 2018, with nearly all schools attending risk management information sessions and professional learning. Schools have commenced revision of current policies and this continued in 2021 and beyond, as reflected in the CEWA Strategic Plan 2019 – 2023 and the Quality Catholic Education Framework. Additional focus was also placed on school audits against both CEWA policies as well as state government registration standards. A system policy suite and hub were also developed for schools. 2021 saw the integration of CEWA policies, planning and practice. CEWA is satisfied that significant progress has been made in this area which provides a basis for further development and consolidation in 2021 and beyond.

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

Replacing MAZE with Microsoft Dynamics financial software is a part of CEWA's digital transformation initiative and a key part of its new AoS platform. This will ensure that schools use standard financial accountability systems and processes and meet all regulatory obligations. In 2021 support consultants assisted schools with a significant number finalising implementation. The reporting for this project will indicate 100% migration for primary schools and progress with secondary schools. CRM office also played an important role. 2021 saw remarkable roll out of these two projects, in most cases ahead of schedule. The ongoing work involves ongoing capacity building of all staff involved to maximise efficiency and outcomes.

Support for school leadership, the CEWA Strategic Plan and the School Climate Survey are other projects which have supported priority area 3. Considerable work occurred in 2021 to maximise alignment and integration of these projects.

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

Progress against your strategic plan

The Non-government Reform Support Fund (NGRSF) Strategic Plan 2019 – 2022 incorporates the three key priority areas described above as well as a number of other initiatives, many of which build upon 2020 projects and initiatives. The 2020 Work Plan reduced the number of projects to 12. No new projects were added; 2 projects were transferred to Choice and Affordability Funding (CAF) funding as there was a clear fit with CAF strategic priorities. No changes occurred for 2021. CEWA is

satisfied that the Strategic Plan continues to set out the pathway for projects in 2021 and 2022 and is consistent with Annual Work Plans submitted. All projects described in the tables following, contributed to CEWA's Strategic Plan.

Relationship with your state and territory government

The Bilateral Reform Agreement was signed late in 2018 between CEWA, The Association of Independent Schools of Western Australia (AISWA), and the Department of Education of Western Australia (DoEWA). This followed a significant period of consultation between the three education systems and relevant officers. The priority areas for CEWA in that Agreement continued to be priorities in 2021 activities. These are;

- Supporting student engagement and wellbeing in schools – this includes strategies to improve student behaviour; positive parenting programs; increasing beginning teacher expertise; delivering professional learning to staff; anti-bullying programs; cyber safety programs; addressing student mental health and wellbeing.
- Increasing virtual learning opportunities i.e. Virtual School Network (ViSN)
- Addressing the Australian Curriculum General Capabilities
- Programs involving leadership talent identification, recruitment, and support; support for early career teachers; implementation of a Climate Survey for schools
- Addressing Closing the Gap initiatives such as Transforming Lives 2025; support for Aboriginal educators; rollout of a Cultural Security learning journey
- NCCD for students with a disability – this report highlights considerable cross-sectoral liaison and moderation activities

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

Collaboration continued between stakeholders as has been the case in 2020. Practical examples include liaison cross-sectorally with NCCD consultants and officers in moderation processes – see details in table following; school audit processes and liaison with government officers in particular; close collaboration with officers at DoEWA and AISWA with respect to ViSN; ongoing discussions regarding support for early career teachers; and liaison with school psychologists across all three systems. The priorities listed above are, in many cases, shared by all three systems. CEWA has also shared information regarding the school leadership programs delivered. Modifications occurred as a result of discussions, specifically with the WA Department of Education. In respect to the Science Technology Engineering and Maths (STEM) project, meetings were held with both other education systems regarding resource identification, including liaison with the School Curriculum and Standards Authority (SCSA). The implementation of The National Assessment Program – Literacy and Numeracy (NAPLAN) online required considerable liaison with SCSA.

As part of the RSF 2021 Work Plan, links to specific Bilateral Reform Agreement priorities were indicated.

Project Report

As indicated in the introduction/summary all three priority areas have been addressed, with highly satisfactory achievement – the impacts of COVID-19 were noticeable but not significant – as a result of lessons learned in 2020, online delivery and liaison was widely used, and in many cases, additional efficiencies resulted.

Several projects focussed on Priority 3 based on the principle that compliance and good governance are the foundations for school improvement. As reported below, significant progress was made in CRM Office and AoS, which improved data transmission, storage, access and consistency across schools. Both these projects have exceeded expectation with 100% rollout for AoS. Both of these projects now enter the consolidation and capacity building phase to maximise user effectiveness and efficiency. School audit processes and risk management expanded significantly in 2021, especially to align with the incorporation of CEWA. In this project, there was also stronger alignment with the CEWA policy suite and school improvement frameworks such as Quality Catholic Education and the School Climate Survey. COVID-19 had less impact compared with 2020, with many of the online processes continuing by choice.

Support for NCCD as well as for NAPLAN Online continued through strong central processes and support consultants. NAPLAN Online participation in 2021 was 100% of schools – unrivalled nationally. This was made possible by extensive technical readiness audits and agile online support. A further feature in 2021 was the use of analytics by schools to analyse data and develop appropriate teaching and learning materials. Other projects centred on improving outcomes for Aboriginal students; this is consistent with the Strategic Plan and other Australian Government imperatives such as Closing the Gap. NCCD for students with Disability produced good outcomes, with higher levels of confidence in teacher assessments and judgements as well as refined data collection and recording processes.

Projects have been achieved by supporting central infrastructure and quality processes. An example is the ongoing rollout of the NCCD where the RSF project was juxtaposed within the wider school support provided by 19.5 consultants and a team leader. A similar approach – system driven co-investment – occurred in most other projects. From an operational perspective, a CEWA Director and associated Team Leaders are responsible for the implementation, including liaison with the schools involved.

The Cultural Security project changed direction slightly, involving the implementation of a Cultural Security audit; this was seen as an important step to properly inform the next stage, the development of learning journey programs and resources that are appropriately matched to need.

Summary of 2021 achievements

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success	List any additional or variations of Activities undertaken/Achieved outcomes
		Achieved or Not achieved	Add the target % achieved	
Project 1 Climate Survey for Schools	<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>	<ul style="list-style-type: none"> • Completion of workshops with school leaders. Achieved • Workshops with the 8 School Improvement Advisors (SIAs) and Regional Officers (ROs) and schools. Achieved, some online • Links to other key strategic planning made clear – ‘Quality Catholic Education’ and ‘Strategic Directions 2019 – 2023’ Achieved • School leadership teams begin using results from 	<ul style="list-style-type: none"> • Survey instrument administered in schools; 114 schools planned to be involved 90% achieved • 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 100% achieved 	<ul style="list-style-type: none"> • The National School Improvement (NSI) school climate survey in collaboration with Curtin University was implemented in 2021 with 102 schools; 12 omitted to reduce COVID-19 burden • COVID-19 had some impact in 2021, noting that the climate survey was cancelled in 2020. It was planned to include 114 schools in 2021; the slight deficiency was impacted by COVID-19 especially in some of the smaller, remote schools where lower vaccination

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		<p>2020 for planning and school improvement actions in 2021.</p> <p>Achieved</p> <ul style="list-style-type: none"> • Survey administered in 2021; basis for school planning and improvement in 2022. <p>Achieved</p> <ul style="list-style-type: none"> • Discussions around school improvement occur on whole school basis and link to wider strategic planning. <p>Achieved</p> <ul style="list-style-type: none"> • Climate survey informs other school accountability processes. <p>Achieved</p>	<ul style="list-style-type: none"> • Results of work with schools on whole school improvement planning; feedback from SIAs and ROs on effects of survey on school improvement. <p>100% achieved</p> <ul style="list-style-type: none"> • Brief evaluation conducted; feedback processed to influence ongoing surveys. <ul style="list-style-type: none"> • 100% achieved 	<p>rates, mask mandates and staff absences led to a postponement</p> <ul style="list-style-type: none"> • Consultation occurred in two leaders' forums with over 400 leaders at each forum – online delivery.; all leadership teams; 3 working group meetings held to discuss best ways of using data • SIAs and ROs visited their portfolio of schools on multiple occasions during the year – focus on interpreting the survey data and using it for school improvement in their specific context • CEWA conducted an ongoing review of the new NSI instrument

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				<p>through SIA/RO school visits, leaders' forums and the working group meetings. Responses were overwhelmingly positive.</p> <ul style="list-style-type: none"> Brief evaluation conducted; feedback processed to influence ongoing surveys – all schools provided feedback re; the new NSI instrument; close liaison with the 60 or so schools who will be using this survey – familiarity, approaches to analysis etc
Project 2	This involves an integrated audit process of schools typically every 5 years or more often as required; it covers system requirements as well as	<ul style="list-style-type: none"> Revised school audit process to assure school compliance with the State System Agreement and 	<ul style="list-style-type: none"> Reports from external school audit consultants; quantitative and qualitative information re activity and 	<ul style="list-style-type: none"> 31 school registration audits facilitated (19% of CEWA schools) by independent consultants resulting in full

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School Audit, Policy and Risk Analysis	<p>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>other national and state regulatory frameworks.</p> <p>Achieved</p> <ul style="list-style-type: none"> • System policies and governance structures ensure policies and procedures are contemporary and comply with existing and changing education and regulatory frameworks. <p>Achieved</p> <ul style="list-style-type: none"> • CEWA-developed PRIME (Policy Risk Information Maintenance Education) implemented fully in schools to enhance compliance. <p>Achieved</p>	<p>any issues with school compliance.</p> <p>85% achieved</p> <ul style="list-style-type: none"> • 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 <p>100% achieved</p> <ul style="list-style-type: none"> • Minimum of 37 CEWA schools to be audited in 2021. <p>85% achieved</p> <ul style="list-style-type: none"> • CEWA to continue work on policy review and school familiarisation; at least 70% of CEWA policies reviewed, revised and work-shopped 	<p>compliance of the cohort with the Registration Standards for Non-Government Schools in WA (this is reasonably consistent with the aim of auditing a school every 5 years – or more frequently if necessary – and is slightly higher than 2020 when 26 schools were involved. The 6 fewer than planned visits were the result of decisions to lessen burden on schools, particularly in remote and rural areas, due to COVID-19.</p> <ul style="list-style-type: none"> • Training school auditors; workshops were held with key CEWA staff including SIAs and ROs;

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		<ul style="list-style-type: none"> • CEWA able to assure appropriate compliance to state government in terms of System Agreement Achieved • CEWA policies re-written to meet system and external requirements, especially with the progressive roll out of CEWA Incorporation. Achieved • CEWA School Handbook revised in collaboration with schools Achieved 	<ul style="list-style-type: none"> 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 100% achieved • Work on revised CEWA Handbook well under way with proposed completion mid 2021 100% achieved • PRIME platform used by schools. 100% achieved • CEWA records management enables audit data to be used in other accountability 	<ul style="list-style-type: none"> meetings held with school principals - 2 training sessions were again held early in 2021 with school audit consultants and 2 workshops held with 22 key CEWA staff involved • CEWA policy writing groups continued work on policy review and school familiarisation; 100% 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; Handbook completed and

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			<p>processes such as school visits, cyclical review.</p> <p>100% achieved</p> <ul style="list-style-type: none"> • Feedback from government agencies indicates confidence in CEWA compliance processes <p>100% achieved</p>	<p>embedded with policy suite.</p> <ul style="list-style-type: none"> • Policy Hub platform now used by all schools – PRIME • CEWA records management enables audit data to be used in other accountability processes such as school visits, cyclical review. • Feedback from government agencies indicates confidence in CEWA compliance processes - Minister for Education has issued a 3 year agreement for CEWA as an indicator of

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				confidence in system governance and compliance-
Project 3 CRM Office	<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"> Continue to work towards centralising 100% of school demographic information; will enhance system reporting, efficiency and accountability. Aspirations <p>Achieved although not yet 100%</p> <ul style="list-style-type: none"> Enhance engagement between CEWA and schools and between schools in terms of information sharing such as tracking enrolment opportunities across schools. <p>Mostly achieved</p> <ul style="list-style-type: none"> Streamline access to information to enable it to 	<ul style="list-style-type: none"> Migrate as many primary schools as possible - demographic data bases to new CEWA Cloud, report on numbers and effectiveness. <p>100% achieved primary schools</p> <ul style="list-style-type: none"> Migrate as many primary schools as possible financial and operations data to new CEWA system. <p>100% achieved</p> <ul style="list-style-type: none"> Deliver appropriate training to office staff to drive continual improvement in new platform; quantitative 	<ul style="list-style-type: none"> Migration of demographic etc data bases fully completed; 100% of all primary school student databases are now on AoS (CEWA Cloud) Migration of financial operations completed- 100% of all primary schools financial systems are now on AoS (CEWA Cloud) To deliver appropriate training to school-based staff to enhance business processes - qualitative and quantitative data. - 2

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		<p>be used in planning. achieved</p> <ul style="list-style-type: none"> Creation of a data warehouse incorporating over 50 different emerging and historical data. <p>Achieved</p>	<p>and qualitative data; min 100 staff</p> <p>100% achieved</p> <ul style="list-style-type: none"> Deliver appropriate training to school-based staff to enhance business processes; qualitative and quantitative data; min 1000 school staff <p>50% achieved</p>	<p>webinars were run in 2021 and instructional videos developed; total of 10 training webinars</p> <ul style="list-style-type: none"> Over 100 administrative staff across primary schools have been trained on the new platform and have been successfully operating on the new system for some time A training role was created and appointed in 2020 and continued in 2021. This role was responsible for creating and delivering training to office personnel and schools; most of this occurred in situ with an individual school and with

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				individuals or small groups within the office – this is a work in progress in moving staff from general familiarity to the more complex tasks of full understanding, synthesis and efficiency
Project 4 AoS Deployment	The Administration of Schools (AoS) project is part of the CRM and Microsoft for finance and Operations suites and is designed to draw disparate data sources together and allow CEWA office and schools unprecedented access to information and resources to drive business and academic improvement.	<ul style="list-style-type: none"> • Schools migrating to the new platform will have more effective financial management. <p style="text-align: center;">Achieved</p> <ul style="list-style-type: none"> • Implementing common and universally understood financial, accounting and related practices will improve individual school and system accountability and efficiency. 	<ul style="list-style-type: none"> • All primary schools migrated from MAZE/CES to AoS by end of 2021. 100% achieved • 30% of secondary schools migrated from MAZE to AoS by end of 2021. 100% achieved and well exceeded • Training and support packages developed and 	<ul style="list-style-type: none"> • 100% of primary schools migrated from MAZE/CES to AoS by end of 2021 – fully completed • 100% of secondary schools migrated from MAZE to AoS by end of 2021 – exceeded expectation • Training and support packages developed and rolled out - there is coverage of AoS

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		<p>Achieved for those schools migrated</p> <ul style="list-style-type: none"> Minimise disruption by preserving parity to existing systems used in CEWA schools – MAZE; CES; SEQTA. <p>Achieved, with temporary continuation of SEQTA to minimise disruption</p> <ul style="list-style-type: none"> Increase and maintain the level of financial expertise in school staff, especially smaller schools which typically do not have a business manager or equivalent. <p>Mainly achieved</p>	<p>rolled out; quantitative and qualitative data provided.</p> <p>100% achieved</p> <ul style="list-style-type: none"> Personalised portals developed for teachers, students, school leaders and parents; quantitative data provided. <p>90% achieved</p> <ul style="list-style-type: none"> Ongoing review of additional modules and capabilities which can be added; feedback report provided. <p>100% achieved</p>	<p>functionality across user manuals, videos and face to face training; support continues to be provided centrally to all schools</p> <ul style="list-style-type: none"> Personalised portals developed for teachers, students, school leaders and parents; quantitative data provided – this has not been completely achieved; pending negotiations and further developmental work, it has been necessary to retain SEQTA as the portal used by teachers, students and staff – Enhanced reporting from a centralised perspective – efficiencies and greater

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				<p>accountability noted by central staff at the office</p> <ul style="list-style-type: none"> • New features including integrated uniform shop; improved billing; timetabling integration implemented in schools • Ongoing review of additional modules and capabilities which can be added; feedback report provided - an additional budgeting module was identified, which will significantly enhance AoS and ability of business managers to prepare and report on budgeting activities. This will be fully implemented in 2022. Quarterly meetings occurred with the

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				representative working group consisting of office and school experts with the aim of continuous review and planning of future functionality of the platform
Project 5 CEWA Strategic Plan Implementation	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. The project involves using some renowned strategists	<ul style="list-style-type: none"> • Develop shared understandings of the CEWA Strategic Plan within the office and system; align policy and practice to the plan. Achieved • Assure gradual commitment to the Strategic Plan across the system including its integration in existing and emerging initiatives, 	<ul style="list-style-type: none"> • 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 100% achieved • Align strategic plan to Quality Catholic Education initiative development which 	<ul style="list-style-type: none"> • Workshops were run with school leaders to familiarise them with the plan and how it is used as a basis for specific school-based planning - 100% of schools are aware of the plan; qualitative reports from SIAs and ROs.-- two major Leaders’ Forums leadership teams from 163 schools were held in February and July; 3 collective meetings with SIAs and a sample of 5 – 7 principals also held

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	such as Fullan, to assist CEWA best implement the plan.	<p>including individual school strategic plans. Ongoing</p> <p>2021 targets achieved</p> <ul style="list-style-type: none"> • Align new policy initiatives as outlined in project 2, with Strategic Plan <p>Achieved</p>	<p>commenced in 2020 and will continue in 2021. 100% achieved</p> <ul style="list-style-type: none"> • 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 100% achieved but only 31 audits occurred • Produce an evaluation by the end of 2021 outlining ongoing implementation progress. 100% achieved 	<ul style="list-style-type: none"> • Strategic plan fully integrated with ‘Quality Catholic Education’ in 2021 • Work occurred with schools to develop broad KPIs or targets to measure implementation of the plan – reports on school progress were part of the school audit process – see project 2 • An evaluation was held by the end of 2021 outlining ongoing implementation progress; outcomes informed planning for 2022 after discussion with stakeholders.

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Project 6 Support for STEM	<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"> • Raise profile of STEM in schools particularly in primary schools. Achieved • Increase exchange of information across schools. Achieved • Raise knowledge and capacity of teachers re: STEM, particularly in primary schools. Achieved • Increase access to STEM subjects on the Virtual School Network (ViSN) for CEWA schools. Partly achieved 50% 	<ul style="list-style-type: none"> • Consultants to work with teachers in schools; minimum 60 schools involved. 100% achieved • Schools identified where STEM is relatively well embedded, especially primary; potential network/mentor teachers identified. 100% achieved • Collect appropriate resources from schools and upload onto Microsoft TEAMS portal; ongoing; consultants and CEWA consultants share appropriate resources via digital platforms 100% achieved 	<ul style="list-style-type: none"> • 21 schools across 3 dioceses were heavily engaged; active STEM networks were established with an active membership of 438 teachers, represented in the following schools – St Bernard’s, Kojonup; St Patrick’s, Katanning; St Joseph’s, Albany; ST Matthew’s, Narrogin; St Francis Xavier, Geraldton; St Mary’s, Northampton; St Lawrence’s, Bluff Point; St John’s, Rangeway; Sacred Heart, Highgate; Corpus Christi, Bateman; St Peter’s, Inglewood; Iona Presentation College, Mosman Park; St Joseph’s, Pinjarra; St Joseph’s, Southern Cross; Ursula Frayne, Victoria

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			<ul style="list-style-type: none"> Nature of resources produced and PL delivered qualitative data. <p>100% achieved</p>	<p>Park; St Simon Peter, Ocean Reef; St John's, Scarborough; St Clare's, Lathlain; CBC, Fremantle; Hammond Park PS, Hammond Park; Santa Clara, St James. A further 40 schools engaged online.</p> <ul style="list-style-type: none"> Schools identified where STEM is relatively well embedded, especially primary; potential network/mentor teachers identified - The 15 primary and 6 secondary schools have STEM embedded within their teaching and learning practice; they are involved in network groups as well as working with and supporting each

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				<p>other. The Showcase events and Governor's STEM Award highlight the networking</p> <ul style="list-style-type: none"> • CEWA consultants have sourced, collated and shared quality STEM resources within the STEM team, STEM SharePoint site; numeracy and science team. Resources are primarily digital, allowing immediate access for school • In 2021 STEM professional learning was delivered to the Geraldton and Bunbury dioceses; 1 day a term for terms 1 to 3, culminating in a STEM Showcase in

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				<p>term 4; STEM professional learning was delivered to metropolitan schools 1 day in all four terms</p> <ul style="list-style-type: none"> STEM resources were developed in line with the following models; Design Thinking; Engineering Process; SciTech Problem-based Pedagogy; and Solution Fluency.
<p>Project 7 NAPLAN Online</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.</p>	<ul style="list-style-type: none"> Work with schools to ensure smooth implementation of NAPLAN online in May 2021; ensure connectivity and technical capacity. <p>Achieved</p>	<ul style="list-style-type: none"> Oversee a final readiness health check by March 2021. 100% achieved Report on school engagement and those schools still requiring pencil and paper testing. 100% achieved 	<ul style="list-style-type: none"> Final readiness health check conducted March 2021 and indicated 100% CEWA schools were able to engage on the digital platform; all students had access to the appropriate digital device.

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		<ul style="list-style-type: none"> • Assist schools in timely data analysis and planning. <p>Achieved</p>	<ul style="list-style-type: none"> • Consequent of the outcomes of this check, provide support to schools. 100% achieved • Provide central assistance to schools in terms of data analysis; undertake school visits where appropriate. 100% achieved • Prepare an internal report identifying any issues in 2021 and recommendations for 2022. 100% achieved • Use system analytics capability to prepare reports for all schools. 100% achieved 	<ul style="list-style-type: none"> • 100% of CEWA schools transitioned to digital platform compared with 88% Department of Education schools and 21% of independent schools – source ACARA and NCEC • Extensive support was progressively provided by CEWA in transitioning to online -. In 2021 all CEWA schools undertook NAPLAN online, successfully transitioning from paper mode. CEWA staff delivered training across WA and were available for immediate support via Teams, email and phone

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				<ul style="list-style-type: none"> Assistance was provided to school leadership teams through 7 professional learning sessions centred on NAPLAN data analysis delivered across Perth, Bunbury, Geraldton and Broome and 49 schools; 12 individual school NAPLAN data analysis learning sessions were undertaken, aiming at school leaders, middle leaders, teachers and other support staff. Where appropriate, school support was highlighted and individual assistance was carried out through the CEWA school support consultant. A number of individual school NAPLAN

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				<p>data analysis professional learning events aimed at all school staff were undertaken focusing on access, interpretation, and utilization of the data available to them to improve student outcomes</p> <ul style="list-style-type: none"> • Comprehensive report completed and used for 2022 planning • The development of the 8445 Academic Reporting application provided schools with the platform to undertake rigorous data analysis to inform teaching and learning; most of the professional

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				learning described above focused on this.
Project 8 Transforming Lives 2025	Several years ago, CEWA implemented Transforming Lives 2025, a blueprint for improving indigenous education in CEWA schools and offices across areas such as attendance, outcomes, year 12 completion rates, enrolment, community building, engagement and Indigenous employment. The project will support the work of the Aboriginal Education Team in working towards the targets. A particular focus in 2021 will be improvements in literacy in Kimberley schools	<ul style="list-style-type: none"> • Improve a range of outcomes for Indigenous students in CEWA schools; literacy, numeracy, engagement, participation, attendance, year 12 outcomes. Mainly achieved • Establishment of digital literacy networks in Kimberley schools with a focus on EAL/D and languages Achieved • Provision of online learning modules to upskill Kimberley staff in teaching of EAL/D 	<ul style="list-style-type: none"> • Continue to promote the stated outcomes and targets in Transforming Lives 2025 in CEWA schools and offices. 100% achieved -promoting • Continue to provide annual progress reports against stated targets. 100% achieved • Work closely with schools who seek assistance in increasing outcomes for Indigenous students, qualitative feedback. 100% achieved 	<ul style="list-style-type: none"> • Continue to promote the stated outcomes and targets in Transforming Lives 2025 in CEWA schools and offices -this was achieved via the website; the ongoing work of the respective School Improvement Advisor/Regional Officer; support from school support consultants; and directed professional learning with school and CEWA central staff • The 2021 Transforming Lives Progress Report was presented to CEWA Executive. Many of the outcomes were not

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		<p>Achieved</p> <ul style="list-style-type: none"> Establishment of networks for Kimberley staff, particularly in EAL/D literacy -early years and secondary <p>Mainly achieved</p>	<ul style="list-style-type: none"> 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. 100% achieved Implementation of EAL/D language/literacy and other networks in Kimberley schools – qualitative and quantitative information 100% achieved 	<p>specifically funded through RSF</p> <ul style="list-style-type: none"> Work closely with schools who seek assistance in increasing outcomes for Indigenous students; qualitative feedback - this continued in all schools, particularly Kimberley schools where both in situ and online support was provided. The Transforming Lives 2025 framework and the school’s strategic plan were key reference points. CEWA is confident, based on discussions with, and feedback from schools, that the Bold Goals are well understood and that significant progress was

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				<p>made in 2021, as demonstrated in the 2021 Annual Report.</p> <ul style="list-style-type: none"> • Provide a focus on remote Kimberley schools and Curriculum and Reengagement Education (CARE) schools where students and families are most vulnerable; qualitative and quantitative feedback. – consultancy support was provided to St Martin De Porres CARE school in Broome; the school continues to operate effectively, catering for disengaged year 7 to 9 students in Broome • A secondary symposium was held in July 2021 for

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				<p>the 6 schools offering elements of year 7 plus education; For primary schools, literacy consultants provided resources and professional learning including the collection and use of assessment data for learning and planning; other support from student wellbeing consultants; support from Students with Disability Consultants; support from School Psychology consultants.-</p> <ul style="list-style-type: none"> • Implementation of EAL/D language/literacy and other networks in Kimberley schools – quantitative and qualitative information –

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				Literacy and EAL/D professional learning focus has occurred for all principal induction, networks and school liaison
Project 9 Support for NCCD	<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>Links to Bilateral Reform Plan</p> <ul style="list-style-type: none"> Bilateral – all sectors – all 3 dot points page 9; reporting; evidence-based judgments; collection of data. 	<ul style="list-style-type: none"> Continued improvement in judgments and classification of students. Achieved Ongoing awareness by principals and school leaders. Achieved Outcomes for students involved improve through the implementation of the most appropriate programs. 	<ul style="list-style-type: none"> At least two moderation meetings held during 2020; cross sectoral liaison 100% achieved 2 x Network meetings for 110 primary schools' key staff; 2 x network meetings 56 secondary schools key staff 100% achieved 1 x meeting with all 163 principals plus coordinator. 100% achieved 	<ul style="list-style-type: none"> NCCD Professional learning and moderation with Bunbury school principal and disability coordinators – May 2021; cross sectoral liaison undertaken with Department of Education and AISWA in 10/3/2021 and 9/12/202 and with AISWA again on 23/6/2021 and 8/9; intersectoral moderation sessions confirmed for 2022

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	<p>Links to RSF and AG Priorities</p> <ul style="list-style-type: none"> Quality assurance, moderation and support for improvement of NCCD students with disability. 	<p>Achieved</p>	<ul style="list-style-type: none"> 1 x seminar with 13 Kimberley principals and coordinators; additional PL to Kimberley school staff. 100% achieved Quantitative review of categorisations; qualitative information re; consistency. 100% achieved Central database maintained and further refinements where necessary; refinements implemented where required. 100% achieved 	<ul style="list-style-type: none"> 2 x network meetings for 110 primary schools held; 2 x network meetings for 56 secondary schools for all key staff; 1 x meeting with all 163 principals plus coordinator; online professional learning offered to all CEWA principals and disability coordinators 12/5/2021; 1 x seminar with 13 Kimberley principals with additional professional learning to Kimberley school staff – CEWA systemic schools NCCD data 2020 and 2021 has been fully analysed to highlight individual school trends as well as comparisons between like schools, dioceses and

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				<p>regions; data shared with schools and acted on</p> <ul style="list-style-type: none"> • Refinements implemented where required all NCCD data are recorded on CEWA AoS or MAZE school management systems at the school level.; AoS has been rolled out to all schools which has significantly enhanced efficiencies and agility. Uploading of evidential requirements to CEWA AoS is currently being implemented
<p>Project 10 Support for Early Career Teachers</p>	<p>This project involves centrally developed and supported programs to support teachers during their first three years of</p>	<ul style="list-style-type: none"> • Increase support for ECTs across all aspects of teaching and school culture. 	<ul style="list-style-type: none"> • Three full days of Professional learning offered to all ECTs; commencing early 2021 and spaced over four country and two metro; 	<ul style="list-style-type: none"> • 73 schools with ECTs accessed the program; for schools in Perth, Bunbury and Kalgoorlie 5 sessions were delivered to each of

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	<p>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>	<p>Achieved</p> <ul style="list-style-type: none"> Establish network opportunities between ECTs and other stakeholders; develop mentoring practices in schools. <p>Achieved</p> <ul style="list-style-type: none"> Involve school leaders to increase their awareness of contexts facing ECTs. <p>Achieved</p> <ul style="list-style-type: none"> Assist ECTs to transition to AITSL 'proficient' classification and higher. <p>Achieved</p>	<p>estimated number of ECTs in 2021 = 472.</p> <p>100% achieved estimate of 472 incorrect.</p> <ul style="list-style-type: none"> Feedback from schools and ECTs in terms of program impact <p>100% achieved</p> <ul style="list-style-type: none"> Number of ECTs assisted through registration process; est. no. one third <p>About 160. 90% achieved</p> <ul style="list-style-type: none"> Tracking system used to gather data. <p>90% achieved</p>	<p>these regions in 2021;3 bespoke sessions were provided to Geraldton schools; for 1st year ECTs, 150 registered with 85% attending all three days in that program; for 2nd year ECTs 68 completed the day 4 and 5 program</p> <ul style="list-style-type: none"> A total of \$118,000 was provided to school to assist with teacher relief Data indicates that 95% of ECTs were deemed to be 'Proficient' or higher in the AITSL Standards Support for Kimberley schools was provided through the Broome Regional Office and using consultants, the Regional Officer and principals;

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			<ul style="list-style-type: none"> • Days 4 and 5 delivered in 2021 for 2020 cohort, days 1 – 3 for new cohort. 100% achieved • Retention rates of ECTs increases from current levels; review data current rate about 80% but less and variable in Kimberley schools 100% achieved 	<p>this allowed the program to be modified specifically for the needs of the ECTs in remote areas</p> <ul style="list-style-type: none"> • Feedback and satisfaction surveys for ECTs, teachers, mentors and principals were administered; these indicated high satisfaction levels, particularly for country schools, with elements such as networking out of school professional learning and mentoring being popular aspects. There was agreement that the program should be expanded in terms of resources and professional learning opportunities.

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				<ul style="list-style-type: none"> Tracking system used to gather data. Overall, ECTs were tracked using the payroll system Retention rates of ECTs increases from current levels; review data. Retention rates of ECTs has remained relatively stable in 2021 at about 95%.
Project 11 Cultural Competency	<p>CEWA trialled 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,</p>	<ul style="list-style-type: none"> Increase cultural awareness in school leaders. <p>Achieved</p> <ul style="list-style-type: none"> Assist schools to increase cultural competence throughout the school community – students, staff and parents. 	<ul style="list-style-type: none"> Development of new cultural competency program by end of 2021; gather feedback from schools as part of the process <p>0% achieved</p> <ul style="list-style-type: none"> Continue to provide cultural competency information and 	<ul style="list-style-type: none"> Development of Cultural Security learning journey by end of 2021; gather feedback from schools as part of the process – this was postponed pending the completion of the system wide cultural security audit

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	but which may use aspects of existing courses under licence	Partly achieved <ul style="list-style-type: none"> • Develop a CEWA cultural competency course to fit specific system needs and align more closely with existing initiatives such as Transforming Lives 2025 Not achieved	training for existing and new CEWA staff using existing resources 100% achieved	<ul style="list-style-type: none"> • Cultural Security Audit 80% completed with final report to be delivered early 2022; Audit involved 10 schools across the state – interviews with students, staff and community; also included 23 office staff across the state including 11 Aboriginal staff out of a total potential of 15. It is proposed to develop the Cultural Security learning journey in 2022 • Continue to provide information and training on Cultural Security for existing and new staff using existing resources – this occurred in mandatory induction programs for new staff –

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				<p>over 230 staff; ongoing work of Aboriginal Education Team; specialist induction programs for Kimberley school staff; cultural security training provided to all staff in Aboriginal boarding facilities</p> <ul style="list-style-type: none"> • Build cultural security training into induction courses for new staff. – this has been partially achieved in the interim and will be refined following the results of the Cultural Security Audit
Project 12 School Leadership	This project is part of a suite of leadership programs offered by CEWA for existing and potential school leaders. It	<ul style="list-style-type: none"> • Identify personnel who demonstrate leadership capabilities and dispositions. 	<ul style="list-style-type: none"> • Number of staff identified. 100% achieved 	<ul style="list-style-type: none"> • Number of staff identified totalled 280 participants compared with 37 in 2020 because of COVID-

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	involves a rigorous selection process for a limited number of participants followed by a structured professional learning and mentoring program.	<p>Achieved</p> <ul style="list-style-type: none"> Build on and support the existing suite of CEWA leadership programs. <p>Achieved</p> <ul style="list-style-type: none"> Increase the capabilities and qualities of school leaders – and the school improvement outcomes which result. <p>Achieved</p>	<ul style="list-style-type: none"> Details of training provided. 100% achieved Qualitative assessment of the cohort against quality measures such as the AITSL standards. 100% achieved Feedback from participants re; value of the course. 100% achieved Any evidence that the participants are appointed to some form of leadership role- not just principal. 100% achieved 	<p>19; 18 of the participants were country</p> <ul style="list-style-type: none"> Introduction of a system wide leadership framework – fully completed and shared with schools; aligned to other initiatives and processes such as principal appointment process; principal review process; professional learning programs – the framework focusses on leadership reflection and professional conversations, including mentoring and coaching Comprehensive leadership development suite implemented covering a range of

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				<p>experience – courses developed for emerging, middle, experienced leaders; early career teachers; women in leadership; aspiring principals, mentoring skills; induction programs; all of these fully operational in 2021</p> <ul style="list-style-type: none"> ○ Qualitative assessment of the cohort against quality measures – measures included Leadership framework; AITSL Standards; Psychometric assessment 360 degree reviews – fully implemented ○ Feedback from participants re; value of the course -

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				<p>evaluations from each course indicated high levels of satisfaction from participants for the courses offered</p> <ul style="list-style-type: none"> ○ Any evidence that the participants are appointed to some form of leadership role – all appointments had participated in leadership programs

2021 Budget expenditure

Project Activities	Reform support funding
School Governance	
Climate Survey for Schools	\$284,000
School Audit, Policy and Risk Analysis	\$291,056
CRM Office	\$250,000
AoS Deployment	\$919,617
CEWA Strategic Plan Implementation	\$3,500
Student Achievement	
Support for STEM	\$93,934
Support for NAPLAN Online	\$302,467
Transforming Lives 2025	\$38,418
Educators Proficiency	
Support for NCCD	\$331,624
Support for Early Career Teachers	\$105,682
School Leadership	\$5,354
Cultural Competency Program	\$37,825
Total approved carry over from 2020	\$490,476
Total funding available for spending in 2021	\$2,173,000
TOTAL	\$2,663,476