

Non-Government Reform Support Fund

2023 Workplan

Catholic Education Western Australia Limited

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Catholic Education Western Australia Ltd– Workplan 2023

Summary of Workplan for 2023

The work plan for 2023 is slightly different to 2022, in that the projects involved have been reduced to five strategically important ones that continue to address the funding priorities. This decision has been impacted by two main factors. Firstly, the late notification of the continuation of this program meant that many of the projects/initiatives had been allocated to alternate funding centres. Secondly, CEWA believes that the five projects included will benefit, in some cases, from an intensification of effort and resources, while still addressing key program priorities.

CEWA'S 2023 Work Plan is based on the following key principles

1. It builds on key work undertaken in earlier programs. The work plan also builds on the NGRSF Strategic Plan 2019 to 2022. There are five projects.
2. It is consistent with priorities in 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. No projects within the NGRSF receive any funding under CAF.

Broad approach and school support and accessibility

As with previous years, CEWA is applying 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 many 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 five 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. In 2022, all schools participated online. 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.

In 2023, one project will be involved with school governance, compliance and accountability, and all schools are involved on a rotating basis over a 3 to 5 year cycle.

A further two projects continue to support other state and national priorities. These are support for STEM in schools, particularly primary schools, and the continuing development of a cultural security framework for Aboriginal students.

Alignment of Projects and Priorities

1. **Projects supporting NAPLAN online** – one project, building on existing system initiatives and processes will continue in 2023. In 2022, CEWA had a 100% school participation rate online compared with the national proportion of 67%. CEWA provides significant resources to schools over and 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. In summary, CEWA will continue to support schools to participate in NAPLAN online, including the earlier scheduling of the test. Considerable resources will support schools in the processing and understanding of data and the development of student support processes and resources. There will be a focus on priority groups. CEWA will continue to encourage schools to participate in other testing domains such as Science, IT and Citizenship.
2. **Projects supporting NCCD Students with Disability** – one project focusses on this priority, with RSF support towards the system wide approach of over 14.23 FTE consultants working with schools. Progress towards more consistent judgements re; categories of students with disability has been significant. This project will continue in 2023 along similar lines; greater integration with enhanced data capabilities within CEWA will be a continuing feature in 2023. The consultants have a caseload of schools each and are closely involved in assessments and support to schools. The work of the approximate 14.23 FTE consultants, 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.

3. **Projects increasing effectiveness of school governance and accountability** – one project will focus on this priority. Over the past five or so years, policies and Executive Directives have been rolled out to ensure uniform approaches in schools as well as higher levels of accountability. This was further supported by the rollout of more streamlined and common data retrieval and storage systems and accounting systems and protocols. Using these systems, the 2023 project will direct funds to the CEWA school audit process. This involves the collection of evidence from about 20% of CEWA schools each year against the regulatory standards in the Education Agreement. As part of the process, external independent consultants visit/liaise with schools. Aspects of occupational health and safety as outlined in recent legislation are also reviewed.

4. **Projects which address other state, Australian Government and system priorities** – two projects will continue to operate in 2023. Both 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, and the development of a cultural security program, again addressing state and national priorities in the area of Aboriginal education and wellbeing.

Summary of Budget

Project Activities	Reform support funding (excl GST)	Funding from other sources** (excl GST)	Total project funding (excl GST)
NCCD	\$314,803	\$1,976,515	\$2,291,318
NAPLAN	\$1,047,308	\$ 500,000	\$1,547,308
Other state and system initiatives			
Cultural Security Framework	\$104,129	\$0	\$104,129
Support for STEM	\$173,043	\$0	\$173,043
Improving Governance & Finance			
Schools' compliance audit	\$533,717	\$1,314,043	\$1,847,760
Total funding (excluding GST)	\$2,173,000	\$3,790,558	\$5,963,558

** The "funding from other sources" represents centralised expenditure at Catholic Education Office only and excludes additional expenditure that is incurred at schools.

* The Australian Government understands that these figures provided are indicative and will change throughout the year. The Annual Report is expected to report on these changes.

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Project title	Project description and activities	Indicative budget (excl GST)	Expected outcomes/Overall achievements	Indicators of success
<p>Project 1 – Supporting NAPLAN Online</p> <p>Bilateral Reform Agenda Reflected in data collection and analysis and literacy and numeracy initiatives – all sectors This is also a national program priority</p>	<p>Support all school to participate in NAPLAN online, including ensuring school technical capacity, hardware requirements, professional learning</p> <p>Support for schools in analysis and interpretation of data, using MS Analytics and other programs</p> <p>Support for schools in the development of specific programs and resources to assist students</p> <p>Encouragement to schools to participate in other online testing such as IT, Citizenship, Science</p>	<p>Reform support funding: \$1,047,308</p> <p>3.0 FTE Data Consultants and cost of Teaching and Learning Academic Data Plan</p> <p>Other funding: \$0.5M from CEWA on Teaching and Learning Academic Data Plan</p>	<ul style="list-style-type: none"> • Work with 100% of schools to ensure smooth implementation of NAPLAN online in 2023; ensure connectivity and technical capacity • Assist all schools in timely data analysis and interpretation using Analytics programs etc – school visits and professional learning. • Assist schools to develop appropriate support and resources for students, especially at-risk students • Increase in schools participating in other online testing – IT; Citizenship; Science 	<ul style="list-style-type: none"> • Oversee a final readiness health check by early 2023- liaise with all schools to ensure 100% online participation. • Report on school engagement and those schools and any issues regarding implementing NAPLAN online – report number of schools. • Consequent of the outcomes of this check, provide support to schools – report number of schools requiring support; school visits; PL offered • Provide central assistance/professional learning to schools in terms of data analysis and effective use of data – report number of schools requesting assistance • Prepare an internal report identifying any issues in 2023 and recommendations for 2024 • Use system analytics capabilities to assist schools with data analysis – report on success of this program. • Report general system trends in NAPLAN results – broad measures of success of initiatives, including at-risk students • Report numbers of schools sitting for tests across other areas.

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<p>Project 2 - Supporting schools NCCD Students with Disability</p> <p>Links to Bilateral Reform Agenda</p> <p>– all sectors – all 3 dot points page 9; reporting; evidence-based judgments; collection of data</p> <p>This is also a national program priority</p>	<p>Activities reflect a continuation of current work in this area involving about 20FTE consultants as well as other central office support working with schools to ensure consistent decisions re; students with disability are made.</p> <p>Activities to include online reporting and diagnostics; school visit; teacher workshops and professional learning; moderation meetings, including cross-sectoral</p>	<p>Reform support funding: \$314,803</p> <p>Personnel cost related to 1.78 FTE</p> <p>Other funding: \$1.9M for 12.45 FTE and related administration expenditure</p>	<ul style="list-style-type: none"> Continued improvement in judgments and classification of students – all schools. Ongoing awareness by principals and school leaders – all schools with eligible students. Outcomes for students involved improve through the implementation of the most appropriate programs – potentially all schools. Streamlined data collection and analysis through AoS and the SchoolsHub 	<ul style="list-style-type: none"> Two sectoral moderation meetings to be held during 2023 At least 1 cross-sectoral moderation meeting to be held in 2023 2 x Network meetings for key staff in 109 primary schools; 28 secondary schools and 26 composite schools Support visits and PL for 13 Kimberley schools Webinars conducted to support consistent decision making and appropriate program implementation – report activities Quantitative review of categorisations; qualitative information re; consistency. Input into the refinement of CEWA AoS regarding recording and reporting of NCCD collection Assist CEWA Digital Technology team to provide training sessions on the extraction of NCCD reports from AoS and upload to SchoolsHub Support to schools for post enumeration – report activities and outcomes

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<p>Project 3 Policy Development and Risk Analysis</p> <p>Links to the Bilateral Reform Agreement</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. Follow up with schools occurs as appropriate</p>	<p>Reform support funding: \$533,717 Personnel cost related to 3.84 FTE</p> <p>Other funding: \$1.3M from CEWA for 6.56 FTE and related administration expenditure</p>	<ul style="list-style-type: none"> • 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 30 or so audited in 2023. • System policies and governance structures ensure policies and procedures are contemporary and comply with existing and changing education and regulatory frameworks. • CEWA-developed Policy Hub and Risk (formerly PRIME) implemented fully in schools to enhance compliance. • CEWA able to assure appropriate compliance to state government in terms of System Agreement – all schools • CEWA policies re-written/amended to meet system and external requirements, especially with the progressive roll out of CEWA Incorporation. <p>CEWA School Handbook revised in collaboration with schools and shaped in digital format</p>	<ul style="list-style-type: none"> • Reports from external school audit consultants; quantitative and qualitative information re activity and any issues with school compliance. • 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 to be involved • Minimum of 30 CEWA schools to be audited in 2023. • 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 - 150 plus leadership teams • CEWA Handbook continuously reviewed to reflect any changes • PRIME platform (Policy Hub and Risk App) used by schools. • 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 • Annual internal evaluation occurs to enable ongoing improvements

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<p>Project 4 - Cultural Security Framework</p> <p>Links to Bilateral Reform Agreement</p> <p>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. 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. An initial equity audit was completed in November 2022 and will inform the development of the subsequent training components as well as other changes to policies and procedures which will address issues related to improvements in cultural security</p>	<p>Reform support funding: \$104,129 Personnel cost related to 0.8 FTE</p> <p>Other funding: \$0</p>	<ul style="list-style-type: none"> • Review fully the completed external equity audit • Implement the Recommendations that are important and viable – policies and procedures in central offices and school. The recommendations cover several areas – policies; directives; procedures; professional learning; induction; staffing matters; student voice; community connections; curriculum; cultural education etc • Plan and develop a CEWA cultural security training component to fit specific system needs and align more closely with existing initiatives such as Transforming Lives 2025 • Depending on the development of this training plan, commence roll out in schools 	<ul style="list-style-type: none"> • Comprehensive report on which recommendations from the Equity Audit have been implemented – office/system; and schools • Report on progress of development and implementation of Cultural Security learning journey resource • Report on other initiatives; events; resources implemented which support cultural security. • Feedback from schools and communities at the 6 and 12 month 'check in' which is a contracted part of the Equity Audit

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<p>Project 5 - Support for Science, Technology, Engineering, Mathematics (STEM)</p> <p>Links to Bilateral Reform Agreement</p> <p>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</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: \$173,043 Personnel cost related to 1 FTE</p> <p>Other funding: \$0</p>	<ul style="list-style-type: none"> • Raise profile of STEM in schools particularly in primary schools – aim to liaise with all primary schools. • Increase exchange of information across schools. • Raise knowledge and capacity of teachers re; STEM, particularly in primary schools. • Increase access to STEM subjects on the Virtual School Network (ViSN) for CEWA schools – target 10% enrolment increase. 	<ul style="list-style-type: none"> • Consultants deliver professional learning for teachers working in STEM, particularly in primary schools – target all primary schools • Schools share their learning on STEM initiatives through networks and showcases – 3 network meetings, 1 showcase • STEM resources shared using digital platforms • STEM subjects available through ViSN - quantitative data - 10% enrolment increase