



Australian Government

Quality Schools

Non-Government Reform Support Annual Report

2019

Catholic Education Western Australia Ltd (CEWA)

Non – Government School Reform Support Fund

Catholic Education Western Australia (CEWA) – Annual Report 2019

PART ONE – EXECUTIVE SUMMARY AND PROGRESS OVERVIEW

As outlined in the 2019 Work plan, activities in 2019 were based on the strategic principle that system approaches deliver more effective outcomes than a focus on individual schools. This was commented on as a particular strength in previous evaluations of the former Students First Support Fund (SFSF). 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.

In 2019, CEWA again focussed on the allocation of funds and system strategic initiatives, solely on the three specified priorities. The bulk of the Reform Support Funds were applied to priority three – Improving governance and financial practices in schools. The 2020 work plan – already submitted and approved – will build on these priorities as well as a number of others that accord with the CEWA Strategic Initiatives plan and the Bilateral Reform Agreement. The number of projects for 2020 reflect all of the 2019 priorities plus more. For 2019, 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 2019 a CEWA Team Leader and over 16.0 FTE specialist consultants supported schools on a range of matters, including assistance with the 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 confident that schools are currently making appropriate judgements with respect to the NCCD. Additional RSF funds will be directed to enhanced data management to ensure records of students are accurate and reflect students' assessments of categories of disability and this is reflected in the 2020 work plan and Strategic Plan 2019 – 2022. CEWA is satisfied that significant progress in this project was made in 2019 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 which occurred in schools in Western Australia in 2019. 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. As included in this report, some Kimberley schools will not participate due to connectivity issues. At the time of submitting this report NAPLAN 2020 has been cancelled and slight changes will be reflected in the 2020 Annual Report.

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

RSF funding was 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 2019 and beyond, as reflected in the Strategic Plan 2019 – 2022. CEWA is satisfied that significant progress has been made in this area which provides a basis for further development and consolidation in 2019 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 MS Dynamics financial software is a part of CEWA's digital transformation initiative and a key part of its new Administration of School's (AOS) platform. This will ensure that schools use standard financial accountability systems and processes and meet all regulatory obligations. In 2019 support consultants assisted schools with a significant number finalising implementation. Some delays in implementation were largely attributable to a shortage of qualified computer technicians, inter-operability issues between new and existing systems in the migration process (particularly in secondary schools) and the state of readiness of a large number of schools.

Comment about school involvement

CEWA is a system comprising 162 schools and the approach will be to include as many schools as possible. Some of the initiatives will be rolled out progressively to schools who are willing and appropriately positioned to be involved. It is CEWA's intention to focus on the three priority areas in 2020 as was the case for 2019, although some additional system priorities may also be included. This will ensure that all 162 schools will be

supported in a strategic system wide approach. It is also important to recognise, that CEWA as a system tries to direct significant funding to lower SES, country and schools with higher Aboriginal enrolments.

Progress against your strategic plan

CEWA can report that the Strategic Plan 2019 – 2022 will incorporate the three key priority areas described above as well as a number of other initiatives, many of which build upon 2018 projects and initiatives. This document has been submitted. In this plan, as with the 2019 Work Plan, 14 projects are envisaged. The majority of these continue to build on 2018 activities and in particular the three priority areas above.

Relationship with your state and territory government

The Bilateral Reform Agreement was signed late in 2018 between CEWA, The Association of Independent Schools of WA, and the Department of Education of WA. This followed a significant period of consultation between the three education systems and relevant officers. The priority areas for CEWA 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. 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 Competency program
- NCCD for students with a disability

Collaboration will continue between stakeholders as has been the case in 2019. Practical examples include liaison cross-sectorally with NCCD consultants and officers in moderato processes; 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. As part of the RSF 2020 Work Plan links to specific Bilateral Reform Agreement priorities are indicated.

Comments about links between the RSF and Choice and Affordability Funding (CAF)

Although the work plan for the 2020 CAF initiative has not been finalised at the time of preparing this annual RSF Report, CEWA is aware of the need to ensure that both these funding initiatives complement each other as far as possible. While there are different criteria for funding in each

program, there are some opportunities to transfer projects from RSF where the fit is better. Similarly, CEWA will be taking a strategic system wide approach to the CAF which, among other things, will help to avoid duplication and maximise sustainability.

PART TWO - SUMMARY OF PROJECTS' ACHIEVEMENTS

The following tables summarise the projects outlined in the 2019 work plan and are based on the project descriptions, projected outcomes and specific performance indicators outlined. Following each project is a summary of the overall success and details how the specific project has been used to inform the 2019 work plan and the Strategic Plan 2019 – 2022. The content in each column is based substantively on the Work Plan 2019 document with specific comments relating to outcomes and indicators of success.

Project Description and activities	Achieved outcomes	Achievement against indicators of success
<p>PROJECT ONE - SCHOOL CLIMATE SURVEY</p> <p>This involves the development and administration of a climate survey for all CEWA schools. This will involve work by central CEWA consultants. Activities include development, administration and central assistance to schools in the interpretation of results. This project addresses national and Bilateral Reform Agreement priorities of school improvement and enhanced accountability.</p> <p>Important follow up activities include School Improvement Advisors and Regional Officers working with school leadership teams to discuss and assist in school improvement planning.</p>	<p>The 2019 achievements/ outcomes were;</p> <ul style="list-style-type: none"> • Finalisation of new survey instrument • Completion of workshops with school leaders • Workshops with the 8 School Improvement Advisors (SIAs) and Regional Officers (ROs) and schools • Survey implemented in schools • School leadership teams begin using results for planning in 2020 • Discussions around school improvement occur • Climate survey informs other school accountability processes 	<ul style="list-style-type: none"> • Survey instrument completed by March 2019 • Consultation and familiarisation conducted with principals in various forums • Survey implemented in 2019 in 60% of schools • SIAs and ROs used results to work with schools on whole school improvement planning • Brief evaluation conducted which indicated broad satisfaction

Summary of project's achievement

The school Climate Survey is an important school improvement tool which covers all elements of school operation and underpins school planning and practice. The participating schools administered the survey to all staff and ratings for different questions and elements were summarised for the school. Questions are calibrated to show the median response on the Likert Scale for other Catholic schools. Leadership teams used the results in a variety of ways amongst staff, including staff development and planning days. Typically, schools were able to refine existing policies and procedures. Schools administer the survey at least every three years. During 2019 the School Improvement Advisors and Regional Officers continued to visit schools to discuss a range of topics related to school improvement – the results of the climate survey formed an important focus for discussions and planning.

Project Description and activities	Achieved outcomes	Achievement against indicators of success
<p>PROJECT TWO CEWA BOARD CHAIRS' CONFERENCE</p> <p>This involves providing a one day conference (held biennially) to discuss aspects of school governance and risk management. All 163 Board Chairs are invited and those from non-metropolitan schools are part subsidised. This project addresses the national priority of enhancing school governance and risk analysis. The conference was held in a central Perth venue and ran from 12noon to 9pm.</p>	<p>The 2019 achievements/outcomes were;</p> <ul style="list-style-type: none"> • Increase school Board Chairs' expertise in current accountability processes by discussing issues of importance to school governance • Increase knowledge of emerging governance risks and other issues facing schools • Provide opportunities for networking and ongoing sharing of information 	<ul style="list-style-type: none"> • Planning for conference completed by July 2019, speakers, bookings etc • Conference held in September 2019; 132 participants including good representation from country schools • Satisfaction and feedback survey completed indicating strong levels of satisfaction, particularly with the topics/inputs, their relevance as well as the opportunities for interaction and discussion. There was support for another conference in 2021. • Evidence of planned liaison and collaboration between schools

Summary of project's achievement

The Board Chair conference attracted a significant representation from metropolitan and country schools. School boards play a significant role in the governance of CEWA schools and the 2019 conference provided the opportunity to discuss key issues such as the incorporation of CEWA which commenced on 1/1/2020; implications for schools; new financial and accountability arrangements for schools; marketing strategies; the proposed new constitution for school boards; and key elements and strategies of CEWA's strategic plan. An important element of the conference was the networking which occurred and the ongoing opportunities for collaboration between schools.

Project Description and activities	Achieved outcomes	Achievement against indicators of success
<p>PROJECT THREE</p> <p>SCHOOL RISK MANAGEMENT AND GOVERNANCE SUPPORT</p> <p>The purpose of this project is to establish a systemic approach to risk management by developing and using a centralised risk management software tool. Schools are assisted through central consultants to evaluate and record risks. The register will be rolled out in all systemic schools. As part of the process, workshops will be provided to schools for both risk identification, registration on the software and in risk mitigation strategies. The equivalent of 3 central consultants support schools in the project, assisting them in the process of identifying risk and developing registers. The risk assessment development forms part of the school audit process which involves visits to 20% of schools each year</p>	<p>The 2019 achievements/ outcomes were;</p> <ul style="list-style-type: none"> • Development of software appropriate to schools and central monitoring This outcome was achieved. The PRIME platform was built as a place for schools to undertake a risk assessment and is fully operational across schools. Full capacity was achieved during 2019.as technology issues in schools reported in 2018 were overcome. • Conversations and adjustment to risk mitigation processes are well advanced and worked effectively in 2019. • Schools implemented appropriate risk management practices and raised staff awareness – this was mostly achieved with schools often requiring further information around OSH. • Schools understand risks, record and identify mitigation strategies – schools are using PRIME giving them an understanding about risks as well as identifying and recording actual and potential risks • System-wide approach emerged to risk management – the awareness is acknowledged and is now embedded in the CEWA school audit process • The CECWA Audit and Risk Committee continued to progress on confirming the system wide approach to risk management. The current focus was on the development of the CECWA risk register and this outcome has been achieved. 	<ul style="list-style-type: none"> • All schools were provided with professional learning and adopted software; online modules were held on risk management • 3 experienced consultants external to CEWA were appointed and commenced audits in schools • CECWA approved the development of a systemwide risk management framework as well as a contextualised risk management framework for use in school communities • At least 75% of schools demonstrated consistent and well informed approach to and understanding of risk management. Remaining schools have a sound approach and continue to be supported centrally, • School audit process continued effectively including validation of risk management processes; 33 schools audited in 2019; follow up occurred for 6 schools; all demonstrated frequent use of the risk management tool • The 30 schools being audited in 2020 have been supported on managing risk on a central platform • Evaluation of school risk etc also built into school cyclical review, the principal review process and the ongoing support role of the School Improvement Advisors and Regional Officers who visit all 163 schools over the year. • Schools were supported by a dedicated employee to embed risk management practices within schools • Processes commenced in terms of reviewing policies as a basis for effective governance and risk management; two policy development officers were supported in this role. The work towards incorporation of CEWA delayed this initiative and about 50% of policies were reviewed. Schools and other stakeholders were consulted in various forums and workshops • Documents including policy statements and supporting materials were used by schools to reframe their policy statements • School audit processes, including the school cyclical review and visits by school improvement advisors sought evidence in school processes and documentation.

Summary of project's achievement

There were a number of very positive outcomes. CEWA continues to build upon school risk management and governance support. Development of the PRIME custom-built platform has provided schools with the skills and content to undertake a risk analysis for their communities. In addition, the focus has provided schools with greater support on risk assessments linking system policies, resources and controls to enable schools to mitigate against any risks arising. This project increased school sustainability accountability and service provision. CEWA is satisfied that significant achievement of milestones occurred in terms of 2019 aims. As the 2019 work plan and Strategic Plan 2019 -2022 demonstrate, there will be a strong focus on projects in this broad area into the future.to continue to improve school accountability, sustainability and education quality.

Project Description and activities	Achieved outcomes	Achievement against indicators of success
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<p>PROJECTS FOUR AND FIVE</p> <p>DEPLOYMENT OF MS DYNAMICS AND OFFICE 365 IN SCHOOLS</p> <p>CEWA schools have been using 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. This project accords with the Australian Government priority to increase school efficiency, data control and accountability. This project involves replacing MAZE with MS Dynamics financial software is a part of CEWA's digital transformation initiative and a key part of its new Administration of School's (AOS) platform. Activities involved centrally based IT and accounting consultants working with schools, including in situ.</p>	<p>The 2019 anticipated/achieved outcomes were;</p> <ul style="list-style-type: none"> • Standardisation of financial processes, procedures, reporting and audits for AG DET and ACNC and CECWA. Significant progress was made against this outcome. Deloitte were appointed to audit all 162 schools in 2018 and this provided a platform and information base for support activities. Standardised audit models and standardised published financial statements have been implemented. A partial achievement has been the implementation of a new standardised school chart of accounts for use in cloud-based Dynamics 365 and was deployed in April 2019 • Cost savings to schools leading to more sustainable operation - as the new system is located on the MS Azure cloud, the benefits for all schools include competitive software licensing fees, standardised security platform and common technical updates. This will remove the pressure of having very costly outgoings in maintaining incompatible legacy systems. This has been mostly achieved with the majority of schools having transitioned to the Office 365 suite – this is the standardised software in use across the system. The planned outcome was to transition progressively during 2019. • Enhanced levels of efficiency and improvement in data quality and exchange as well as accountability - all finance and administration staff (approx. 700) will be using an identical platform thereby providing better support to students, families and teachers as admin and finance procedures deliver speedy results with an enhanced end user experience and better collaboration . 	<ul style="list-style-type: none"> • All 162 CEWA schools transitioned to new system during 2019 including evidence of the extent to which schools have prepared an IT migration plan and an IT change management readiness plan to support their new IT environment. This has been achieved. The Dynamics 365 build is complete for 120 primary schools and was deployed in 89 primary schools during 2019 and the remainder in 2020. Secondary schools commenced in 2020 and will be completed in 2021. • In terms of data migration, some delays occurred due to school readiness and software issues; 89 of the 115 primary schools or 77% were migrated • Qualitative and quantitative data gathered relating to the roles and responsibilities of school admin staff streamlined to ensure the new IT platform is optimally used with schools able to personalise dashboards and menus. This has been mostly achieved with roles having been assigned within the new Dynamics/CRM system. Schools successfully assigned these roles to individuals as part of their set-up parameters on their migration to the new system. • Evidence in the reduction of manual reporting and qualitative assessment of the shared benefits through a common platform eliminating the need for individual school customisations at high cost; 50% of schools compliant. • Levels of support (central professional learning; remote; school visitation) by IT professionals having expertise on MS Dynamics; 100% response rate to school requests for assistance continued during 2019 with continuation in 2020. This has been substantively achieved with processes put in place and people assigned and trained to deliver this level of central support. Both IT and business level support has been provided and dedicated phone lines set up as well as site visits scheduled. The response rate achieved will come to light once the platform has been deployed to schools with 100% being the target. Significant training and professional development material has been prepared and first waves of training occurred in 2019. • A brief review of progress occurred; this will be used to inform strategies for engaging the remainder of primary schools and secondary schools in 2020. It highlighted some of the issues schools faced.
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Project Description and activities	Achieved outcomes	Achievement against indicators of success
<p>PROJECTS FOUR AND FIVE CONTINUED</p> <p>DEPLOYMENT OF MS DYNAMICS AND OFFICE 365 IN SCHOOLS</p> <p>This is a cloud-based system with all schools using a common chart of accounts and a common financial reporting framework to monitor and control income and expenditures in an accrual reporting environment. Schools will become compliant with the requirements of the Australian Charities and not-for Profit Commission Act. The System can have access to on-line real time data to enable rapid decision making and ensure the highest levels of accountability in terms of cost control and external audit accountability.</p>	<ul style="list-style-type: none"> • And communication between schools and between schools and Head Office. This outcome has been mostly achieved with all CEWA staff now having a standardised email credential that allows access to the Microsoft. suite tools and centralised information storage. With AoS all CEWA staff will access a central data store for school-based Finance and Information; full implementation progressively during 2019. • Strategic improvement in school operation and outcomes- schools will be more data driven with information for operational and strategic decision making readily available This outcome has been substantially achieved with significant focus on the performance of each school in terms of income, expenses, staffing ratios, debt repayment capacity, occupancy and vacancy rates, fees, marketing strategies in place to ensure the school is full and therefore financially viable amongst others. Achievement of this outcome will make CEWA schools more sustainable and accountable. CEWA monitoring processes in place during 2018 to ensure compliance during 2019. • Compliance with regulatory frameworks such as the Australian Charities and not-for-profit Commission Act – all CEWA schools, fully compliant with the ACNC and published audited financial statements that comply with Australian Accounting Standards – these are prepared for each school. 	<ul style="list-style-type: none"> • Quantitative data relating to the implementation of Chart of Accounts, operational for preparing templated AAS/GAAP financial statements for ACNC; all schools in the process of or having implemented AAS/GAAP/ACNC compliance has been fully achieved. School training occurred in 2019 with a focus on primary schools. • Data on the extent to which school staff and system finance staff will be using Power BI to develop analytics for finance, student data and attendances, collection of statistical data; expectation of minimum 80% rate of commencement or full implementation. This has been substantively achieved – software licences have been secured to permit Power BI analytics. Significant training has been planned to enable staff to create meaningful analytical visualisations and reports. The full benefit of this effort will come to light once the new platform has been deployed in schools during 2019 and 2020.

Summary of Project's achievement

This project is part of a significant initiative in CEWA to provide a coherent technological interface with schools. RSF funding provided about a 15% expenditure to address the Australian Government initiative in this system strategic initiative. Successful implementation of this initiative will create an interfacing system where information. Records, demographic data, achievement data, analytics, audits, compliance, finances, enrolments and sustainability and system accountability can be achieved. CEWA considers this to be a significant project, particularly in meeting Australian Government initiatives regarding school governance, sustainability and accountability. Significant achievement has occurred and those milestone achievements and outcomes are well underway to be achieved in 2019. CEWA will not be directing significant RSF funding towards these projects in 2019 but is happy to report against any partially unmet achievements if required. CEWA considers this project to be highly significant, especially for the non-government systems in terms of government accountability requirements. CEWA is satisfied that this project and all associated aspects will contribute substantially to school accountability and improvement; this will also be embedded in school audit processes.

Project Description and activities	Achieved outcomes	Achievement against indicators of success
<p>PROJECT SIX – CEWA STRATEGIC PLAN</p> <p>CEWA developed a strategic plan for 2019 – 21 and after much consultation now needs to be embedded in strategic planning in schools in a planned and continuous manner. 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. As such, this project supports national priorities related to enhanced governance and accountability as well as agreed SBA outcomes.</p> <p>Activities also involved engaging international change experts to assist in developing strategies to implement and evaluate the plan. Additionally, major activities such as the two CEWA Leaders’ Forums, attended by about 500 school leaders, focus specifically on the strategic plan.</p>	<p>The 2019 achievements/outcomes were;</p> <ul style="list-style-type: none"> • Develop shared understandings of the CEWA Strategic Plan • Assure gradual commitment to the Strategic Plan across the system including its integration in existing and emerging initiatives • Assist schools to embed the strategic plan in school planning, review and professional learning processes 	<ul style="list-style-type: none"> • A number of workshops were held 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 • Leaders forums – two – have focussed on the strategic plan; over 500 leaders from CEWA schools have attended. • Work has occurred with all schools to develop broad KPIs or targets to measure implementation of the plan; this has occurred through the work of School Improvement Advisors and Regional Officers • Feedback has been gathered through all of the above processes to refine implementation processes and KPIs • An internal evaluation, with reference to the principals’ associations was held; this affirmed the four pillars/priorities of the plan as well as setting targets. The review also ensured that the strategic plan maintained its alignment with policy development as well as other support strategies such as the Quality Catholic Education system improvement initiative.

Summary of project's achievement

CEWA continues to roll out 'Strategic Directions 2019 – 2023' as part of the system wide strategic plan for the system. The project continued to build on previous years and included a number of important activities including the engagement of Michel Fullan and Brendon Spillane to assist in ongoing refinement and consistent implementation. Central office planning occurred as well as professional learning in schools. The two leaders' forums held in 2019, with 500 plus attendees, also focussed on the strategic plan. Schools also embedded the strategic plan into their own school strategic plans.

Project Description and activities	Achieved outcomes	Achievement against indicators of success
<p>PROJECT SEVEN – SUPPORT FOR STEM/STEAM</p> <p>STEM is a national and an important element of the Bilateral Reform Agreement. CEWA has appointed centrally based consultants with expertise in STEM to support schools. Activities have included the identification of resources and visits to schools to assist staff. There has been a Focus on primary schools where STEM expertise is sometimes lacking</p>	<p>The 2019 achievement/outcomes were</p> <ul style="list-style-type: none"> • Raise profile of STEM in schools particularly in primary schools • Increase exchange of information across schools regarding resources and learning and teaching strategies • Raise knowledge and teacher capacity of teachers re; STEM, particularly in primary schools 	<ul style="list-style-type: none"> • Relevant CEWA Consultants worked with teachers in over 50 primary schools and over 30 secondary schools; this occurred through school visits and dissemination of online resources including direction to existing websites such as ACARA and ESA as well as network meetings. • Schools identified where STEM is relatively well embedded, especially primary; potential network/mentor teachers were identified and supported other schools • Appropriate resources were sourced from schools and uploaded onto Microsoft TEAMS portal; early 2019 - ongoing • STEM Showcase for schools and students delivered with representation from 18 schools with over 800 primary school students attending.

Summary of project's achievement

STEM/STEAM continued to receive a focus through this project, particularly primary schools where subject expertise is often not available. The project focussed on central consultants with expertise in the area, visiting schools as well as delivering centrally based professional learning. This culminated in a highly successful STEM showcase where over 800 primary students attended. This project is part of CEWA's commitment to promote STEM in schools.

Project Description and activities	Achieved outcomes	Achievement against indicators of success
<p>PROJECT EIGHT</p> <p>IMPLEMENTATION OF NAP ONLINE</p> <p>A key aspect of this project has been to provide system wide support to all CEWA schools to ensure that they are technically ready and all gateways into NAPLAN Online are met mitigating the highest risk factors. Activities involved providing practical support to school staff to ensure readiness. Activities focussed on visits to schools as well as a centrally coordinated helpdesk in the leadup to implementation in May 2019.</p> <p>A second aspect involved data processing following transfer of results; system monitoring and learning and teaching support.</p>	<p>The 2019 achievements/outcomes were;</p> <ul style="list-style-type: none"> • CEWA schools assisted to implement NAPLAN online in 2019; all CEWA schools although some remote schools completed through pencil and paper. • Appropriate CEWA infrastructure and processes in place; re; trained staff and technical requirements – this was achieved and all schools participated noting that there was an impact through a national overload issue which affected a number of schools. • System data processing occurred and all schools were supported in data analysis and learning and teaching strategies. 	<ul style="list-style-type: none"> • Readiness checks for all CEWA schools conducted before mid April to ensure readiness for online implementation in May. • Successful implementation for CEWA schools, notwithstanding national system overload issues • 8 remote schools completed test through pencil and paper. • Effective data base and analytics processes established – CEWA worked with all schools to assist with data interpretation, analytics and curriculum planning for the second half of 2019. CEWA is satisfied that schools were well placed to analyse data and implement support structures soon after individual school and student results are received. Some implementation through Power BI occurred. • CEWA is continuing to use Appraise in 2019. Affected schools were effectively supported to implement strategies where students were impacted by national technical issues. • An internal review examined the role of NAPLAN within the measurement and data processing/data informed functions of the office; this resulted in two consultants being added to this project to the data processing officer. Their role was to process data from NAPLAN and work closely with other consultants and schools to use a range of data sources including NAPLAN, to develop programs in schools to support students. The additional funds of about \$250,000 was directed from other projects and the carryover funding from 2018. A further evaluation later in the year affirmed the need to continue this in 2020.

Summary of project's achievement

CEWA has provided extensive support to schools for NAPLAN Online implementation in 2019. CEWA staff have delivered training (metro and regional) and were available via email/telephone/teams to answer queries and provide assistance.

Readiness tests were effectively implemented by mid April 2019. There were three aspects to school readiness - technical, staff and students. The original activity focused on the technical aspects. Staff readiness (processes, platform knowledge) has been added to the project activities by incorporating training into the program to ensure overall school readiness. Schools prepared students by getting them to do practice tests and familiarisation of the online platform. A combined practice test (CPT) was implemented for all WA online schools on 3 April 2019 to test the capacity of the system to cope with the load. This builds on the successful implementation of a system online implementation of a religious education literacy test four years ago.

Project Description and activities	Achieved outcomes	Achievement against indicators of success
<p>PROJECT NINE - TRANSFORMING LIVES 2025</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. This project addresses national priorities such as Closing the Gap and priorities in the Bilateral Reform Agreement.</p> <p>The main activities involved working with all schools – teachers and leadership teams – to develop practical strategies to help achieve targets. The work was coordinated by the CEWA Aboriginal Education Team – central and regional offices – with members liaising with all schools, but in particular those with high Aboriginal enrolments.</p>	<p>The 2019 achievements/outcomes were;</p> <ul style="list-style-type: none"> • Ensure schools understood, and committed to, the targets in the strategy • Improve a range of outcomes for Indigenous students in CEWA schools as outlined in the adjoining column • Improve rates of employment and training of Indigenous staff in the CEWA system • Develop understandings of cultural competency in schools 	<ul style="list-style-type: none"> • Aboriginal education team have liaised with all schools to discuss strategies to achieve the stated targets • System wide, NAPLAN results have improved for Aboriginal students • In terms of the specific targets of Transforming Lives 2025; Year 12 completion rates increased during 2019; literacy and numeracy as measured by NAPLAN varied considerably with some notable improvements in Kimberley schools where Reading Recovery was used; attendance rates were marginally higher; engagement improved particularly through the use of targeted mentoring programs and trauma-informed learning approaches; employment of and upskilling of Aboriginal employees in CEWA schools increased, particularly ATAs; and community engagement outcomes were met although further work is required in some Kimberley schools. • Planning for the opening of a new Curriculum Reengagement Education School in Broome for Year 7 to 9 students was finalised – opening occurred in early 2020. • There was a particular focus on Kimberley schools where meeting targets can be challenging.

Summary of project's achievement

The Transforming Lives Strategy and project involves centrally and regionally based Aboriginal Education consultants working with schools to develop understandings and school processes to enhance outcomes for Aboriginal students. The targets as described above, relate largely to engagement and achievement. Considerable support work was undertaken in Kimberley schools as well as schools with higher Aboriginal cohorts in Perth. The work of this project also included working with all teachers not involved with Aboriginal students, to ensure that all students are culturally competent and aware of the need for increasing reconciliation.

Project Description and activities	Achieved outcomes	Achievement against indicators of success
<p>PROJECT TEN – VIRTUAL SCHOOL NETWORK VISN</p> <p>ViSN is a virtual school network for CEWA schools where remote or online learning is required or most appropriate for students. This forms part of the Office365 suite of platforms and has developed a range of courses for senior secondary studies. These have been developed by teachers in schools and central consultants and provides an important service for non-metropolitan schools and other schools who wish to offer courses where numbers are non-viable.</p> <p>This project meets wider national learning and equity needs as well as priorities in the Bilateral Reform Agreement.</p> <p>The main activities and support were provided centrally by CEWA managers and support staff who had oversight of course development and review; teacher and wider school support; and student engagement</p>	<p>The 2019 achievements/outcomes were;</p> <ul style="list-style-type: none"> • Expansion of number of courses available • Expansion in support resources • Expansion in number of schools and students involved • Increased networking between ViSN schools as well as non ViSN schools • Wider recognition of how ViSN forms an important part of digital innovation in learning and teaching • Recognition of the role of ViSN in addressing equity issues • Development of more sustainable practice in schools 	<ul style="list-style-type: none"> • 4 Additional number of courses developed in 2019 • Ongoing refinement of existing courses – 40% of existing courses were refined by the end of 2019 • 5 Additional schools used ViSN • 40 additional students were enrolled in ViSN, an increase of about 23%; most increases were from non-metropolitan schools. The increases occurred through new courses coming on line and transition of existing courses from Year 11 to Year 12. • Results achieved by ViSN students in ATAR courses were generally comparable with non-ViSN students • Uptake by non-metropolitan students increased • Informal feedback from ViSN schools was positive; note a large scale formal review of ViSN has been planned for 2020 involving the CEWA research team and an external consultant • A business plan for ViSN was completed. This is being used to inform ongoing strategic directions

Summary of project's achievement

The nature and purpose of the Virtual Schools Network have been articulated above. 2019 was a year of consolidation for the program especially in supporting the school-based staff involved in the writing and delivery of the course as well as school mentors. As well as professional learning on the procures underpinning the program, there was a particular focus on the relevant pedagogy and student support associated with online learning. Growth of the program was solid and ATAR results in courses was sound. A short satisfaction survey from staff and students was positive. 2020 will aim to build on some of the recommendations off a commissioned business plan as well as a major review which commenced in April 2020. CEWA sees this project as a significant one in the future especially for smaller and rural secondary schools.

Project Description and activities	Achieved outcomes	Achievement against indicators of success
<p>PROJECT ELEVEN</p> <p>NCCD TARGETED MODERATION AND QUALITY ASSURANCE; DATA BASING OF INFORMATION</p> <p>An NCCDSWD Moderator and quality control consultant as well as a 0.5FTE data processor assist the existing 15.3FTE consultants in the Students with Disability Team. This includes moderation activities, data quality control and moderation with other education systems – DOEWA and AISWA. Professional Learning was provided to teachers in schools – in situ and centrally organised as well as for school leaders. School visits occurred including follow up visits and negotiations where required</p>	<p>The 2019 achievements/outcomes were;</p> <ul style="list-style-type: none"> • Enhance all consultants’ understanding of national definitions – this occurred through professional learning opportunities and further networking. • Enhance teachers of SWD understanding of national definitions – this was achieved largely in situ with face to face meetings in schools and follow up. • Provide PL and briefings for school administrators to increase understandings – achieved. • Develop consistent understandings and judgements with DOEWA and AISWA – continuing consultation and meetings. • Enhance existing central database of SWD to reflect accurate records and judgements of students; match this to funding allocations – data base widely used. • Increase confidence in decisions re; NCCD especially in terms of funding. 	<ul style="list-style-type: none"> • Three PL activities held with consultants – achieved – other online activities plus one on one meetings and PL occurred • A quantitative review of data and consistency in judgements by consultants reach consensus levels above 95% and close to 100%. 25% fewer schools required follow up contact. • All schools visited for discussions with teachers including both NCCD judgements and wider learning and teaching advice. • Meetings with school administrators overseeing administrative processes; administrators exhibiting increased levels of understanding. • Consistency of teacher judgements reach consensus level of at least 80% - generally achieved; work continues. follow up visits to a small number of schools occurred where issues were identified • Minimum of 10 hours of meetings with DOEWA and AISWA consultants – achieved. • Data base as part of Administration of Schools platform implemented in schools during the year. • Development of comprehensive levels of adjustment checklists in general format and specific disability type to contribute to the provision of evidences, support teacher decision making regarding each of the level of adjustments and support school wide moderation and consistency - has been completed

Summary of Project's Achievement

System-wide Professional Learning (PL) face to face workshops, online and one to one school level support was undertaken to ensure NCCD data collected was consistent with the current Guidelines. Coordinated cross sectorial moderation between schools from Department of Education, *Association of Independent Schools of Western Australia* and Catholic Education Western Australian occurred in 2019 and will continue throughout 2020 and beyond as required.

The Professional Learning and moderation processes assisted schools to:

- increase reliability and consistency of teachers' professional judgements
- facilitate conversations that draw upon teachers' knowledge of their students and practice regarding personalised learning and support
- support schools in aligning the decisions regarding which students to include with requirements under the Disability Standards for Education 2005 and the definitions and descriptors of the levels of adjustment and categories of disability in the NCCD model.
- Provide follow up support and advice where audits indicate this is required.

Data from previous years involving NCCD continues to be analysed to highlight trends with individual school data. Comparisons have also been made between like schools, Dioceses and CEWA regions. The results of the analysis have been used to highlight differences for further follow up with schools. The graphs have also been used as a reference by the NCCD Consultant in their discussion with schools. Individual feedback to schools based on published national findings and individual school data was provided to all CEWA system schools.

Project Description and activities	Achieved outcomes	Achievement against indicators of success
<p>PROJECT TWELVE – SUPPORT FOR EARLY CAREER TEACHERS</p> <p>This project involves centrally developed and delivered programs to support teachers during their first three years of employment, but with a focus on first year appointments. This project aligns with national initiatives in the area of initial teacher education (ITE) as well as the Bilateral Reform Agreement. The activities mainly involve centrally delivered activities and support by a specialist consultant.</p> <p>Activities include the establishment of networks; liaising with a school mentor; and professional learning sessions of one to two days for metropolitan schools and in each of the three regional offices – Broome; Geraldton; Bunbury</p>	<p>The 2019 achievements/outcomes were;</p> <ul style="list-style-type: none"> • Increase support for ECTs across all aspects of teaching and school culture • Establishment of network opportunities between ECTs and other stakeholders • Involvement of school leaders to increase their awareness of contexts facing ECTs • Creation of a bank of trained school mentors who can support ECTs 	<ul style="list-style-type: none"> • Program was finalised by January 2019; full communication with schools undertaken and school/teacher enrolments finalised • Three full days of Professional learning delivered to all 150 ECTs; commencing early 2019 and spaced over four country and two metropolitan locations • Satisfaction surveys completed by principals and ECTs; administered late 2019 indicated support for the program • Guidance was provided to ECTs to support them through the registration processes. • A CEWA tracking system was established early 2019 • Days 4 and 5 were finalised for delivery in 2020 • Retention rates of ECTs remained stable

Summary of project's achievement

The Early Career Teacher program progressed well in 2019, recognising that ECTs, especially those in smaller country schools, face a number of challenges in their first few years of teaching. The program consists of a longitudinal program over two years with professional learning delivered in Perth and a number of country centres. An important part of the program was the establishment of mentors in schools to support the ECTs and the provision of training to the mentor where necessary. At the time of preparing this report, COVID-19 has impacted the methodology in 2020.

Project Description and activities	Achieved outcomes	Achievement against indicators of success
<p>PROJECT THIRTEEN-SUPPORTING ABORIGINAL TEACHER ASSISTANTS - ATAs</p> <p>This project involves the continuation of a program that delivers a Certificate 3 and 4 Qualification to Aboriginal Teacher Assistants across the 13 Kimberley schools. The qualifications are delivered by the University of Notre Dame Broome. This project meets Australian Government priorities as well as CEWA and the Bilateral Reform Agreement.</p> <p>The qualifications were delivered remotely by the University of Notre Dame Broome with support from one of the school teaching staff as a mentor.</p>	<p>The 2019 achievement/outcomes were;</p> <ul style="list-style-type: none"> • Increase the capacity of ATAs to contribute to education and other outcomes in schools • Provide a qualification which increases transferable employment opportunity • Provide articulation to a tertiary teaching degree should the ATA seek to follow this pathway. 	<ul style="list-style-type: none"> • 29 ATAs enrolled in program at commencement of year • 70% completions in 2019 with remainder carrying over to 2020 • No ATAs transitioned to a teaching qualification • Qualitative feedback from ATAs, principals, teachers and UNDA Broome staff re; success of program – indicates high levels of satisfaction • While outcomes for the project were achieved, expenditure was approximately \$125,000 lower than the workplan budget. There were three reasons for this. Firstly, the anticipated number of ATAs undergoing training was slightly down. Secondly, the training provider was able to secure some State Government funding through the Department of Training for the approved qualifications. Thirdly, it was decided to delete site visits by the UNDA trainer to remote schools due to cost and weather access issues, and to support these schools remotely. Funds were re-allocated to other projects.

Summary of project's achievement

The Aboriginal Teacher Assistant program was streamlined somewhat in 2019 to focus mainly on online delivery with access to UNDA staff in Broome. Visitation to schools now occurs mainly to more accessible town schools. Visits to remote schools are extremely expensive, unreliable in terms of road access and sometimes disruptive. This has meant that ATAs were required to become more independent learners and the role of a school coach or mentor more important. The graduation rates of the ATAs was satisfactory.

Project Description and activities	Achieved outcomes	Achievement against indicators of success
<p>PROJECT FOURTEEN CULTURAL COMPETENCY PROGRAM</p> <p>This project initially the implementation of an online program on Cultural Competence developed by the Australian Centre for Cultural Competence and implemented with over 80 staff in CEWA Offices. The course is approximately 11 hours of personal online engagement and learning. This program is used by most Commonwealth and State Departments</p> <p>The project intended to negotiate with the ACCC to deliver an abridged version of the program. These negotiations were protracted and ultimately unsuccessful. CEWA continued to explore alternative programs that were relevant, scalable, sustainable. Considerations were made to develop a program separately but ultimately rejected. It is anticipated that a licenced program will be secured in 22020. Funds have been carried over specifically for this purpose. Notwithstanding this core element of the program not proceeding, there were several other activities implemented to enhance cultural competence.</p>	<p>The 2019 achievements/outcomes were;</p> <ul style="list-style-type: none"> • Increase cultural awareness in school leaders and centrally based staff • Assist schools to increase cultural competence throughout the school community – students, staff and parents • Develop school resources that can be used to celebrate key events and generally increase cultural competence • Translate these understandings to policy development and learning and teaching practices 	<ul style="list-style-type: none"> • 90 CEWA office staff had completed the ACCC program by the end of 2019. • Feedback was gathered re; what sort of licenced program would be suitable; negotiations held with 3 entities; no solution found; final decision deferred and to be implemented in 2020 • CEWA has built elements of the cultural competency program into the Reconciliation Action Plan; consultants from the office worked with schools to develop their RAP and other CC processes • Induction programs for new teachers in CEWA schools have a mandatory presentation on cultural competency; these were delivered inhouse • Online resources produced for the system for National Reconciliation Week 2019, including a range of activities • CEWA has continued to use elements of the ACCC and other programs program to refine the 'Transforming Lives 2025' strategic plan which sets out targets for Aboriginal students and staff

Summary of project's achievement

The cultural competency project had as its primary focus, the purchase of a system – or significant number – licence for an appropriate on line program. As reported above, and despite extensive negotiations, this was not achieved. It is anticipated that this will occur in 2020 and funds allocated in 2019 are firmly committed to this in 2020. Notwithstanding, numerous other events occurred regarding the enhancement of cultural competency for staff and students. These activities and resources were coordinated by the Aboriginal Education Team in CEWA and were funded by CEWA.

PART THREE - FINANCIAL SUMMARY

PROJECT	EXPENDITURE DETAILS	TOTAL
School Climate Survey	Venue/catering	535
	Consulting	323,465
Board Chairs Conference	Printing	185
	Food	7,112
	General,books etc	704
	Venue,accom	19,917
	Airfare WA	1,082
		29,000
Risk Management and Governance Audit	Admin	88,457
	Printing	4,357
	Consultant/salary	327,009
	Audit costs	98,983
	Food/venue	1,412
		520,218
MS Dynamics and Office365	Consultant/salary	574,292
		574,292
CEWA Strategic Plan	Consultant	67,729
	Food/venue	622
		68,351
STEM	Venue	1,647
	Consultant/salary	58,353
		60,000
NAP Online	Consultant/salary	313,342
		313,342
Transforming Lives	Admin/salary	75,000
		75,000
Virtual School Network ViSN	Consultant/salary	75,000
		75,000
NCCD	Admin/salary	24,535
	Accom/airfare	19,825
	Consultant/salary	72,757
		117,117
Early Career Teachers	Consultant/salary	207,611
		207,611
Aboriginal Teacher Assistants	Consultant	56,009
	Tuition/research	17,299
	Car hire	250
	Accom	1,366
		74,924
Cultural Competency		NIL
		NIL
TOTAL		2,438,855

NOTE

The total includes \$2,173,100 plus an approved carryover of \$265,754 from 2018. There was an overspend of \$1 due to rounding.