



Department of
Education

Shaping the future

Agency Commissioning Plan 2025



Acknowledgement of Country

We acknowledge and respect the Traditional Custodians of the lands, seas, skies and waterways where we are privileged to live and work.

We acknowledge Elders past and present, who generously share their knowledge and wisdom and continue to nurture Country, share culture, and strengthen communities. We acknowledge the strength and cultural identities that Aboriginal and Torres Strait Islander students bring to their classrooms and strive to build a culturally responsive system that supports them as they walk in the footsteps of their ancestors.

We acknowledge and value Aboriginal and Torres Strait Islander people we connect with, we commit to building a brighter future together, enriched by their oral histories, stories, lived experience and living culture.

This Agency Commissioning Plan uses the term 'Aboriginal' to respectfully refer to Aboriginal and Torres Strait Islander people.

TRIM Ref: D26/0098857

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Western Australia 2026

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Executive summary

The purpose of this Agency Commissioning Plan is to provide an overview of the Department of Education’s planned approach to commissioning community services over the next 5 years (2025–2029).

Commissioning is the cyclical process of planning, purchasing, managing, monitoring and evaluating services. It is a strategic approach where services are designed and commissioned based on a comprehensive understanding of the community need and intended outcomes.

This plan is developed under the State Commissioning Strategy and outlines the Department’s progress and future intentions to embed an outcomes-based commissioning approach for community services delivered in Western Australian public schools.

Evidence suggests that students are coming to school with increasingly diverse needs. Teachers and other school staff are being stretched by the complexity of these needs, which detracts from their core business of educating their students.

While the classroom will always be a focus for schools, community services have an important role to play in providing support to students to strengthen their engagement, attendance and wellbeing.

The Department acknowledges and understands that Elders, parents, families and communities are the first educators of their children, and we recognise and value the cultures and strengths that Aboriginal children bring to the classroom.

Partnering with Aboriginal people and organisations is critical to improving outcomes for Aboriginal students. By addressing the unique needs and perspectives of Aboriginal people and communities, service design can reveal system issues and create solutions that can benefit a wider student population.

The Department is committed to prioritising an increase in the number of Aboriginal Community-Controlled Organisations delivering community services to students in WA public schools.

This plan outlines the Department’s intention to strengthen its commissioning capability and maturity, and trial a new commissioning approach for the strategic commissioning of three priority programs:

- Chaplaincy and Student Wellbeing
- Child and Parent Centres
- Aboriginal Engagement Programs.

Our strategic commissioning approach for community services is designed to address the needs of our educational community, enabling all students, teachers, schools, service providers and the Department to thrive in this dynamic environment.



Our strategic approach is designed to address the needs of our educational community, enabling all to thrive in this dynamic environment.

Background and context

State Commissioning Strategy

Commissioning is a cyclical process of planning, purchasing, managing, monitoring and evaluating services.

Moving to a commissioning approach is a major change initiative for both State Government agencies and the community services sector. Commissioning is a strategic approach that will enable a fundamental shift in the system of managing the delivery of services, to provide better services to Western Australians that:

- meet the needs of service users, at the right time and in the right place
- are sustainable and delivered by organisations with the right staff and systems in place
- are evidence based with robust quality standards
- are culturally responsive and tailored to local community needs.

In August 2022, the State Government released the first State Commissioning Strategy for Community Services for Western Australia (the Strategy). The Strategy is an aspirational document for a future we are working towards. It outlines the role that commissioning will play in transforming the delivery of community services in Western Australia.

The transition to commissioning is a process expected to occur over a period of many years, and will be guided by rolling 2 year Implementation Plans to support the ongoing implementation of the Strategy. The 2024-2026 Implementation Plan sets out priorities, actions and responsibilities to establish a solid foundation for the ongoing implementation of the Strategy.

Consistent with Priority 1: Implement Agency Commissioning Plan Framework, the Department of Education (the Department) has developed its Agency Commissioning Plan (ACP) for Community Services 2025. Key considerations for development of the ACP include:

- strategic planning for community services
- schedule for proposed future commissioning activities
- commissioning enablers and barriers
- prioritising Aboriginal people and organisations
- budget and demand considerations.

The Department engaged internally with students, schools, regional and central services and externally with existing service providers, peak organisations, the Aboriginal Community-Controlled Organisation (ACCO) sector and other government agencies, to develop this ACP.



Commissioning for Community Services – Department of Education

The Western Australian public school system is a major contributor to the State's prosperity and growth as a fair society promoting the wellbeing and participation of all its citizens. The Department provides high quality education for children and young people throughout WA, helping each to achieve academic and personal success.

Evidence suggests that students are coming to school with increasingly diverse needs. Teachers are being stretched by the complexity of these needs, which distracts from their core business of educating their students.

The Department's Aspirations for all highlights that school staff have long understood that they make a significant contribution to the wellbeing of all students by ensuring they have a sense of connection and belonging to the school community and experience success in some aspect of school life.

We know that an increasing number of our students require access to a range of services that exist in other government and non-government agencies. Community services have an important role to play in providing support to students to strengthen their engagement, attendance and wellbeing.

The Department commissions community services consistent with the Strategy, the Delivering Community Services in Partnership Policy and the *School Education Act 1999 (WA)*.

In the context of the Department, community services are primarily non-education services that are provided to students Kindergarten-12 and in some cases, their families. This includes services that support student engagement, attendance and wellbeing, and some supports for students with other needs.

The Department currently has 46 service agreements in place throughout the state with an estimated total contract value of \$464 million over the entirety of the contract terms.

The Department's future commissioning approach is aligned with:

- Delivering Community Services in Partnership Policy
- State Commissioning Strategy and Implementation Plan
- National Agreement on Closing the Gap 2020 (CTG)
- Aboriginal Empowerment Strategy 2021–2029
- Whole-of-Government ACCO Strategy for Community Services

Commissioning governance

The Department acknowledges that appropriate governance mechanisms are important to drive the successful implementation of the State Commissioning Strategy and Agency Commissioning Plans, both at a central and line agency level.

The Department's Agency Commissioning Governance Framework includes governance groups that provide clear and consistent direction and support to strengthen the Department's commissioning capability.

The Department is also represented on the following cross-government commissioning governance groups, led by the Department of Treasury and Finance:

- Community Services Procurement Review Committee
- Delivering Community Services in Partnership Policy Working Group
- Commissioning for Outcomes Deputies Group

Commissioning approach

The Department recognises that achieving commissioning excellence requires a growth mindset and an agency-wide commitment over several years.

The Department's published Agency Commissioning Plan for Community Services 2023 (ACP 2023) outlines our first steps towards establishing and embedding an outcomes-based commissioning approach.

The ACP 2023 highlighted that many of the Department's existing service agreements had not been comprehensively reviewed or re-developed for several years. It also acknowledged the significant opportunities for the Department to engage more broadly with all stakeholders including service users, service providers, peak bodies and other government agencies in the design and delivery of community services.

The Department has implemented the Agency Commissioning Schedule 2022–2025.

One of the planned commissioning activities was deferred and is included in the Agency Commissioning Schedule 2025–2029.

Over the past two years, the Department has focused on establishing the foundations to support a new commissioning approach for community services. The Agency Commissioning Governance Framework was expanded to provide leadership and strategic oversight of the ACP and its implementation, including the commissioning schedule.

The Department acknowledges that successful implementation of its commissioning approach is dependent on:

- commitment and recognition of the strategic importance of this work and its extension beyond procurement and contracting to a whole-of-system approach
- robust governance and executive sponsorship to lead and drive system change across the organisation
- clear understanding and articulation of the desired service outcomes and alignment with the agency's strategic direction
- clear roles and responsibilities that are functionally aligned, strengths-based and outcomes-focused.

Feedback from stakeholders, including schools, regional offices, students, families, service providers and Aboriginal communities has highlighted that change is required to better meet the needs of students.

This ACP outlines the Department's intention to strengthen its commissioning capability and maturity, and trial a new commissioning approach for the strategic commissioning priorities outlined in the Agency Commissioning Schedule 2025–2029 on page 9.

Future commissioning intentions

The Department's strategic commissioning approach is designed to address the needs of our educational community, enabling all students, teachers, schools, service providers and the Department to be equipped to thrive in this dynamic environment.

Cohort	Purpose	Objectives	Outcomes
Students	All students can engage in learning in a supportive environment.	<ul style="list-style-type: none"> • Improve access to early intervention and wellbeing support. • Reduce barriers to participation in learning. • Strengthen school-based and external services to meet student needs. 	Improved wellbeing, strengthening engagement, (attendance, participation and behaviour), and educational outcomes.
Aboriginal students	Services and supports are culturally responsive.	<ul style="list-style-type: none"> • Strengthen program design and delivery to be culturally responsive to Aboriginal community needs. • Expand culturally responsive service options, including both ACCO and non-ACCO providers. 	Increased access to culturally responsive services and support, leading to strengthened wellbeing, engagement, and educational outcomes.
Teachers	Teachers can focus on quality teaching by reducing non-educational pressures.	<ul style="list-style-type: none"> • Improve access to specialist support for complex student needs. • Minimise disruptions to teaching caused by out-of-school challenges. 	Reduced workload intensity, supporting a core focus on quality teaching and improved educational outcomes.
Schools	Schools can access the services they need without taking on additional roles.	<ul style="list-style-type: none"> • Improve the availability of services to support students, particularly in thin markets. • Strengthen regional coordination to address service gaps. • Increase the number of available services and service providers. 	Increase the range of external support services available for schools to choose from.
Service providers	Service providers deliver tailored and place-based support.	<ul style="list-style-type: none"> • Increase flexibility in service delivery models to meet local needs. • Strengthen collaboration between providers, schools, and communities. • Encourage proactive service delivery models. 	Improved service models, ensuring students receive effective support.
Department of Education	The Department's ability to commission high-quality, place-based services is strengthened.	<ul style="list-style-type: none"> • Develop an end-to-end process to enable best practice commissioning for outcomes. • Strengthen performance monitoring and accountability in service contracts. • Improve coordination across agencies to improve integration and reduce duplication. 	Robust and repeatable commissioning processes and capability embedded across the Department.



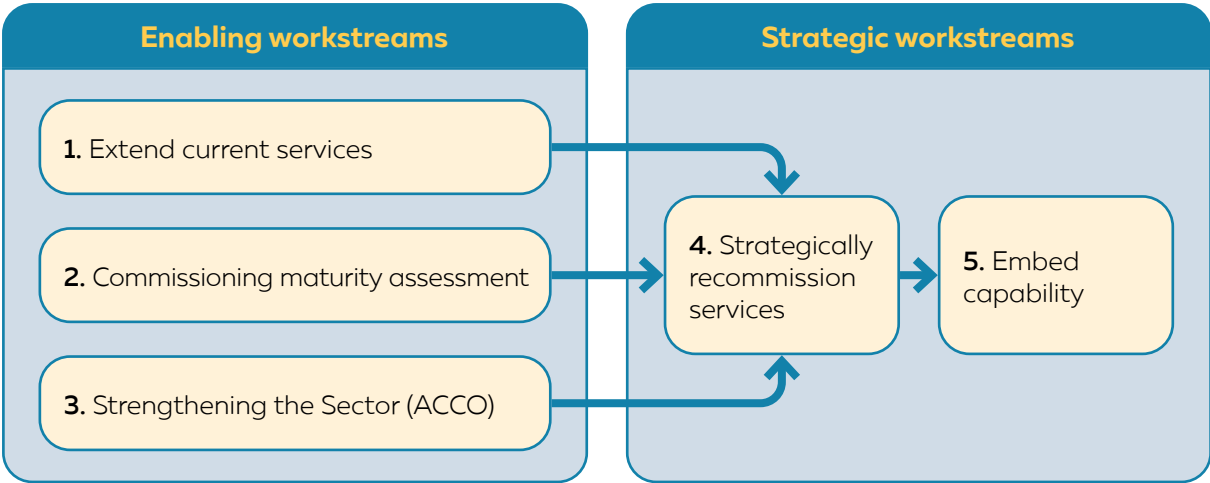
The Department will implement a program of sequenced work which will include extensions to existing service agreements to enable the strategic recommissioning of all existing panel arrangements and service agreements for:

- Chaplaincy and Student Wellbeing Programs
- Child and Parent Centres
- Aboriginal Engagement Programs

In addition, initiatives that will strengthen the commissioning capacity of the Department and the ACCO sector are incorporated. These include:

- Department of Education Commissioning Maturity Assessment
- ACCO Sector Strengthening Grant Program – education focused

Enabling and strategic workstreams



Commissioning maturity assessment

Under the current State Commissioning Strategy Implementation Plan, Priority 6 is focused on building commissioning capability, guided by commissioning maturity assessments.

The Department is undertaking a commissioning maturity assessment, to examine and evaluate the adequacy and effectiveness of the Department's processes, systems and quality of performance in commissioning for community services.

The outcome of the assessment will be used to inform the development of a 3 Year Commissioning Maturity Action Plan and Roadmap.

Budget considerations

This ACP has been developed based on the Department's current approved budget settings.

Public schools are able to engage community services at the local level, based on local need and each school's decision on the services required to support quality teaching and learning.

Public schools operate with a one-line budget and are funded through the Student-Centred Funding Model (SCFM). More detailed information about the SCFM is available on the Department's [website](#).

The SCFM supports greater local control and decision making by principals and school communities in determining how funds are utilised and includes more flexibility to develop educational programs and targeted support to students.

This localised place-based approach is reflected in how some of our service agreements are structured, which is pick and buy panel arrangements. This buying process means that service providers are engaged to deliver services on an as-required basis at individual schools, based on local context, school needs and available budget.

Panel arrangements can be regularly refreshed to meet the evolving needs of schools and changes in demand. Service agreements with fixed recurrent central funding allocations are also in place and currently account for 25 per cent of all agreements.

The Department will follow state government budget processes throughout the commissioning cycle to seek additional funding where it is identified that the need and demand has changed, or sustainability is a significant issue.

Agency Commissioning Schedule 2025–2029

The Department will trial a new commissioning approach with a "Plan, Do, Review" method to streamline the work program which includes:

- Chaplaincy and Student Wellbeing Programs
- Aboriginal Engagement Programs
- Child and Parent Centres

Plan	Assess the current state, justify change and plan transition to the future state
Do	Design and implement interventions aligned with a clear logic to transition to the future state
Review	Ensure interventions are implemented as intended, achieving and sustaining desired results.

Future Commissioning Schedule

Commissioning Projects	2025		2026				2027				2028				2029			
	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Chaplaincy and Wellbeing Programs	Internal planning		Identify needs and plan		Design services		Procure and contract								Manage and monitor / Review and evaluate			
Child and Parent Centres	Internal planning		Identify needs and plan		Design services		Procure and contract								Manage and monitor / Review and evaluate			
Aboriginal Engagement Programs	Internal planning		Identify needs and plan		Design services						Procure and contract				Manage and monitor / Review and evaluate			

The information contained in this Agency Commissioning Plan should not be viewed as a definitive list of activities that will be undertaken by the agency. The plan outlines the proposed commissioning activities at the time of publication and may be subject to change based on new and emerging WA Government or State agency priorities.

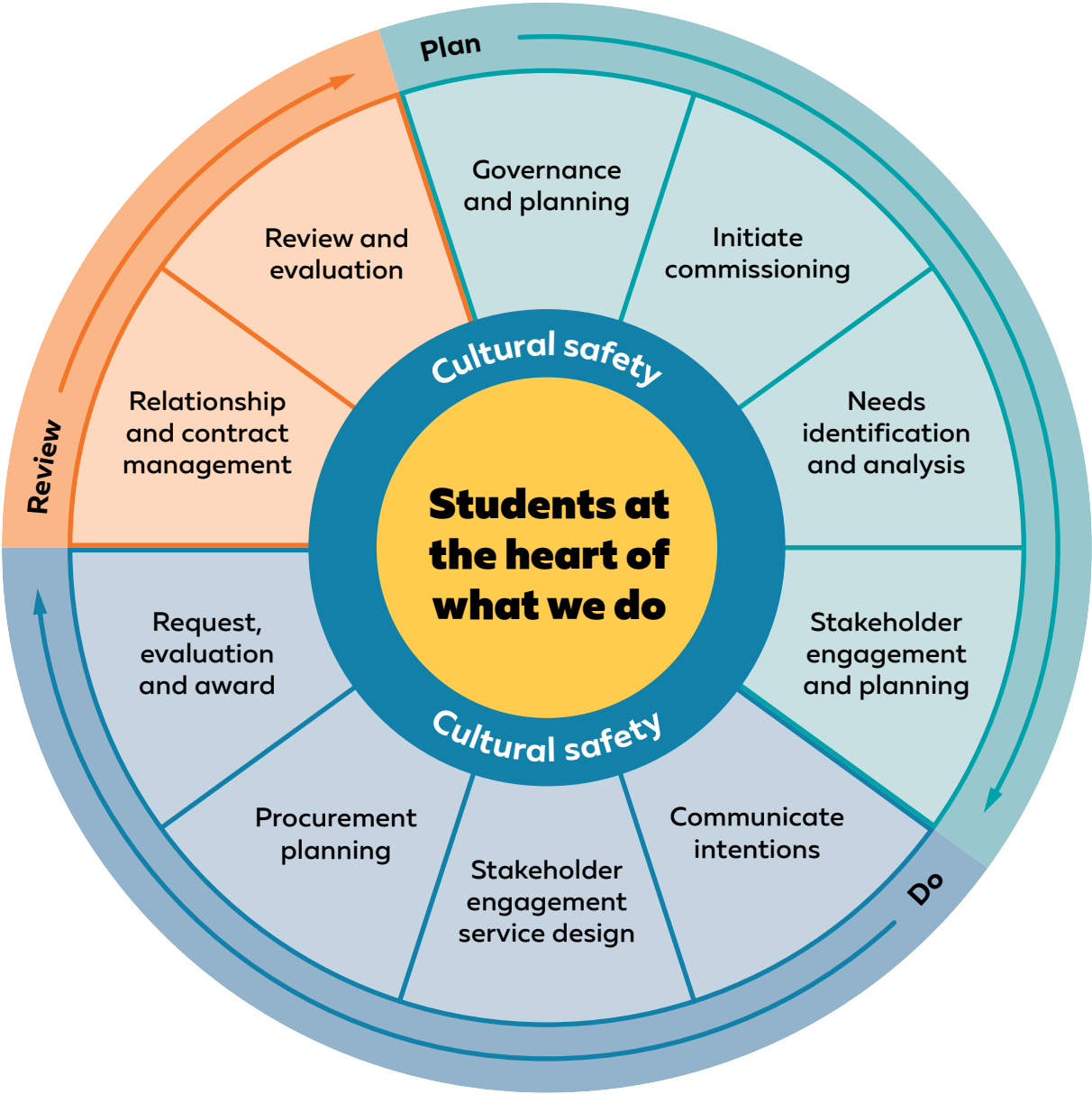
The Agency Commissioning Schedule 2025–2029 includes a combination of agile approaches and traditional waterfall approaches.

Agile approaches are applied to early and overlapping activities including:

- **Parallel needs assessments** – programs will undergo needs assessments simultaneously to identify needs as the basis for recommissioning.
- **Early market engagement** – the Department will engage with providers before procurement planning commences, to build readiness and encourage participation.
- **Market analysis** – conducted iteratively to adjust to emerging insights and ensure procurement aligns with market capacity.

Waterfall principles will be adopted for the following phases, to ensure stability and effective resource management:

- **Staggered service design and procurement** – major efforts to design services and undertake procurement are spaced to provide adequate time for meaningful stakeholder engagement and to prevent workload issues for the Department and the sector.
- **Contract negotiations and agreement** – service agreements are planned for completion well before the mandatory three month notice period, aiming to reduce transition risks.
- **Performance monitoring and evaluation** – performance monitoring begins at service commencement and evaluation periods will be tailored to each program’s contract term to capture meaningful insights.



Prioritising Aboriginal people and Aboriginal Community-Controlled Organisations

The Department acknowledges and understands that Elders, parents, families and communities are the first educators of their children, and we recognise and value the cultures and strengths that Aboriginal children bring to the classroom.

Aboriginal students are more likely to experience success when they are culturally safe, their wellbeing is strengthened, and they are engaged in their learning. We are committed to creating culturally responsive public schools that provide opportunities for Aboriginal students to see themselves and their identities reflected in their learning environment.

Aboriginal students accounted for 30,508 (9.2%) of the total 330,939 students in public schools in Semester 1, 2025. Additional data is available on the Department's [website](#).

The Department recognises that partnering with Aboriginal people and organisations is critical to improving outcomes for Aboriginal students. By addressing the unique needs and perspectives of Aboriginal people and communities, service design can reveal system issues and create solutions that can benefit a wider student population.

The Agency Commissioning Schedule 2025–2029 outlines our strategic commissioning priorities during this period. The Department acknowledges that the proportion of all services currently being delivered to Aboriginal students by ACCOs needs to increase and we are committed to prioritising this increase in all future commissioning activities.

The education commitments outlined in [Western Australia's Closing the Gap: Implementation Plan 2023–2025](#) are aligned with our strategic directions for public schools and our priority of building a culturally responsive public education system. The commitments:

- emphasise a focus on creating culturally responsive classrooms that build on the strengths of Aboriginal students, engage them in learning and enable them to thrive academically and socially
- place importance on partnering with families, communities and agencies to support the educational engagement of every Aboriginal student
- are underpinned by our Aboriginal Cultural Standards Framework.

The WA Government's [Aboriginal Empowerment Strategy 2021–2029](#) continues to guide our approach to implementation of the National Agreement on Closing the Gap. We continue to engage with Aboriginal families, communities, and organisations to progress our commitments in the implementation plan and the priority reform areas.



The Aboriginal Empowerment Strategy and National Agreement on Closing the Gap commit the WA Government to increasing the proportion of services for Aboriginal people delivered by ACCOs, through sustained efforts in building strong ACCO sectors and promoting ACCOs as preferred service providers to Aboriginal people.

The WA Government's Whole-of-Government ACCO Strategy for Community Services to Aboriginal People outlines three objectives that support the WA Government's commitments in the National Agreement and Aboriginal Empowerment Strategy:

- Greater involvement of ACCOs in planning and designing services
- ACCOs delivering more services to Aboriginal people
- Sustainability of ACCOs.

Aboriginal Advisory Body (AAB)

The AAB provides advice to the Department that focuses on creating a culturally responsive education system to support Aboriginal students' wellbeing, engagement and learning.

The AAB meets on a quarterly basis and these meetings have enabled important discussions with members of our Corporate Executive about key education initiatives and the public school system's structure, helping them to provide valuable advice.

The AAB has also provided advice on the Department's approach to commissioning for community services and the education-focused ACCO Sector Strengthening Grant Program.

Aboriginal Cultural Standards Framework

The Aboriginal Cultural Standards Framework (the Framework) continued to guide our work in building and maintaining mutually respectful relationships with Aboriginal students and their families and to draw on the strengths of local Aboriginal communities to set the directions and priorities for Aboriginal students.

The Department continues to support school staff to create culturally safe and engaging learning environments for Aboriginal students that build on strengths and provide opportunities for meaningful and successful pathways through and beyond school. This work is guided by the Framework.

An online professional learning module for culturally responsive pedagogies was launched in 2023 and completed by 394 staff.



Council of Aboriginal Services Western Australia (CASWA)

The Council of Aboriginal Services Western Australia (CASWA) convened its first Annual General Meeting in May 2024. CASWA's aim is to strengthen and increase the capacity of ACCOs involved in service delivery to Aboriginal people in WA.

The Department has established a relationship with CASWA which has focused primarily on community services commissioning and development of the Department's ongoing education focused ACCO Sector Strengthening Grant Program.

ACCO Sector Strengthening Grant Program – Education Focused

The goal of the program is to engage, build and strengthen relationships with ACCOs and increase the number and type of services provided by ACCOs to all students in public schools in Western Australia.

In early 2025, the Department awarded a contract to CASWA to facilitate the stakeholder engagement process in partnership with the Department, with ACCOs in all education regions.

Phase 1 stakeholder engagement sessions commenced in early June and were finalised by late August 2025. The purpose of Phase 1 engagement sessions was to establish relationships with ACCOs, provide information to the ACCO sector about the Department's current community services commissioning portfolio and seek information from the ACCO sector to understand the types of services ACCOs are already delivering and which ACCOs are interested in delivering community services in WA public schools.

The Department will continue to work with education focused ACCOs to design the grant program. Details about the Phase 2 stakeholder engagement sessions will be available in the future on the [Department's website](#).

Chaplaincy and student wellbeing programs

The Department has had formal arrangements for the purchase of pastoral care services in place in public schools since 1992. The funding for these services is managed from a combination of both national and state government funding, as well as funding from public schools' one-line budgets.

The Department established the initial arrangements for the delivery of pastoral care services in WA public schools with a single provider. In 2020, a panel arrangement was established and 2 additional service providers were appointed.

In 2023, the National School Chaplaincy Program (NSCP) was reviewed and is now known as the National Student Wellbeing Program (NSWP). The key changes made were:

- renaming the NSCP to the NSWP
- a broadened definition of chaplain to include chaplains of any faith or no faith
- the option for schools to select a chaplain or student wellbeing officer
- recognition of a wider range of minimum qualifications and competencies
- emphasising the program offers a complementary non-religious service in schools
- the limitation of out-of-scope services that chaplains and student wellbeing officers may provide.

Consistent with the revised NSWP, the Department completed an open market panel refresh to align to the new Program. At this time, a further 3 service providers were awarded to the panel.

Description of current services

Services provided under the current Chaplaincy and Student Wellbeing Program aim to positively shift the social and emotional wellbeing of students and the broader school community. Services aim to enhance students' capacity to achieve their potential as learners and become resilient and successful members of the community.

The Program operates statewide. Schools engage chaplains and/or student wellbeing officers on an as required basis, based on the local context, school need and available budget.

The role of a Chaplain and/or student wellbeing Officer is diverse and can include:

- supporting student attendance and engagement
- supporting students in difficult or challenging situations
- supporting the provision of activities and programs which build connections, foster inclusivity, and develop a sense of belonging
- providing guidance to students about values and ethical matters
- supporting the physical, emotional, social, and intellectual development and wellbeing of students
- supporting an environment of cooperation whilst respecting diversity of cultures and traditions.

Chaplain and/or student wellbeing officer services currently contribute to the school-based pastoral care model that comprises a range of stakeholders (internal and external) who participate in a variety of activities that seek to provide a holistic support model for students.

As a component of pastoral care provision, chaplain and student wellbeing officer services aim to achieve the following outcomes:

- students have access to chaplain and/or student wellbeing officers who are appropriately qualified, trained and screened
- students can access non-threatening, independent and non-judgemental chaplain and/or student wellbeing officers
- students receive appropriate and timely referrals to other support programs/agencies as required
- students develop and maintain resilience, social and emotional wellbeing.

Current data

In the 2024 calendar year, a total of 748 schools accessed chaplaincy and/or student wellbeing officer services through inschool chaplaincy and student wellbeing programs (726 in 2023).

Additionally, on 22 occasions we deployed pastoral critical incident responders to help support school communities following a critical incident (42 in 2023).

Expenditure

In 2023–2024, the actual expenditure across the State was \$33,732,900.

Extension options

Current expiry date	31 December 2025
Beyond term extension	31 December 2027
New services available to schools	Term 1, 2028

The Department has negotiated beyond term extensions with existing service providers.

The current service agreements now expire on 31 December 2027.

The commissioning timeline is developed to ensure service continuity, and existing service providers will continue to deliver under the existing panel arrangement until 31 December 2027.

The new panel arrangement and services to schools are expected to be available from Term 1, 2028.

Commissioning intentions

The Department will undertake a commissioning process that considers the following key objectives:

- design a clear service model that responds to student wellbeing needs in WA public schools
- expand the number and type of service providers delivering student wellbeing services in WA public schools to include a broad range of contextually appropriate services
- improve access to student wellbeing services for schools in regional, remote and high need communities
- ensure services are accessible, culturally responsive and create the conditions for Aboriginal students to experience cultural safety
- increase the availability of ACCOs delivering student wellbeing programs
- establish one panel arrangement for student wellbeing services.

The Department will progress the commissioning for the Chaplaincy and Student Wellbeing Program based on the current funding envelope. Throughout the commissioning cycle, funding, pricing and sustainability will be considered as the new service model is developed. The Department will follow State budget processes where required should there be a need to seek additional funding.



Child and Parent Centres

The Child and Parent Centre (CPC) program is a Western Australian State Government early childhood intervention for children from pre-birth to 8 years of age and their parents and carers, with a focus on 0-4 year olds.

The CPC program is led by the Department and supported by the Departments of Health and Communities.

Each CPC is situated on or near a public school site within localities that have a high concentration of children with developmental vulnerabilities. The program’s objectives are to reduce levels of developmental vulnerability in children and support a smooth transition into school, helping children to achieve success with their schooling. This is achieved through a range of universal and targeted programs and services for families.

Description of current services

There are currently 22 CPCs located on or near to public schools. There are 13 CPCs in the metropolitan area and 9 in regional and remote locations.

Services coordinated by the CPCs support early childhood development, seeking to close the gap between the development, health and learning outcomes of young children, particularly those at risk of not achieving their potential. Staff working at and through the CPCs also refer families to other appropriate services where needed.

The intended outcomes are to engage families with early childhood needs, to contribute to building a home environment in which young children can thrive, and provide a supported transition into schooling and subsequent sustained participation.

Current data

In 2024, our 22 CPCs provided 496 programs and services, with approximately 75,000 child attendances and 72,000 adult attendances to support families and communities to provide young children with the best start to learning.

Expenditure

In 2023-2024, the actual expenditure across the State was \$8,549,368.

Extension options

Current expiry date	30 June 2026
Beyond term extension	30 June 2028
New services available to schools	1 July 2028

The Department will negotiate beyond term extensions with existing service providers.

The commissioning timeline is developed to ensure service continuity, and existing service providers will continue to deliver under the existing arrangements until 30 June 2028.

It is expected that the new services will commence from 1 July 2028.

Commissioning intentions

The Department will undertake a commissioning process that considers the following key objectives:

- design a clear service model and consider any changes to scope based on current strategic priorities in the early years and Foundational Supports
- revise the governance framework to strengthen cross-government partnerships and oversight of the service model and outcomes
- improve access to existing CPCs in regional, remote and high need communities
- ensure services are accessible, culturally responsive and create the conditions for Aboriginal children and families to experience cultural safety
- increase the number of ACCOs delivering CPCs.

The Department will progress the commissioning for Child and Parent Centres based on the current funding envelope. Throughout the commissioning cycle, funding, pricing and sustainability will be considered as the new service model is developed. The Department will follow State budget processes where required should there be a need to seek additional funding.

Aboriginal Engagement Programs

Engagement program for Aboriginal girls and young women

The State Government's Commitment to Aboriginal Youth Wellbeing to support improved educational engagement includes the establishment of place-based engagement programs for Aboriginal Girls and Young Women in Years 7-12.

In 2021, the Department commissioned these services and established a panel arrangement. Services commenced in 2022 and 7 service providers were appointed.

Description of current service

Programs on the panel promote Aboriginal ways of knowing, being and doing and support Aboriginal girls and young women in WA public schools to achieve their full learning potential, shape their own futures, and embrace their cultures, languages and identities as First Nations people.

The service model and outcomes were informed by extensive community consultation in metropolitan and regional locations. The services are place-based and include strategies and activities that will nurture personal and professional resilience and help Aboriginal girls and young women reach their chosen future aspirations.

Services provided under the program include:

- a range of programs and support at the school level aimed at strengthening the support provided to Aboriginal female students in relation to wellbeing, engagement and learning
- engagement programs that support Aboriginal female students to achieve their full learning potential, shape their own futures and embrace their cultures, languages and identities
- services that are place-based and include activities and strategies that will nurture personal and professional resilience and support Aboriginal female students to reach their chosen future aspirations
- programs that support whole-school culturally responsive approaches and create opportunities for schools to work in place-based, flexible and adaptive ways to meet the needs of Aboriginal female students.

Schools work in partnership with their school community to select the most appropriate program and service provider for the school context, to support Aboriginal female students to:

- feel a sense of belonging within the school community
- build friendships at school
- feel connected with their cultural identity and history
- be a valued member of their school and local community
- understand the value of education in the wider community
- have fun while involved in school activities
- be engaged with their schooling

Current data

In Semester 1, 2024, a range of programs were delivered in 59 public schools.



Engagement program for Aboriginal boys and young men

The Department has one service agreement for programs that support Aboriginal boys and young men in public schools. The agreement is with the Clontarf Foundation for the Clontarf Foundation Academies.

In 2000, the Clontarf Foundation commenced delivering school-based programs aimed at improving the education, discipline, life skills, self-esteem and employment prospects of Aboriginal male students in WA public schools.

State Government funding to the Clontarf Foundation forms approximately one-third of the overall total funding for the program. The Commonwealth Government and corporate sponsors each fund one-third towards the full program cost.

Initially, the program model engaged Aboriginal male students in school-based football activities. In 2003–2004, the Department engaged the Clontarf Foundation to design and implement a vocational education strategy, aimed at increasing the secondary school attendance of Aboriginal students across WA.

While Clontarf Foundation programs were initially linked to sport-based activities to achieve program outcomes, there has been a recent shift to focus on school-based programs to strengthen student wellbeing and learning outcomes and assist students to transition through school and into post-school pathways.

In 2010/2011, additional funding was allocated by the then Department of Regional Development as part of the Royalties for Regions initiative. This funding supports 8 Clontarf Foundation Academies in regional locations.

In 2021, the service expanded to include primary school students in specific locations in the Pilbara region.

Description of current services

The Clontarf Foundation Academies provide a range of in school and extracurricular activities for Aboriginal boys and young men in public secondary schools, to support their engagement in school and to assist their transitions through to post-school destinations.

The service level outcomes include:

- improved school attendance
- increased participation in education
- higher levels of engagement
- improved levels of educational attainment
- better future prospects through successful transitions

Current data

In Semester 1 2024, the Clontarf Foundation Academies operated in 40 schools and 2,320 students were provided with support.



Total expenditure for Aboriginal Engagement Programs

In 2023–2024, the actual expenditure for all Aboriginal Engagement Programs was \$10,177,100.

Extension options

Current expiry date	31 December 2026
Beyond term extension	31 December 2028
New services available to schools	Term 1, 2029

The following extension options and commissioning intentions apply to Aboriginal Engagement Programs for boys and girls.

The Department will negotiate beyond term extensions with existing service providers for Aboriginal Engagement Programs for boys and girls.

The commissioning timeline is developed to ensure service continuity, and existing service providers will continue to deliver under the existing arrangements until 31 December 2028.

The new panel arrangement and services to schools are expected to be available in Term 1, 2029.

Commissioning intentions

The Department will undertake a commissioning process that considers the following key objectives:

- design a clear service model that responds to the need to strengthen engagement with Aboriginal students in WA public schools
- ensure services are accessible, culturally responsive and create the conditions for Aboriginal students to experience cultural safety
- expand the service provider pool to prioritise ACCOs, include a broader mix of service providers, including small organisations and locally based regional and remote service providers
- encourage innovation by enabling new and emerging providers to enter the space.
- explore the feasibility of establishing one panel arrangement offering Aboriginal Engagement Programs for boys and girls.

The Department will progress the commissioning for the Aboriginal Engagement Programs based on the current funding envelope. Throughout the commissioning cycle, funding, pricing and sustainability will be considered as the new service model is developed. The Department will follow State budget processes where required should there be a need to seek additional funding.

Appendix:

current service providers

- Albany Youth Support Association
- Anglicare WA
- Aurora Education Foundation Ltd
- Clontarf Foundation
- Glass Jar Australia Ltd
- Investing In Our Youth Inc
- Josh Kennedy Foundation Ltd
- Koya Aboriginal Corporation
- Marninwarntikura Fitzroy Womens' Resource Centre
- Mercy Community Services Limited
- Ngala Community Services
- On Psych Chaplaincy Ltd
- One Tree Community Services
- Parkerville Children and Youth Care Inc
- Peel Youth Services Incorporated t/a Choyces
- SHINE Inspire Achieve Belong Incorporated
- Shire of Mundaring
- Stars Foundation Ltd
- Stephen Michael Foundation Ltd
- SU Australia Ministries Ltd
- The Churches Commission on Education Incorporated t/a YouthCare
- The Smith Family
- Waalitj Foundation
- Wanslea Limited t/a Wanslea Family Services Inc
- Wunan Foundation Inc
- YMCA Perth Youth and Community Services Inc
- Youthcare



Shaping the future