



**Fogarty** EDvance

# School Improvement Program

## REPORT CARD

COHORT 2: 2014-2016

# The Fogarty Foundation advances social change through education

The Foundation was founded in 2000 by Brett and Annie Fogarty to support and provide educational and leadership opportunities for young people across the spectrum of the WA community.

The Foundation initiates some of its own programs and, over the last 17 years, has partnered with a range of organisations that deliver innovative projects and educational opportunities.

The Foundation's current programs fall within 3 main focus areas:

- △ **Transformational Leaders:** Empowering, extending and creating opportunities for high performing and high potential students
- △ **Excellent Teaching for all Students:** Inspiring excellence and high quality instruction in schools by investing in teachers, school leaders and school principals to ensure that all students receive a high quality education
- △ **Future Ready Students:** Catalysing innovation in education to ensure that today's students are equipped with skills for the future

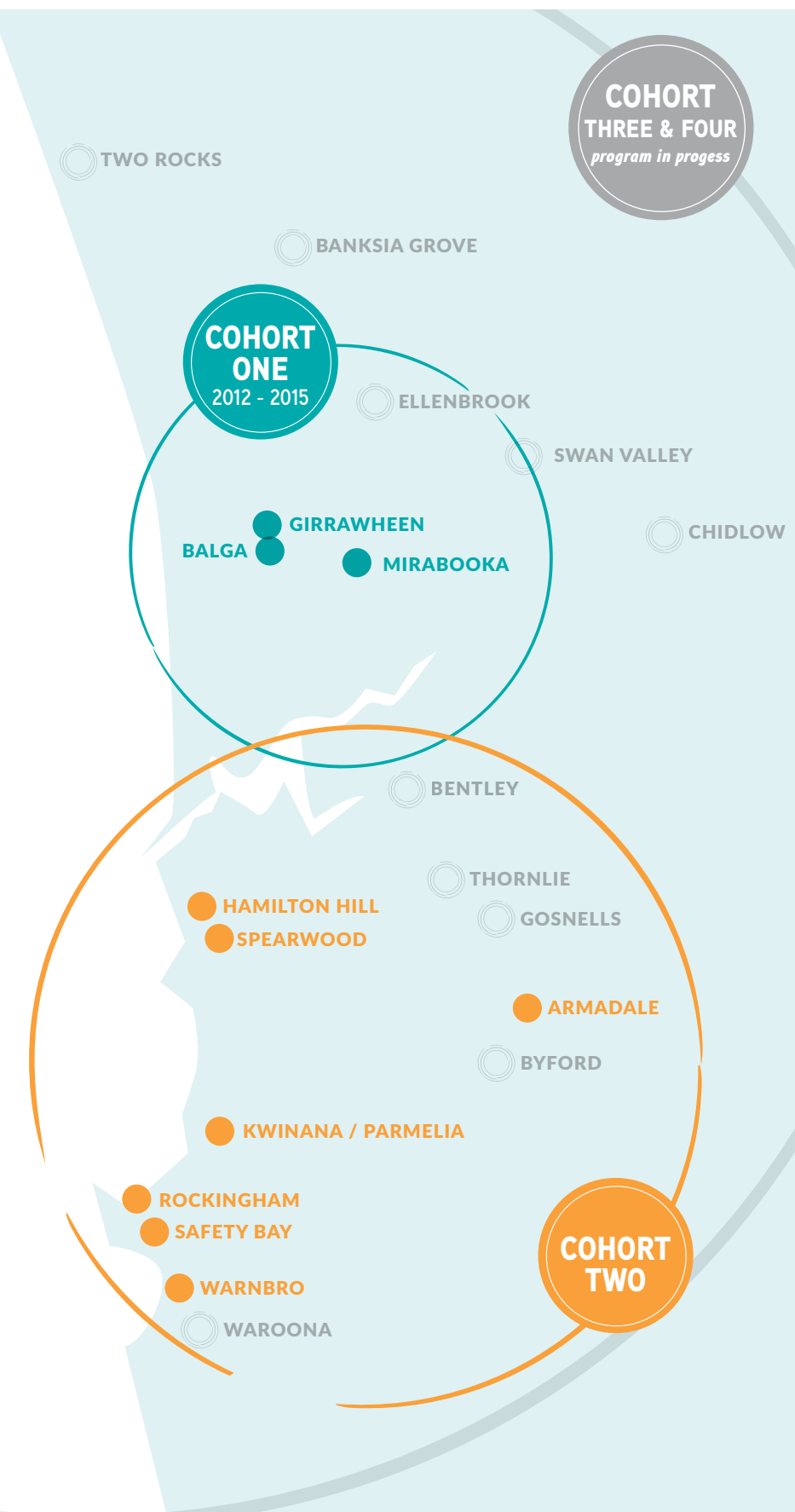
The ripple effect, depicted in the Foundation's logo, is at the very essence of everything that the Foundation does – creating greater outcomes with long term impact.

**THROUGH EDUCATION WE ARE BUILDING  
STRONGER COMMUNITIES IN WESTERN  
AUSTRALIA.**

“EDvance tackles all of the key variables in school reform - school leadership, effective teaching and assessment that drives learning - and supports schools to make real differences to the life chances of children and young people. It is an impressive demonstration of the impact that schools can make, working together in an evidence-based improvement program.”

- Emeritus Professor Bill Louden AM





## Meet the Cohort Two Schools

### PRIMARY SCHOOLS:

- △ Challis Community Primary School, Armadale
- △ East Hamilton Hill Primary, Hamilton Hill
- △ Southwell Primary School, Spearwood
- △ Phoenix Primary, Spearwood
- △ St Vincent's Primary School, Parmelia
- △ Warnbro Primary School, Warnbro

### SECONDARY SCHOOLS:

- △ Armadale Senior High School, Amadale
- △ Cecil Andrews College, Armadale
- △ Hamilton Senior High School, Hamilton Hill
- △ Safety Bay Senior High, Safety Bay

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# WHY EDVANCE?

To ensure equitable access  
to quality education for all  
students in Western Australia.





## EVERY CHILD DESERVES A QUALITY EDUCATION REGARDLESS OF THEIR POSTCODE.

15 year olds from disadvantaged backgrounds are nearly 3 years behind their peers and the vast majority do not go on to university.<sup>1</sup>

**WE SEE A FUTURE WHERE EVERY CHILD IN  
WEST AUSTRALIA CAN REACH THEIR POTENTIAL.**

1. Dreise, T & Thomson, S., Unfinished business: PISA shows Indigenous youth are being left behind, ACER Occasional Essays – February 2014

## FOR SCHOOL LEADERS, THE DAY-TO-DAY CAN BE ALL CONSUMING, MAKING IT DIFFICULT TO THINK AND ACT STRATEGICALLY.

From kids climbing on the roof, to a parent threatening another family's child, things don't always go as planned. It can be hard to find the time to think strategically and even harder to set things in motion.

**Yet the challenge and need to improve educational outcomes is real.**

For every child, education is a spring board to opportunity - providing the skills for better employment and improved health, life opportunities and wellbeing. The stakes are high! Limited opportunities for young people to access a quality education result in reduced life outcomes and a lower quality life for Western Australia as a whole.

**IT IS IN THE BEST INTERESTS OF OUR NATION,  
AND IT IS OUR RESPONSIBILITY, TO ENSURE  
THAT ALL OF OUR CHILDREN RECEIVE  
A QUALITY EDUCATION.**

'An educated, enlightened and informed population is one of the surest ways of promoting the health of the democracy'

Nelson Mandela



# 40% OF YOUNG PEOPLE

with low SES backgrounds do not complete year 12 (or equivalent) <sup>1</sup>

# ONLY 15%

of university students come from low income households<sup>2</sup>



1. Lamb, S, Jackson, J, Walstab, A & Huo, S (2015), Educational opportunity in Australia 2015: Who succeeds and who misses out, Centre for International Research on Education Systems, Victoria University, for the Mitchell Institute, Melbourne: Mitchell Institute.

2. Measuring the Socio-Economic Status of Higher Education Students, DEEWR, 2009.

# WHAT IS OUR APPROACH?

Fogarty EDvance's school improvement program is a 3 year whole school program for schools in disadvantaged communities, supporting school executive teams by building leadership and management skills.



# WHAT IS FOGARTY EDVANCE AIMING TO ACHIEVE?



“As in business the most valuable strategy to increase the effectiveness of a school is to improve the quality of its leadership. High quality school leadership enables high quality teaching, enhances parent and community support for the school and the fundamental aim: learning by the children. This is why we decided to invest in a program to improve school leadership by creating Fogarty EDvance.”

- Annie Fogarty, Chairperson of the Fogarty Foundation

## **FOGARTY EDVANCE BELIEVES THAT WITH STRONG LEADERSHIP, A WHOLE SCHOOL IMPROVEMENT STRATEGY CAN BE SUCCESSFULLY IMPLEMENTED.**

School leaders in Western Australia are increasingly requested to map their school's own pathway to success, adapting this to their unique circumstances and challenges. The EDvance Program empowers school leaders to realise this.

The Fogarty EDvance Program is school (and school leader) driven, context specific and adaptable. The key focus is on supporting school leaders to identify effective practice that can work for them and then translate that practice into their schools and classrooms.



## IMPACT SNAPSHOT

How is Fogarty EDvance achieving this?

Program results for the first 2 cohorts of schools that have completed the program (18 metro WA schools) show that this is one of the most effective school improvement programs in Australia.

Every school that participated in the school improvement program has seen improvements in academic and social outcomes for their students, including higher student literacy and numeracy attainment rates, positive changes in student behaviour, staff culture and parent and community engagement.



**TO DATE, EDVANCE HAS WORKED WITH:**

**65** WEST AUSTRALIAN PRINCIPALS

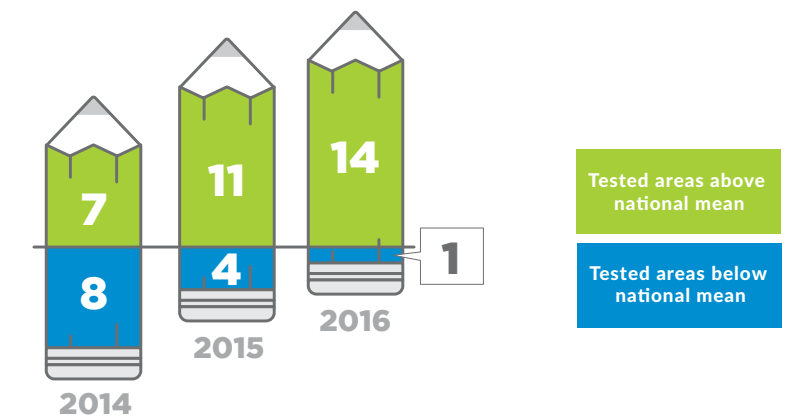
**48** WEST AUSTRALIAN SCHOOLS

**IMPACTING OVER 20,000**  
STUDENTS IN DISADVANTAGED COMMUNITIES IN WA

## HERE IS A SNAPSHOT OF SOME OF OUR SCHOOLS' ACHIEVEMENTS IN COHORT 2:

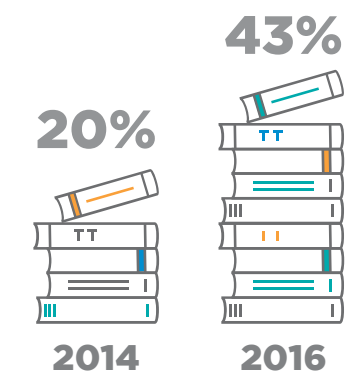
Closing the gap in NAPLAN results at East Hamilton Hill Primary School

TESTED NAPLAN AREAS YEARS 3, 5 & 7



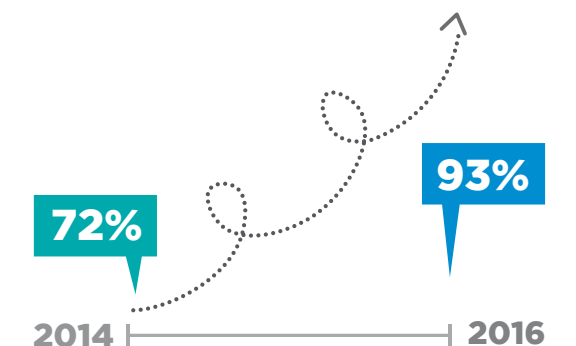
Improvements in reading at Challis Community Primary School

% OF YEAR 3 STUDENTS ABOVE STATE AVERAGE IN NAPLAN READING



Student attainment\* at Hamilton Senior High School

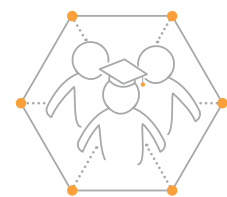
\* STUDENTS MUST ATTAIN AN ATAR SCORE ABOVE 55 OR A CERTIFICATE II OR ABOVE IN VOCATIONAL TRAINING TO REACH ATTAINMENT



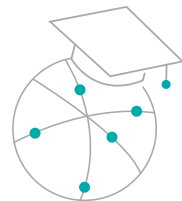
# HOW DOES THE PROGRAM WORK?

Fogarty EDvance focusses on building the quality of our school leadership to influence and improve classroom teaching

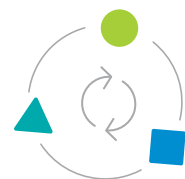
We can close the educational gap for students in disadvantaged communities by improving the ability of our school leadership to influence and improve classroom teaching



**Principals and their leadership teams are uniquely positioned to oversee and enable effective teaching for every child**



**Successful leaders follow the same core practices and interventions when they turnaround schools. These can, and should, be practiced by all leaders**



**High quality school leaders can tailor improvement strategies to suit the challenging context of their individual school**

## FOGARTY EDVANCE DRAWS ON TESTED IDEAS FROM EDUCATION & BUSINESS

We use a holistic model for transforming school leadership and utilise tested research from Australia and across the globe. That way, schools can be sure they have both the 'big picture' and the detail, based on strategies that are already proven to work.

### 1. WE GIVE SCHOOLS SUPPORT



**BEST PRACTICE RESEARCH & TOOLS**



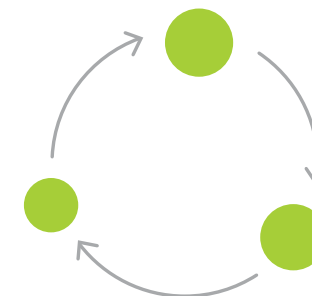
**PROFESSIONAL MENTORS**



**PEER SUPPORT**



**RICH DATA SETS**

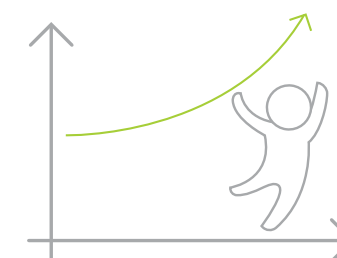


### 2. HELP LEADERS TURN THEORY INTO ACTION

Through change in personal leadership and school culture and practice

#### School improvement plans

Schools design, implement and evaluate ambitious yet realistic school improvement plans



### 3. MAKE A REAL DIFFERENCE

Improved educational outcomes for students



# A SCHOOL'S JOURNEY THROUGH FOGARTY EDVANCE



## WE WORK WITH SCHOOL TEAMS

### THE FOGARTY EDVANCE PROGRAM PROVIDES:

- **Experienced mentors** to work 1:1 mentoring Principals and Leadership Team members. Mentors are highly regarded past principals and work with school leaders for a full 3 years
- **A tool box to put new ideas in**  
Working with best practice research and tools on effective school leadership
- **A cohort of peers**  
Peer supported learning and sharing of best practice with other 'like schools'
- **Excellent data sources**  
Rich school level diagnostic data

# OUR IMPACT

Every school in Cohort 2 has seen improvements in academic and social outcomes for their students.

Read their stories....

# CHALLIS COMMUNITY PRIMARY SCHOOL



## Closing The Literacy Gap

### PRIOR TO JOINING FOGARTY EDVANCE

Challis Early Childhood Education Centre (ECEC) was already nationally recognised for their outstanding early interventions. Although approximately 41% of their children finished pre-primary above the state average in reading, only approximately 20% remained above the state average by year 3.

### THE CHALLENGE

Challis school staff set out to close this literacy gap through the Fogarty EDvance program.

**SCHOOL CONTEXT :** Number of students: 740 (ELEC & Primary School) | Indigenous students: 12%  
Language background other than English: 17%

### HOW THEY DID IT

The school adopted 2 initiatives:

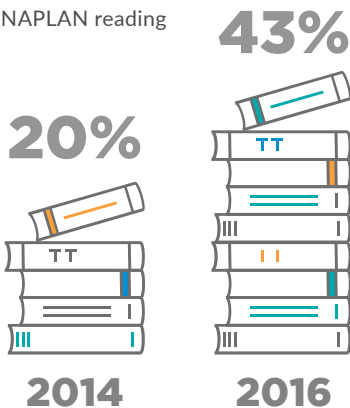
- Certifying staff in Explicit Direct Instruction (EDI) - an initiative which involves close coaching, observation and target setting for students. 87% of staff were soon certified to teach explicitly.
- Implementing Talk for Writing (T4W) - a Dyslexia SPELD Foundation program. The school staff fostered a consistent teaching practice for writing, by introducing T4W to school leaders and year group mentors.

### RESULTS

Results show both the success of the initiatives and the need for their continued use. Year 3 students, in particular, have nearly achieved the state average in both reading and writing and Year 5 results are already on the rise.

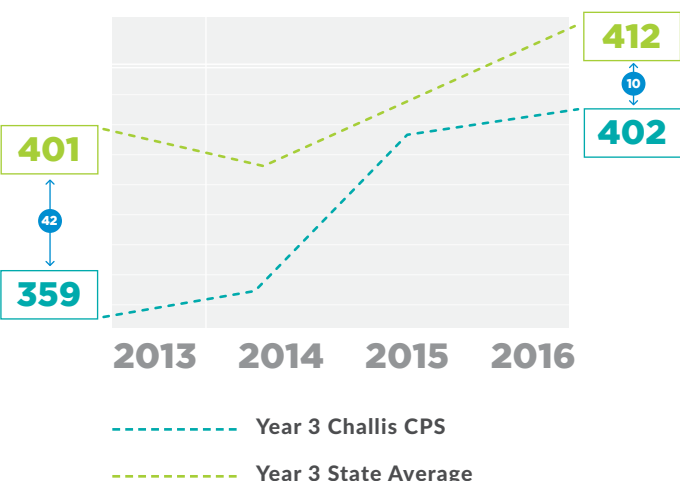
#### IMPROVEMENTS IN READING AT CHALLIS COMMUNITY PRIMARY SCHOOL

% of Year 3 students above state average in NAPLAN reading



#### YEAR 3 AVERAGE WRITING SCORES

Achievement gap closed from 42 to 10 points between Challis and the state average



## Taking A Whole School Approach To Behaviour

### PRIOR TO JOINING FOGARTY EDVANCE

During 2014 the two separate schools - Challis Early Childhood Education Centre (ECEC) and Challis Primary School, amalgamated to become Challis Community Primary School.

### THE CHALLENGE

Through this process, the school recognised they needed a defined culture of positive behaviour throughout the newly combined school. They set out to achieve this with the Positive Behaviour Support (PBS) Program.

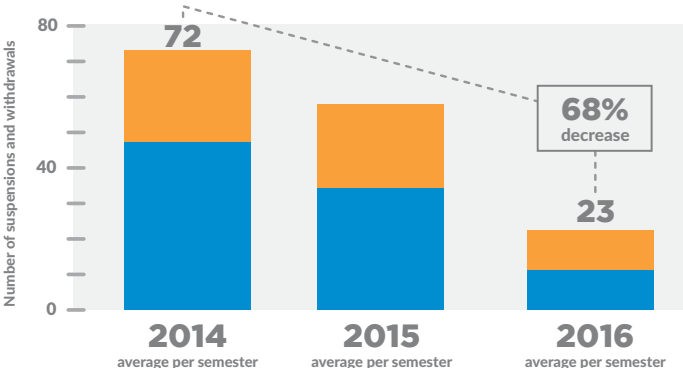
### HOW THEY DID IT

This is what they did in their PBS Program:

- Involve staff and students to create a behaviour curriculum including student contributions on display in all classrooms
- Explicitly teach specific positive behaviours to students each fortnight and reinforce regularly
- Reward and reinforce great behaviour at fortnightly assemblies
- Tally tokens for a whole school reward each time a student exemplifies the focus behaviour

### RESULTS

This led to a significant 68% decrease in suspensions and withdrawals in just 2 years of PBS implementation.



#### SUSPENSIONS & WITHDRAWALS 2014 - 2016

Challis Community Primary School

Suspensions

Withdrawals

### WHAT'S NEXT

- ▶ Continue to develop staff in delivery of, and access to high quality Explicit Direct Instruction (EDI) lessons
- ▶ Develop use of Talk for Writing (T4W) Program within the school and establish partnerships with other T4W schools
- ▶ Continue to improve whole school behaviour with positive learning environments across the school



## EAST HAMILTON HILL PRIMARY SCHOOL



### Quality Teaching Yields Outstanding NAPLAN Results

#### PRIOR TO JOINING FOGARTY EDVANCE

East Hamilton Hill PS had a vision for all students to perform above the national average in NAPLAN. In 2014, they were on the way with the stable cohort of students achieving above the Australian average in 7 out of the 15 tested areas.

#### THE CHALLENGE

During their time in the Fogarty EDvance program, the school leaders worked to identify the key drivers required for their school to improve student achievement across NAPLAN learning areas. Their next challenge was to focus on embedding these practices and monitoring the data to stay on course.

#### SCHOOL CONTEXT :

Number of students: 165 | From lowest level of advantage: 31% | Language background other than English: 15%

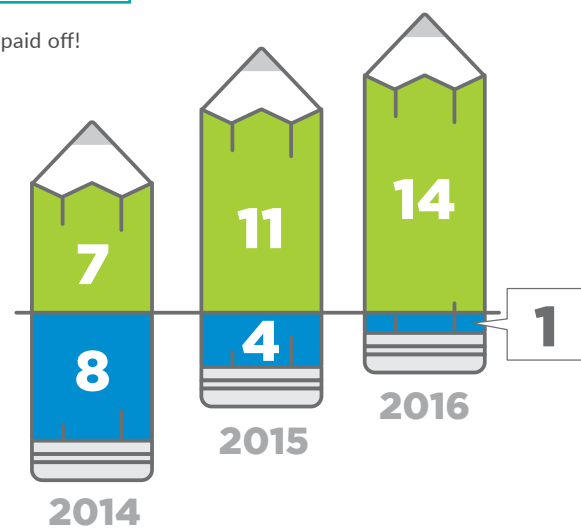
#### HOW THEY DID IT

##### The school did this by:

- Allocating extra funds to upskill Education Assistants in high impact learning programs, such as Explicit Direct Instruction
- Maintaining a focus on literacy and numeracy from K-2; deepening understanding of how to develop expert learners
- Engaging teachers in ongoing discussion about the progress and achievement of students so that extra support could be provided where needed.

#### RESULTS

These efforts paid off!



#### CLOSING THE GAP IN NAPLAN RESULTS AT EAST HAMILTON HILL PRIMARY SCHOOL

Tested NAPLAN areas year 3,5,7 (stable cohorts)

Tested areas above national mean

Tested areas below national mean

## Parent Engagement Adds Educational Value

#### PRIOR TO JOINING FOGARTY EDVANCE

In 2014, the school knew it had a highly supportive parent community. Also, a high level of quality teaching already existed.

#### THE CHALLENGE

For school leaders to take advantage of their strong parent network to enhance student learning experiences.

#### HOW THEY DID IT

##### To enhance these parent networks, the school leaders:

- Worked with the school community to develop a shared moral purpose
- Promoted the positive results of the DISA Survey (a tool to collect parent/family feedback) to the school community
- Maintained ongoing celebrations of success, such as the many awards the school attained in the last 3 years

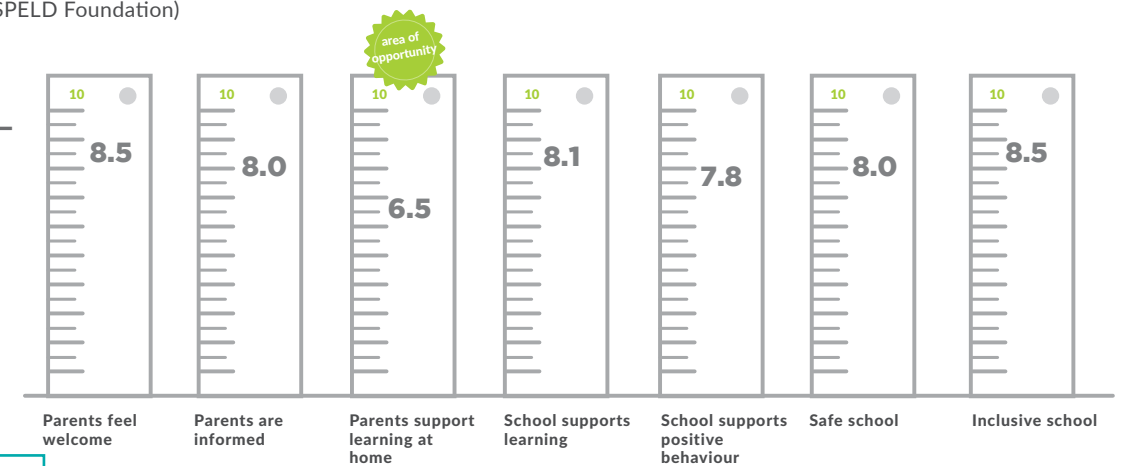
#### RESULTS

Parents have contributed to many programs within the school, fostering a positive relationship amongst the broader school community, including:

- Empowering parents to support their children's literacy and numeracy development when they are just beginning school. The Fogarty Foundation provided a scholarship for the school to implement the Boost Program (Dyslexia SPELD Foundation)
- Introducing Global Education Projects
- Initiating End of Term Open Night
- Introducing a School Musical
- Embedding a whole school dance program
- Promotion of the School at Community Events

#### PARENT PERSPECTIVES – MARCH 2016

Average Rating out of 10



#### WHAT'S NEXT

- Maintain focus on delivering best practice to enhance student learning
- Further develop students 21st century skills including teamwork, problem solving, creativity, independent thinking, critical analysis, initiative and communication
- Foster the strong relationship between the school and the parent body and continue growing their involvement in school programs and initiatives.

# SOUTHWELL PRIMARY SCHOOL



## New Teaching Models Boost Literacy & Numeracy

### PRIOR TO JOINING FOGARTY EDVANCE

Southwell Primary had pockets of excellence, but not enough consistent practice across the school – this was characterised by low literacy levels in the early years and low numeracy development across year groups.

### THE CHALLENGE

To develop common practices across the school to ensure consistent high quality teaching in all classrooms. The leaders at Southwell PS decided to implement two explicit teaching models.

**SCHOOL CONTEXT :** Number of students: 129 | From lowest level of advantage: 69% | Indigenous Students: 53%

### HOW THEY DID IT

‘Let’s Decode’, an early years’ literacy program, was adopted by the Junior Primary staff with immediate positive results, and the ‘Stepping Stones’ Mathematics program was implemented for numeracy development throughout the school.

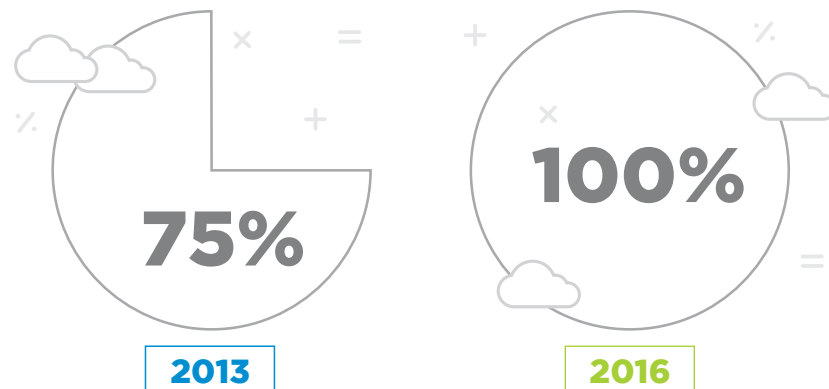
### RESULTS

Literacy and numeracy progress has been accelerated. In 2016:

- 80% of students were at or above a C level in phonological awareness
- 100% of year 3 students performed above the National Minimum Standard in NAPLAN numeracy

### YR 3’S ABOVE NAPLAN NUMERACY NATIONAL MINIMUM STANDARD

100% of students now achieving above the National Minimum Standard



## Using Observation & Feedback To Drive Effective Teaching

### PRIOR TO JOINING FOGARTY EDVANCE

The classroom layout at Southwell was not conducive to active student engagement or collaboration between teachers.

### THE CHALLENGE

For the school leaders to build a school culture of deeper collaboration between teachers to examine their classroom practice and impact on student learning and engagement.

### HOW THEY DID IT

During the Fogarty EDvance Program, the idea of classroom observations and feedback for teachers was instigated including developing a partnership with Edith Cowan University (ECU) to support this process. Planning and time was invested as well as funding for building works to enable and enhance the teacher observation sessions.

### RESULTS

Although it’s early days, teachers are embracing a culture of observation and feedback to support the identification and sharing of effective teaching practices.

### WHAT’S NEXT

- ▷ Sustain student improvement by embedding ‘Let’s Decode’ and ‘Stepping Stones’ in the school’s literacy and numeracy programs.
- ▷ Invigorate teaching and learning through the new partnership with ECU to share effective teaching practices.

# PHOENIX PRIMARY SCHOOL



## Revitalising Phoenix

### PRIOR TO JOINING FOGARTY EDVANCE

The school had an established staff and long standing teaching and learning practices, yet they felt a need to revitalise both the school practices and boost student achievement.

### THE CHALLENGE

Student learning lacked consistency across learning areas and assessments showed that students were achieving below the level of 'like schools'.

### SCHOOL CONTEXT :

Number of students: 233 | From lowest level of advantage: 24% | Language background other than English: 39%

### HOW THEY DID IT

With Fogarty EDvance, the school initiated a program for significant change by:

- Developing a student-centred vision for the school, to plan classes, whole school learning programs and to share assessments
- Displaying a Data Wall in the staffroom to make student progress visible - a visual indicator of a new culture of student-centred learning

### RESULTS

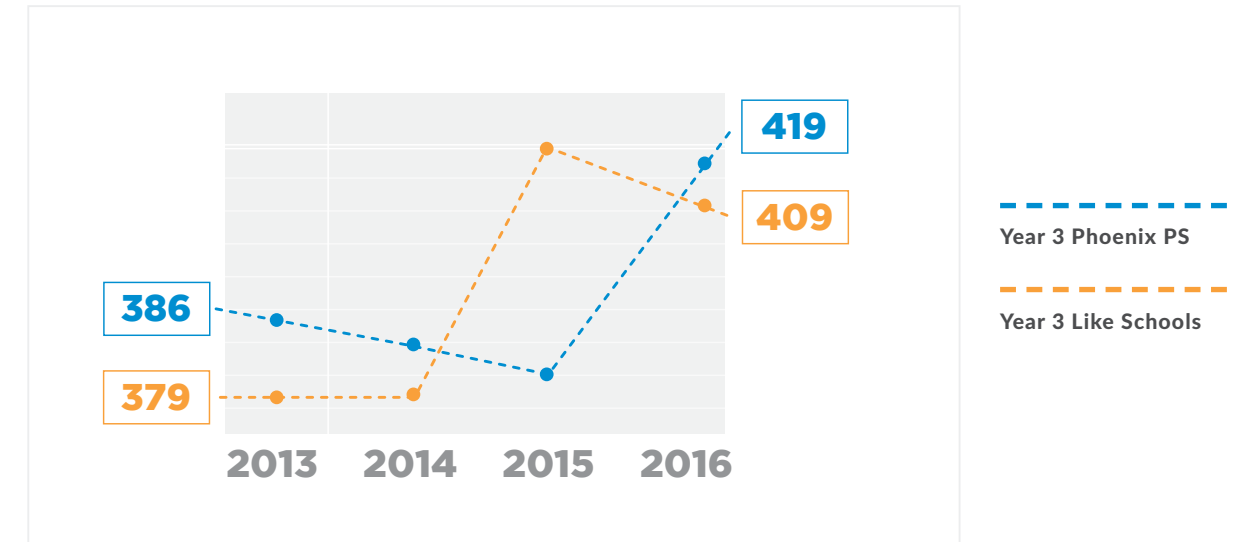
- This school-wide change revitalised staff attitudes and enhanced student achievement
- Year 3 students are now above 'like schools' in writing
- Year 5 students have closed the gap and are now at or above 'like schools' in Reading, Writing and Numeracy

### WHAT'S NEXT

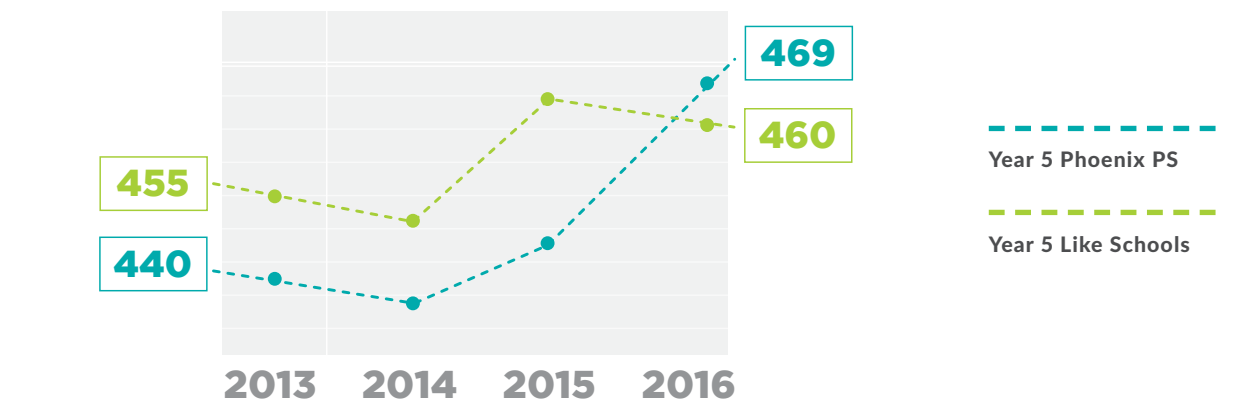
- ▷ Maintain a strong focus on the improvement of every student through yearly literacy and numeracy plans, with a particular focus on literacy progress between years 3 to 5
- ▷ Strong focus on improvement for every student through whole school planning

## Phoenix students now surpass 'like schools'

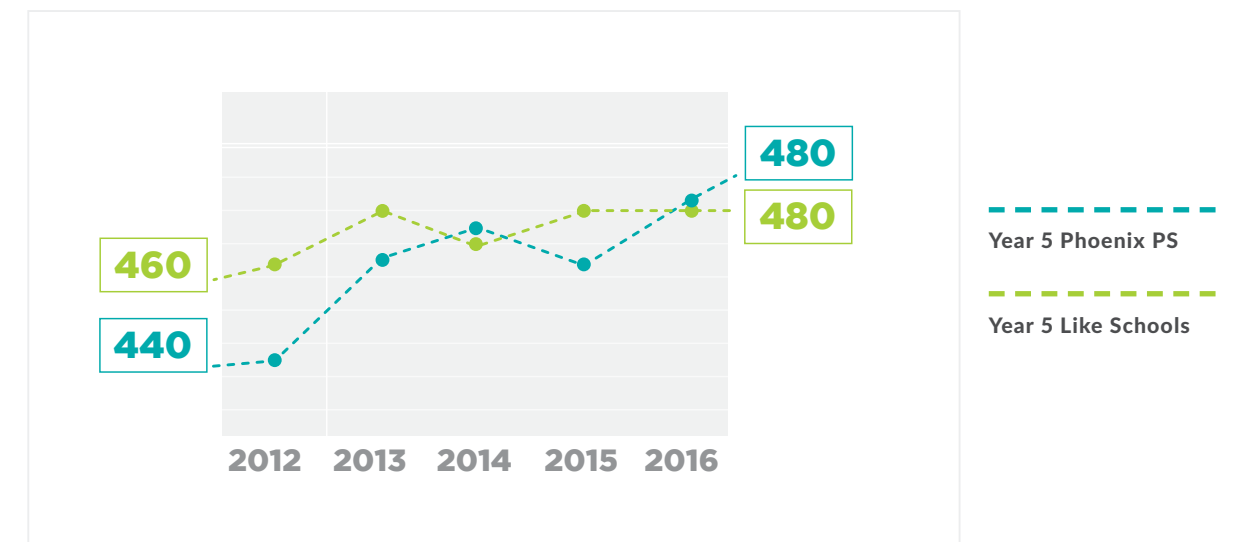
### YR 3 AVERAGE NAPLAN WRITING SCORES



### YR 5 AVERAGE NAPLAN WRITING SCORES



### YR 5 AVERAGE NAPLAN READING SCORES





# ST VINCENT'S SCHOOL



## Targeting Maths

### PRIOR TO JOINING FOGARTY EDVANCE

After analysing NAPLAN and school data, Mathematics was identified as an area in need of improvement.

### THE CHALLENGE

During the Fogarty EDvance Program, the school set out to improve the teaching of Maths to drive student achievement.

**SCHOOL CONTEXT :**  
Number of students: 320 | From lowest level of advantage: 20% | Language background other than English: 24%

### HOW THEY DID IT

Teaching staff developed their own Professional Learning Communities and in 2016 a number of teaching staff were involved in a learning program aimed at improving mathematics teaching in Catholic Schools.

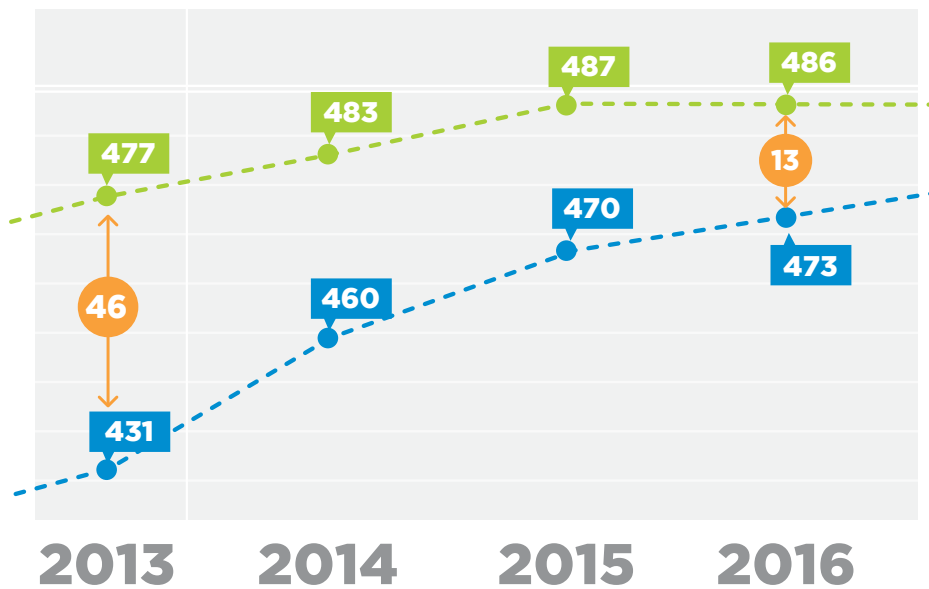
### RESULTS

Targeting this specific area of weakness has seen positive results:

- 96% of year 3's have achieved at or above the national benchmark

### YR 5 NAPLAN NUMERACY SCORES

Achievement gap closed by more than 2/3



# Defined Staff Culture Boosts Morale

### PRIOR TO JOINING FOGARTY EDVANCE

Prior to the Fogarty EDvance Program, staff at St Vincent's felt they lacked a clear vision for the school and a consistent expectation of student behaviour.

### THE CHALLENGE

To build a strong positive culture, in the area of managing student behaviour.

### HOW THEY DID IT

A new staff development system was put in place and the school used expert speakers to foster a conversation and resulting actions associated in dealing with behaviour issues.

### RESULTS

InsightSRC data (tool to collect staff feedback) has shown improvement in almost all areas of school culture:

- A boost in school morale from 70% to 80%
- Staff feeling of appraisal and recognition improved from 48% to 59%
- An increase in staff empowerment from 60% to 69% from 2014 to 2016.

### INSIGHTSRC STAFF SURVEY RESULTS

- 2014
- 2016



### WHAT'S NEXT

- Adopt a middle leadership model by encouraging senior teachers to take on leadership roles and develop a pipeline of leadership within the school
- Continue to improve mathematics teaching with professional development

# WARNBRO PRIMARY SCHOOL



## A Multifaceted Approach To Student Wellbeing

### PRIOR TO JOINING FOGARTY EDVANCE

In 2014 & 2015, Warnbro experienced significant challenges in maintaining an orderly learning environment.

### THE CHALLENGE

To develop a more cohesive whole school approach to fostering positive student behaviours and create a calm, safe learning environment.

SCHOOL CONTEXT : Number of students: 508 | From lowest level of advantage: 47% | Indigenous Students: 9%

### HOW THEY DID IT

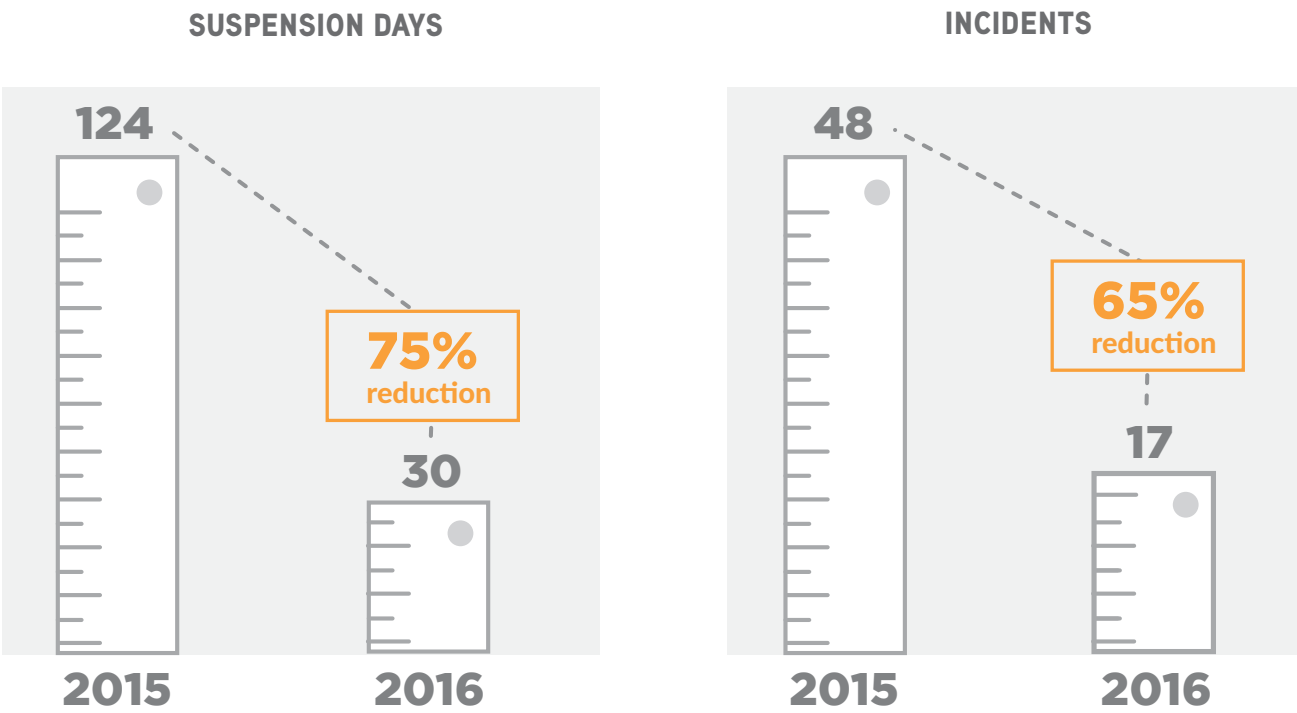
Warnbro implemented school-wide Positive Behaviour Support (PBS) across the school with a focus on increasing positive interactions:

- Enhanced Case Management including increased parent engagement in Individual Behaviour Plans (IBP) and individual Education Plans (IEP). More effective use of Psychologist, and Education Assistants (EA) in implementing plans
- Increased use of effective classroom management strategies and procedures
- Explicit teaching of expected behaviour and pro-social skills
- Introduce Mindfulness activities each day in every classroom
- Improved classroom practices specifically for students with disabilities, including better use of support from the Peel Behaviour Centre
- Implemented an action learning approach to professional learning using student voice data (Classroom Climate Questionnaire, Curtin University)
- Improve supervision of transitions

### RESULTS

Parents and staff report that the school is noticeably calmer throughout the day. This is in stark contrast to 2014-2015, specifically at the commencement of the school day and after breaks times.

There has been a significant reduction in the severity and frequency of incidents and the number of student involved in incidents.



### WHAT'S NEXT

- The empowered PBS committee continue to use school data to guide the ongoing professional learning and practice for new and current staff
- Build on the multifaceted trauma-informed approach by using related evidence-based practices

# ARMADALE SENIOR HIGH SCHOOL



## Consolidating An Orderly Learning Environment

### PRIOR TO JOINING FOGARTY EDVANCE

Both students and teachers at Armadale SHS desired a more orderly learning environment to enhance student engagement in learning.

### THE CHALLENGE

The school leaders wanted to develop a culture of positive student behaviour and resilience.

SCHOOL CONTEXT : Number of students: 567 | From lowest level of advantage: 51% | Indigenous Students: 6%

### HOW THEY DID IT

The school leadership implemented a school-wide Positive Behaviour Support (PBS) program with an emphasis on universal support systems. These included:

- Implementing proactive strategies for defining, teaching and supporting appropriate school behaviours via the creation of a PBS committee and behaviour matrix
- Publicising and reinforcing shared practices by displaying posters, implementing rewards systems and delivering specific lessons to teach expected behaviour across the school

### RESULTS

The result was a significant and consistent decrease in the intensity and frequency of behavioural incidents at the school. The number of behaviour incidents has been halved and serious behaviour incidents reduced by 53%.

### TOTAL BEHAVIOURAL INCIDENTS 2013-2016



## Collaboration Leads To Improvements In Literacy & Numeracy Outcomes

### PRIOR TO JOINING FOGARTY EDVANCE

The school had poor trending NAPLAN progress compared to 'like schools'.

### THE CHALLENGE

To intentionally improve student outcomes in literacy and numeracy.

### HOW THEY DID IT

A conscious shift to providing teachers with time to plan collaboratively and reflect on their practice in relation to improving student outcomes.

### RESULTS

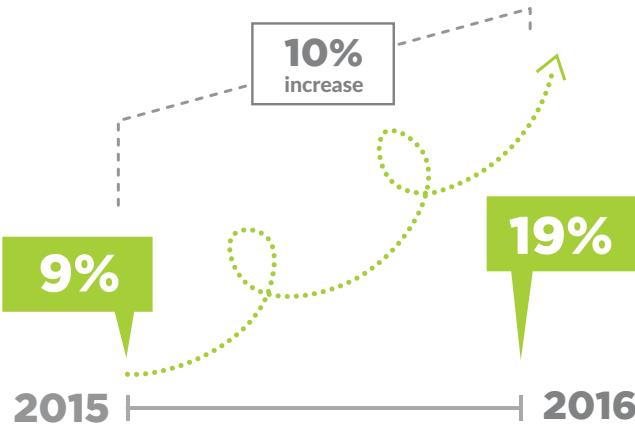
The first results are encouraging:

- 10% improvement in NAPLAN Reading and Writing from year 7 in 2014 to year 9 in 2016
- 10% increase in the number of year 10's achieving Band 8, therefore not required to complete the state-wide Online Literacy and Numeracy Assessment (OLNA).

In late 2016 Armadale SHS introduced a consistent instructional model, Explicit Direct Instruction (EDI) into Year 7 and 8 classes. With an effective instructional model to concentrate collaboration, Armadale SHS are excited to see what will come next.

### 10% INCREASE IN YR 10'S ACHIEVING BAND 8 FROM 2015 TO 2016

Implication: a lower number of students required to sit the Online Literacy and Numeracy Assessment (OLNA)



### WHAT'S NEXT

- Continue to improve student behaviour with further training for staff including an in depth review of school-wide data trends
- Develop collaborative teaching through the school and common planning format
- Monitor implementation of EDI for Year 7 and 8 students then spread the instructional model throughout the school



# CECIL ANDREWS COLLEGE



## Lifting Student Achievement

### PRIOR TO JOINING FOGARTY EDVANCE

In 2013 at Cecil Andrews College, NAPLAN results were below National Minimum Standard for 'like schools'.

### THE CHALLENGE

Cecil Andrews College staff embarked on a whole-school transformation, with a focus on adopting innovative classroom practices.

**SCHOOL CONTEXT :** Number of students: 401 | From lowest level of advantage: 53% | Indigenous Students: 15%

### HOW THEY DID IT

#### This process included:

- Fostering of Professional Learning Communities amongst teaching staff
- Specifically identifying paragraph writing as an area requiring development
- Analysing year 7 NAPLAN results in order to identify areas of student needs

### RESULTS

#### Student outcomes have improved:

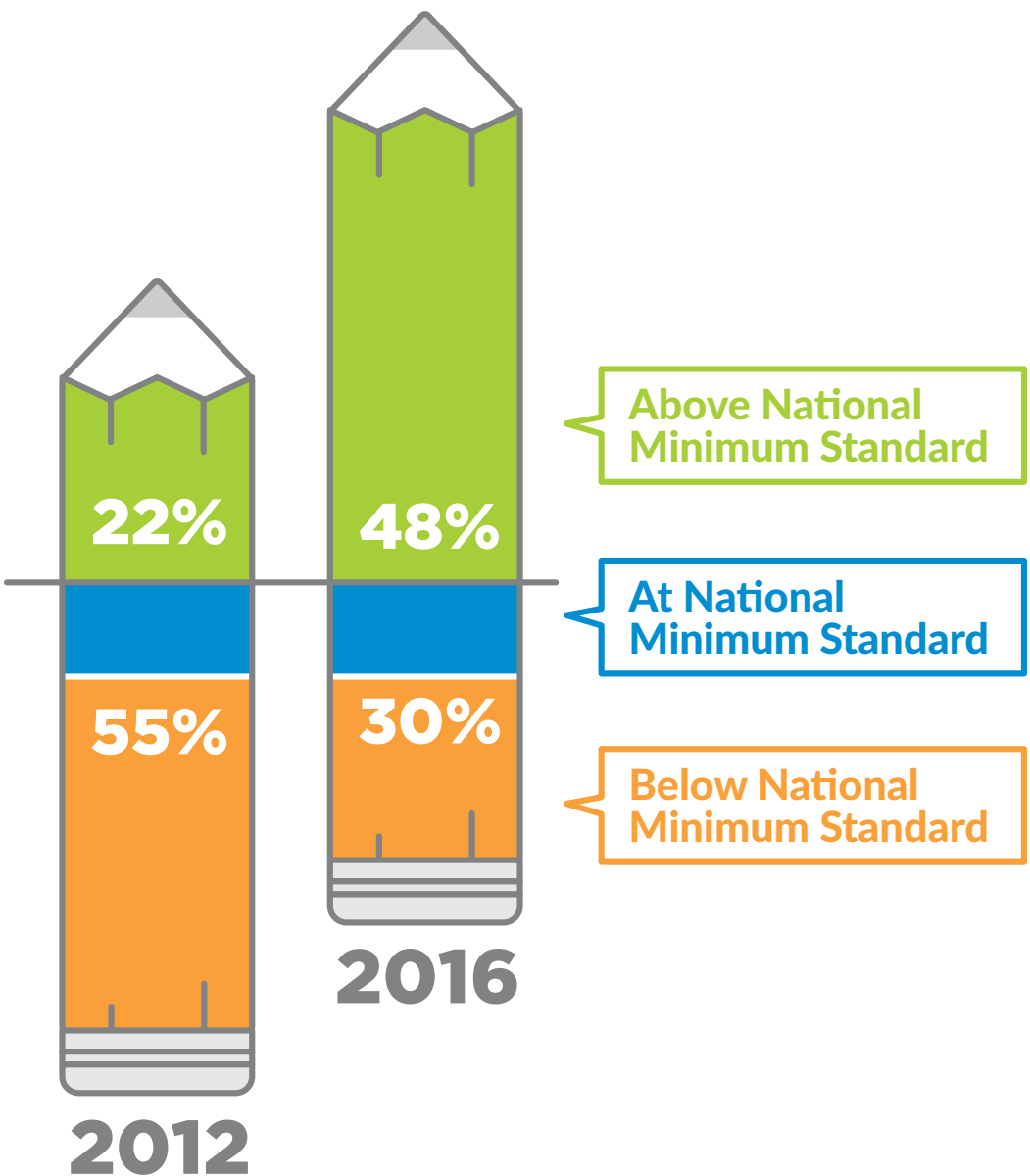
- The number of year 9 students achieving above the minimum NAPLAN standard in writing increased from 22% to 48%
- Improvement is also being observed in the results of top-end students

### WHAT'S NEXT

► Focus on quality, data driven approaches to teaching

The number of Year 9 students achieving above the minimum NAPLAN standard in writing increased from 22% to 48%

### PERCENTAGE OF YEAR 9 STUDENTS: NAPLAN WRITING



# HAMILTON SENIOR HIGH SCHOOL



## Overcoming Uncertainty And Change

### PRIOR TO JOINING FOGARTY EDVANCE

As part of consolidating 2 smaller senior high schools, the government announced in 2014 that Hamilton SHS would close and the 900 year 7 -12 students would be amalgamated into a single school on the South Fremantle site by 2018

### THE CHALLENGE

This was a very challenging time for the whole school community with great uncertainty for many students and staff. It resulted in the loss of many experienced staff members and had an immediate negative impact on behaviour and academic achievement at the school.

**SCHOOL CONTEXT** : Number of students: 441 | From lowest level of advantage: 52% | Indigenous Students: 15%

### HOW THEY DID IT

Hamilton SHS focused on:

- Creating individual pathways for each student and staff member to ensure a successful transition for everyone in the school
- Developing individual pathway support and tracking for all Year 11 and 12 students, as well as providing them with mentoring and tutoring
- Encouraging achievement through motivational activities, including the Follow the Dream Program for indigenous students
- Implementing a school-wide Positive Behaviour Support (PBS) Program which ensured all students were aware of agreed expected behaviours and had access to improved pastoral care
- Initiating additional programs such as the Cockburn Fremantle Network Mental Health Project and a Year 10 Personalised Vocational Program.

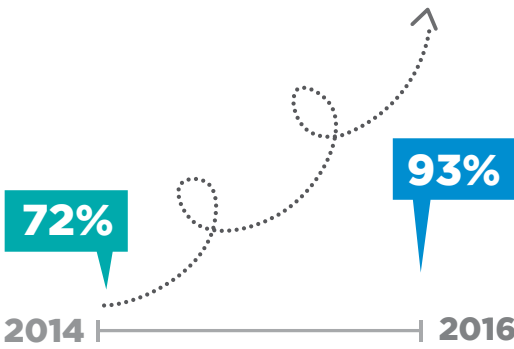
### RESULTS

The results were incredibly positive and in just one year the school had achieved its goal of a median ATAR above 60 (up from 46 in 2014) and raised WACE attainment by 20 percentage points to above 90%.

Implementation of the school-wide Positive Behaviour Program also paid off - behaviour has significantly improved, suspensions have decreased and attendance has increased.

### WHAT'S NEXT

- ▷ Implementing detailed transition Individual Education Plans to ensure improvement in positive student behaviour and high academic performance is maintained in transition to the newly combined school in 2018
- ▷ Further promote student progress by increasing teachers' access to individual student data to plan lessons and conduct regular progress reviews

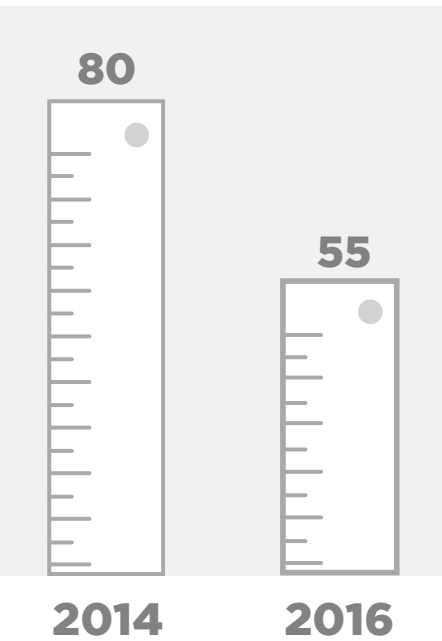
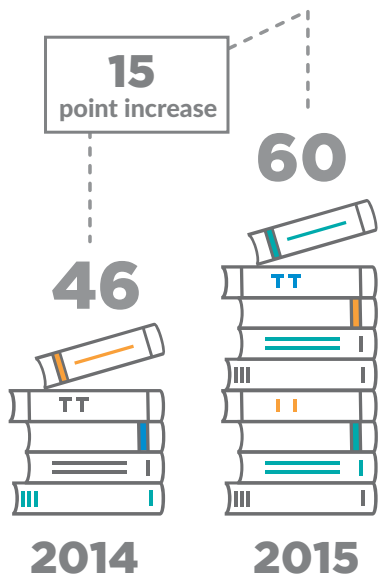


Student attainment\* at Hamilton Senior High School

\* STUDENTS MUST ATTAIN AN ATAR SCORE ABOVE 55 OR A CERTIFICATE II OR ABOVE IN VOCATIONAL TRAINING TO REACH ATTAINMENT

Focus on Year 12 achievement

MEDIAN ATAR 2014 - 2015



Number Of Students Suspended

SUSPENSIONS HAVE REDUCED BY 1/3 SINCE 2014

# SAFETY BAY SENIOR HIGH SCHOOL



## IT Revolution To Enhance Student Engagement

### PRIOR TO JOINING FOGARTY EDVANCE

In the National School Survey in 2013, student engagement at Safety Bay SHS was identified as an area that needed to be addressed.

### THE CHALLENGE

Students wanted to see more IT integrated into their educational experiences and a more innovative and 21<sup>st</sup> century approach to teaching and learning. Teachers would also need further support to embed these practices to engage and support student learning.

**SCHOOL CONTEXT :** Number of students: 1103 | From lowest level of advantage: 34% | Indigenous Students: 7%

### HOW THEY DID IT

The school underwent a technological revolution. Web-based technologies were introduced to enhance learning and staff were provided with iPads and training to encourage the use of IT as a learning tool in the classroom.

The online learning environment 'Connect' was also introduced as a forum for staff, students and parents to communicate and to access learning resources and performance information.

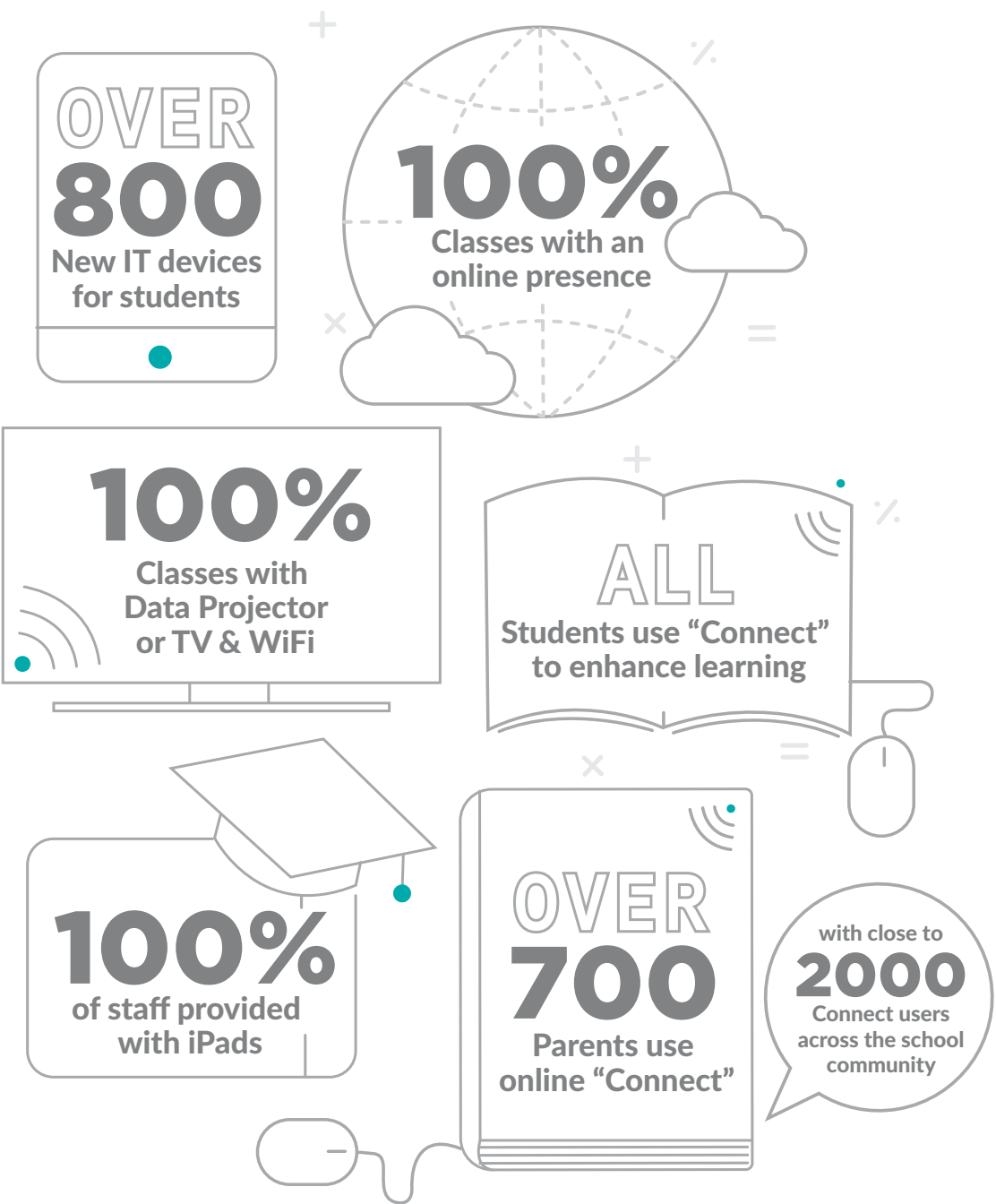
### RESULTS

Since this school-wide change, teachers have observed that students engage more in their education because they "crave innovation" and are able to access 'Connect' from both school and home.

The students' use of IT has created a new narrative, based in trust and understanding which is leading to a shift in learning opportunities and positive outcomes.

### WHAT'S NEXT

- ▷ Engage students in STEAM programs such as coding, engineering and robotics
- ▷ Continue to improve student engagement by developing 'Connect' as a more comprehensive communication platform and to utilise as a deeper record of learning and progress



"Students crave innovation and are often showing staff how to better utilise technologies."

Alen Kursar, Principal

# THE FUTURE

We've identified several game changing opportunities for education in Western Australia.

**Here is what we'll be doing in 2017 & 2018.**



“WAPPA is proud to continue its partnership with the Fogarty Foundation, supporting our members’ schools to engage with this innovative program to overcome social disadvantage and provide sustainable improvement for their school community.”

Ian Anderson  
President  
Western Australian Primary Principals’ Association (WAPPA)

“WASSEA members speak highly of Fogarty EDvance and many of our members who have been involved in the program state it is one of the most valuable professional learning experiences that their teams have engaged in. It is clear that the program aligns with Education Department priorities and facilitates measurable differences to outcomes for students in disadvantaged areas by using targeted and contextual evidence based processes to build confidence, expertise and leadership capacity.”

Janette Gee  
President  
Western Australian Secondary School Executives Association (WASSEA)

# POTENTIAL EDUCATION GAME CHANGERS

After 5 years of working with schools, the Fogarty EDvance team has identified 3 key issues of great importance to the EDvance Program and our ability to support school leaders to improve student outcomes.

These issues are bigger than any one school so, in 2017, we will work on understanding what opportunities there are for Fogarty EDvance and others to play in addressing these issues:

## 1. PRINCIPAL TURNOVER

Enhancing and stabilising school leadership is a prerequisite for school improvement. Whilst principal turnover remains high in Western Australian Government schools, it is a key tension in need of redress.

EDvance promotes and facilitates stronger ‘transition’ mechanisms for leaders and mentors, streamlining the handover process and supporting remaining school leaders to continue to implement key changes. We support school leaders to develop strong collegial networks to build a durable support base around each leader.

## 2. STUDENT TRANSIENCY

Even with excellent classroom teaching, some students simply do not stay long enough in one school to make sufficient gains (transiency can be as high as 60% of students per annum).

Limited data exists about the issue of student mobility and it is a complex challenge that is greater than any one school.

We are working with others to better understand the problem, identify transiency data and lead a strategic approach to minimise the impact of this issue.

### 3. THE NEED FOR HIGH GROWTH MODELS FOR STUDENTS IN YEARS 7-9

In EDvance secondary schools, 70% of students are from 2-5 years behind when they enter year 7. This data has significant implications:

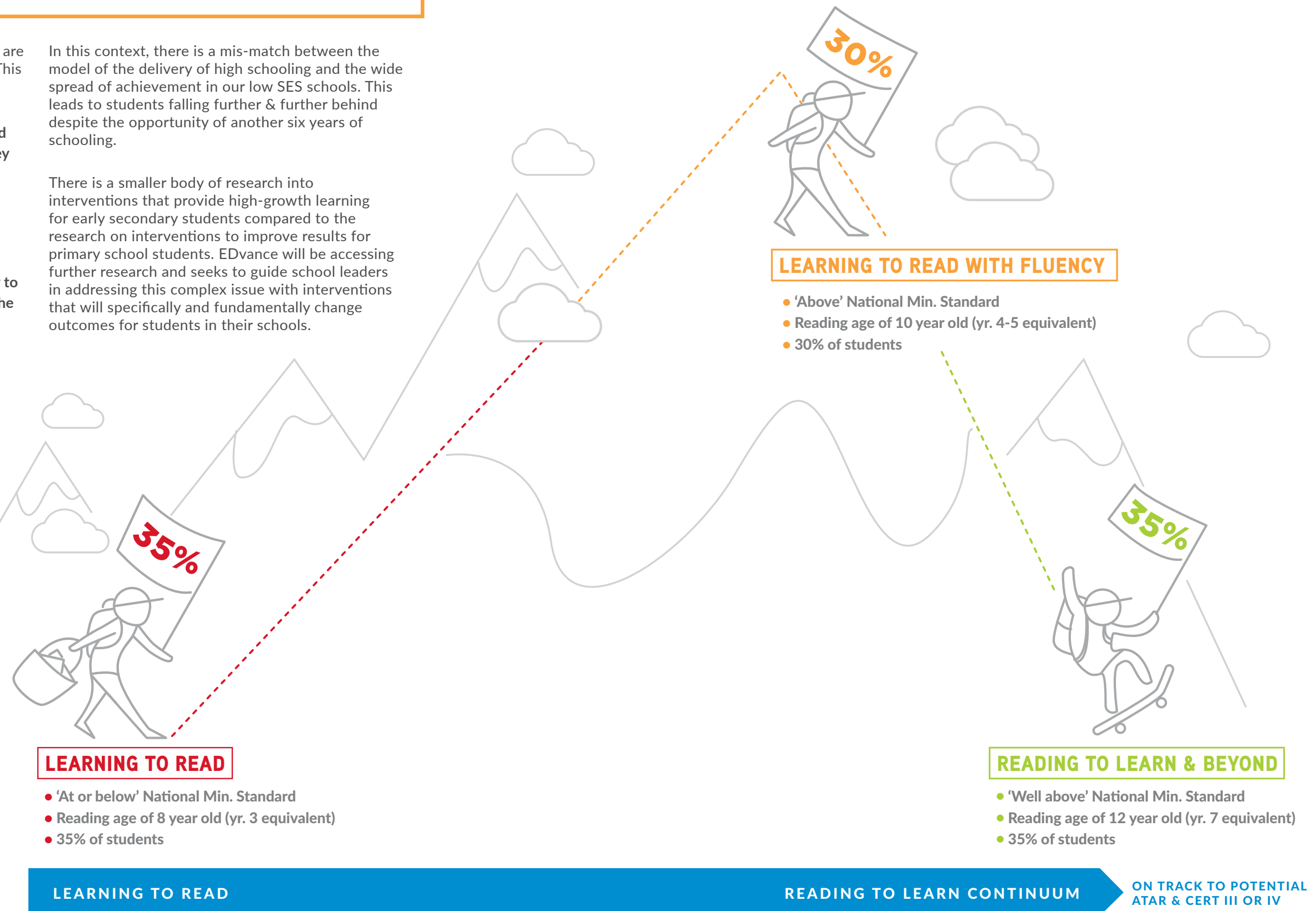
- △ Students at this level of achievement still need a great deal of assistance to learn to read. They aren't yet able to read to learn, which is an expectation for student learning in secondary schools.
- △ Teachers in our low SES high schools need support and time to develop expertise in how to teach students to read and therefore access the curriculum.

In this context, there is a mis-match between the model of the delivery of high schooling and the wide spread of achievement in our low SES schools. This leads to students falling further & further behind despite the opportunity of another six years of schooling.

There is a smaller body of research into interventions that provide high-growth learning for early secondary students compared to the research on interventions to improve results for primary school students. EDvance will be accessing further research and seeks to guide school leaders in addressing this complex issue with interventions that will specifically and fundamentally change outcomes for students in their schools.

#### YEAR 7 NAPLAN READING ACHIEVEMENT – AT AGE 12

(WA SCHOOLS ICSEA <1000)



# SUCCESS DOESN'T STOP AT THE END OF THE FOGARTY EDVANCE PROGRAM.

Get to know an alumni school and read about the great things they are doing...

## Westminster Junior Primary School leads the way in literacy learning for all.

**K-3** SCHOOL  
**271** CHILDREN  
**15%** INDIGENOUS STUDENTS  
**39%** FROM LOWEST LEVEL OF ADVANTAGE

### PRIOR TO JOINING FOGARTY EDVANCE

In 2012 Westminster Junior Primary School's (WJPS) NAPLAN results showed a significant number of students 'at or below' the National Minimum Standard. There was a sense of frustration as staff had higher expectations of and hopes for their students. The school had a stable, experienced and highly competent staff but at the time there was no whole-school approach to early childhood instruction nor was there a distributed leadership model.

### THE CHALLENGE

The Fogarty EDvance Program assisted the leadership team to set two clear targets:

- (1) Improve students' results
- (2) Develop a distributed leadership model

"The strength and success of the distributed leadership model at the school came from a commitment to a very strong moral purpose statement. This was developed and owned by the staff. It clearly articulated what the school stood for and what was needed to give its students the very best chance of success".

- Wayne Cross, WJPS Coach/Mentor in Fogarty EDvance Program 2012-2015

### HOW THEY DID IT

#### Target 1 – Improve students' literacy results

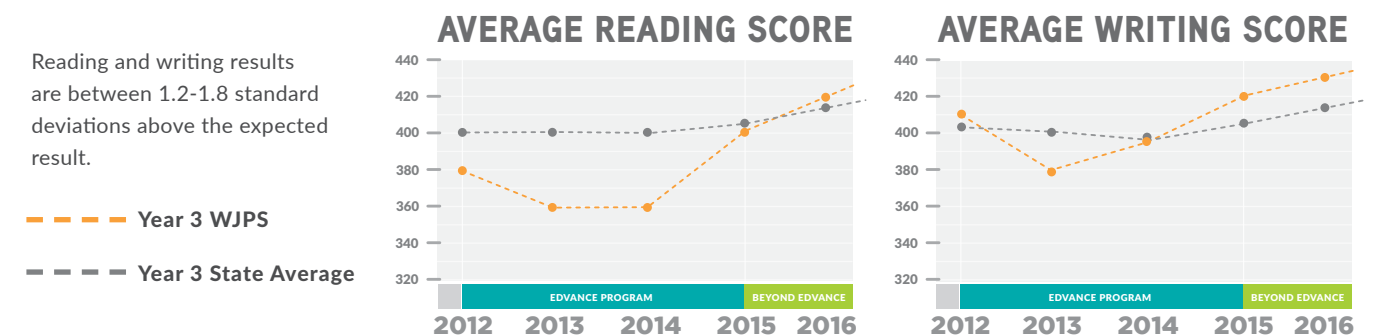
- Specific focus on the 'Big Six' areas of literacy - oral language, phonics, phonological awareness, vocabulary, fluency and comprehension. Two teachers were trained, and became literacy leaders within the school
- A staged 'WAVE' intervention strategy was introduced:
  - **WAVE 1** - high quality teaching practice for all students
  - **WAVE 2** - differentiated small group literacy intervention for students needing to catch up
  - **WAVE 3** - 1:1 teaching for individual students with significant language deficits
- Education Assistants in K-3 were extensively trained and supported to run 'Letters and Sounds' (explicit synthetic phonics program), as well as work-shadowing speech pathologists working with students with speech development delays
- Professional learning on whole-school evidenced-based assessment tools and how to use disciplined dialogue to analyse student performance
- Teachers continued to develop their expertise through peer modelling, small group support and professional learning to embed into daily practice in classrooms

#### Target 2 – Develop a distributed leadership model

- The leadership team established a new eight-person structure with leaders identified in areas that reflected the school's priorities
- Where possible, two leaders were identified to work together under large priority areas to ensure that knowledge could be retained in the team.
- Members of the leadership team were provided with extensive training in their area of responsibility and over time they transferred this knowledge to all teaching and non-teaching staff.

### RESULTS

WJPS's literacy results have improved significantly. The school now performs above the state average in Literacy.



### SINCE COMPLETING FOGARTY EDVANCE

WJPS's intervention strategy for literacy was so successful that they have applied these same principles to numeracy. Their sustainable distributed leadership model has been extended to include Numeracy, ICT, National Quality Standard in Early Childhood Education, Science, EALD and performance management.



## SCHOOL LEADERS: EDVANCE PROGRAM EXPERIENCE

# WHAT PEOPLE ARE SAYING...



“The program has provided us with the very best of opportunities to reflect on our effectiveness and then move forward as a school at such a surprising rate”

**Geoff Miller, East Hamilton Hill Primary School**  
(2014 Finalist WA Primary School Leader of the Year, 2015 Finalist WA Primary School of the Year)

“The most important driver of improvement I applied relentlessly in my school was the effective use of student data at 5 weekly intervals to monitor and inform teacher practice and school decision making”

**Donna McDonald, Hamilton Senior High School**



“I have found the most valuable part of this program has been working with such a great mentor. I also valued being able to work closely with other schools and learn from them as well as being exposed to new research at the workshops. I was very inspired by the EDvance team”

**Mary Griffiths, Armadale Senior High School**



# 100%

of Principals would recommend this program to peers



# 100%

of Principals feel their school has benefited as a result of the program

(80% BELIEVE VERY MUCH SO)



# 100%

of School Leaders feel better prepared for the challenges they will face in the coming years

## ALL SCHOOL LEADERS FELT THEIR TEAM CAPABILITIES WERE IMPROVED



# 100%

of Principals highly valued their Mentor to hold them to account and support them to take action while also keeping their focus on the bigger picture

# 100%

of Principals say they can clearly communicate the progress their school has made towards improving student outcomes

## SCHOOLS HAVE A CLEARER STRATEGIC DIRECTION AS A RESULT OF THE EDVANCE PROGRAM

## HOW CAN YOU GET INVOLVED?

### 1. REGISTER YOUR INTEREST IN JOINING A NEW COHORT

New cohorts of schools will commence the program at the start of each school year. Visit [www.fogartyedvance.org.au](http://www.fogartyedvance.org.au) to learn more about the program and how to apply.

### 2. REACH OUT TO DISCUSS BECOMING A PARTNER

Email or call us to learn more about the engagement opportunities.

### 3. FOLLOW US AND LEARN MORE ABOUT OUR RESULTS

[www.fogartyedvance.org.au](http://www.fogartyedvance.org.au) FogartyEDvance

**CONTACT DETAILS:** [info@fogartyedvance.org.au](mailto:info@fogartyedvance.org.au) | +61 8 6311 7018





'Fogarty EDvance continues to support the Department of Education's ethos to achieve high performance and high achievement in our schools. I commend the Fogarty Advance team on the contribution being made to support quality school leadership and opportunities in some of our most disadvantaged communities.'

**Sharyn O'Neill**  
Director General, Department of Education Western Australia

'There is clear evidence that the partnership between Fogarty EDvance and a number of Catholic schools over the past years has contributed markedly to improvement in their student achievement and engagement. Fogarty EDvance has assisted these schools in establishing a highly effective staff culture which is characterised by mutual trust, open and honest feedback, a commitment to professional growth and a solutions-focussed mindset.'

**Dr Tim McDonald**  
Executive Director, Catholic Education Western Australia



**Fogarty Foundation**

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