



Fogarty EDvance

School Improvement Program REPORT CARD **COHORT 3** 2016 - 2018

AN INITIATIVE OF:  **Fogarty Foundation**

FOUNDING PARTNERS:



Department of
Education



CATHOLIC EDUCATION
OFFICE OF WESTERN AUSTRALIA

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 19 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.



Fogarty Foundation

Creating opportunity, realising potential

Fogarty EDvance's vision is to improve educational outcomes for disadvantaged students at state-wide level in WA by 2021

OUR BOLD GOAL



Supporting

100+

schools in disadvantaged communities as part of EDvance.



leading to at least

60%

of schools with significant improvements in academic outcomes.



ensuring

28,000+

students achieve better academic outcomes.



SYSTEMATIC IMPACT

25%

of disadvantaged students in WA have significantly improved academic outcomes.



*The FED Program defines 'significant improvement' as a step change in NAPLAN growth scores for Reading &/or Numeracy and/or school completion rates, ATAR and vocational training.



"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 Loudon AM



Fogarty EDvance supports schools in WA to improve academic outcomes for students in disadvantaged communities.

The Report Card for Cohort 3 provides a snapshot of the impact and success stories for the 13 schools in the cohort (who completed the School Improvement Program at the end of 2018).

We are also pleased to provide updates on the performance of some of our schools in Cohort 4 (who will complete the School Improvement Program in 2019).

In addition, we are delighted to share an update on other activities and outcomes we've been working on in 2018, and what we'll be focusing on in 2019 and beyond.

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WHAT IS OUR APPROACH?

Fogarty EDvance trials practical,
high impact approaches and evidence-based
research to support school improvement

WHAT



"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,
Executive
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 required to map their school's own pathway to success, adapting this to their unique circumstances and challenges. Fogarty EDvance empowers school leaders to realise this.

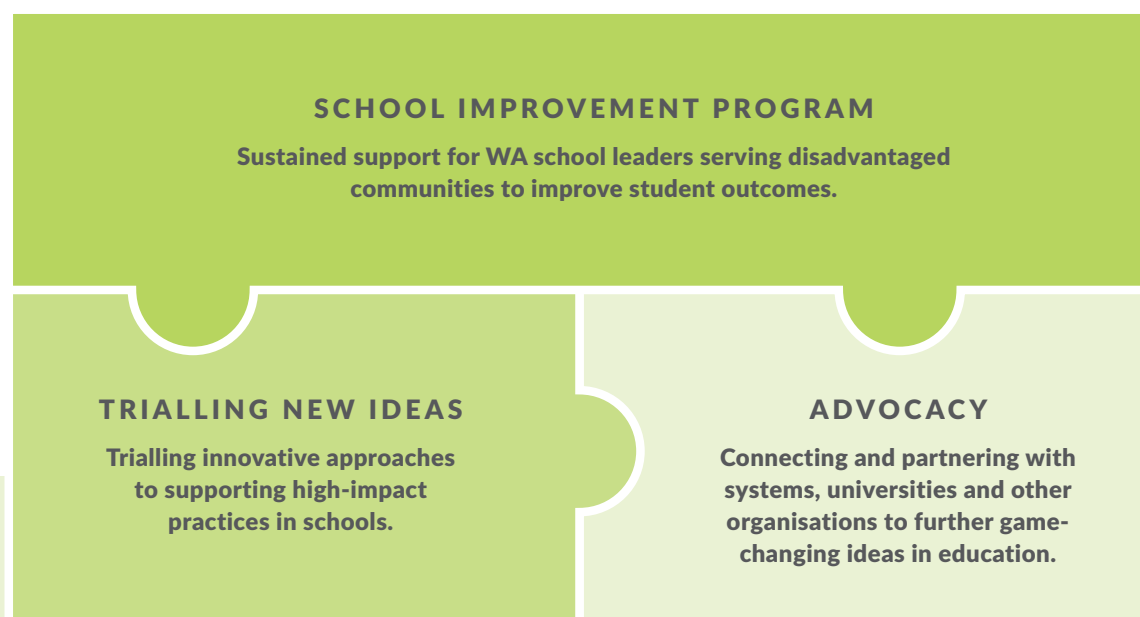
The Fogarty EDvance School Improvement Program is school (and school leader) driven, context specific and adaptable. The key focus is on supporting school leaders to identify effective practices that can work for them and translate that practice into their schools and classrooms.

School Improvement Program

Through our work with schools in the School Improvement Program, EDvance is able to trial new ideas while advocating for key game-changing ideas.

The Fogarty EDvance 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.

This work is central to our efforts to transform educational equity in Western Australia.



Trialling New Ideas

We learn from best-practice research and what works in our EDvance schools, as well as high-performing schools across the country. This enables us to identify gaps in the provision of support to schools and trial innovative ideas that might otherwise not come to life.

In 2018 and 2019 EDvance has focused efforts upon trialling high impact instruction for secondary schools and professional learning models that incorporate a heavy emphasis on coaching and feedback for classroom teachers adopting new practices. In trialling these approaches we are enriching the evidence base and supporting the scaling of effective practices in WA.

Advocacy

Fogarty EDvance plays an important role in an education system where schools are increasingly more autonomous. Schools are afforded more flexibility to innovate, however they can find themselves without a clear pathway in escalating key opportunities requiring coordinated action beyond the school level.

EDvance can highlight issues and opportunities requiring further investment from other players in the system. In 2018, EDvance focused on the challenge of principal transitions, student transiency, the literacy skills of our year 7 students entering high school and the opportunity to see double the number of students from disadvantaged backgrounds entering university by 2022. In 2019, we will continue to focus on these issues.



Meet the Fogarty EDvance schools

Working across Perth metro
and regional WA

6 COHORTS

83 SCHOOLS

- ▷ 57 primary schools
- ▷ 23 secondary schools
- ▷ 3 combined K-10/12 schools

330 SCHOOL LEADERS

37,000+ STUDENTS

Cohort Guide

-  **Cohort 1:** 2012 - 2015
-  **Cohort 2:** 2014 - 2016
-  **Cohort 3:** 2016 - 2018
-  **Cohort 4:** 2017 - 2019
-  **Cohort 5:** 2018 - 2020
-  **Cohort 6:** 2019 - 2021

For a full list of EDvance Schools -
past and current go to:
fogartyedvance.org.au/meet-our-schools/





WHY EDVANCE?

Supporting opportunities for all
West Australians to access high quality
education, regardless of their postcode.

WHY

Every child deserves a quality education regardless of their postcode.

We see a future where every child in Western Australia can reach their potential.



Students from households with less educated parents are

4 years

 behind

students with highly educated parents.¹



1 in 2

Aboriginal and Torres Strait Islander adults didn't finish school. This gap has remained the same for the last decade.²



The share of young people not earning or learning is:

50%

 IN THE MOST DISADVANTAGED AREAS

compared with →

13%

 OF YOUNG PEOPLE FROM MORE AFFLUENT BACKGROUNDS.³

Schools that are highly effective produce results that almost entirely overcome the effects of student backgrounds.

Marzano, 2003



School leaders have a complex role:

The challenge and need to improve educational outcomes is real

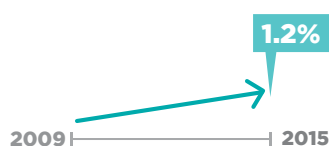
For school leaders, the day-to-day running of school can be all consuming, making it difficult to think and act strategically.

From students on the roof to some children coming to school without food, things don't always go as planned. It can be hard to find the time to think strategically, and even harder to set change in motion.

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



If the number of early school leavers in Australia was reduced by 25%, the savings would be nearly \$5 billion or \$335,000 per student over a lifetime.¹



The Public Education Foundation found that the growing educational inequality over the six years from 2009 – 2015 is equivalent to 1.2% of GDP.²

1.Counting the costs of lost Opportunity in Australian Education, The Smith Family, 2017.

2. What Price is the Gap? Education and Inequality in Australia, Public Education Foundation, 2018.

HOW DOES THE PROGRAM WORK?

Fogarty EDvance's School Improvement Program focuses on building the capacity of school leadership teams to make informed evidence-based decisions to influence and improve classroom teaching practices.

HOW

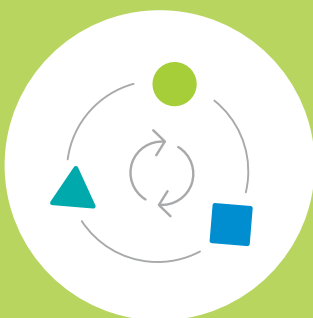
We can close the educational gap for students in disadvantaged communities by supporting school leaders to work with their staff to build effective classroom practice.



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 are successful in improving student outcomes. 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 AND 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.

The Fogarty EDvance School Improvement Program is a 3-year leadership development program for schools in disadvantaged communities to improve educational outcomes for students.

1. WE GIVE SCHOOLS SUPPORT



Best practice research & tools



Professional mentors



Peer support



Rich school-data sets



Expert engagement*

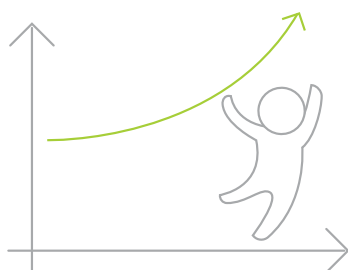
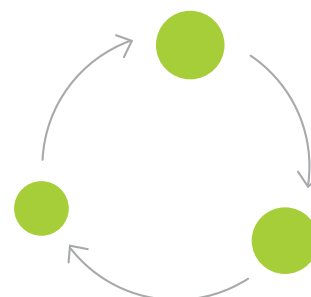
2. HELP LEADERS TURN THEORY INTO ACTION

Building Culture & Leadership

Through changes in personal leadership, school teams develop skills and strategies to influence school culture and performance.

Enhanced Strategic Planning

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



3. MAKE A REAL DIFFERENCE

Schools make measurable improvements to student outcomes.

*Optional in Year 2 of the program.

A SCHOOL'S JOURNEY THROUGH THE SCHOOL IMPROVEMENT PROGRAM



The program provides:



Experienced mentors that work directly with principals and leadership team members. Mentors are highly regarded past principals and work with school leaders for a full 3 years.



A cohort of peers to support learning through the program and share best practice with like-minded schools.



A tool box of ideas, resources and processes of effective school leadership from best practice research and tools.



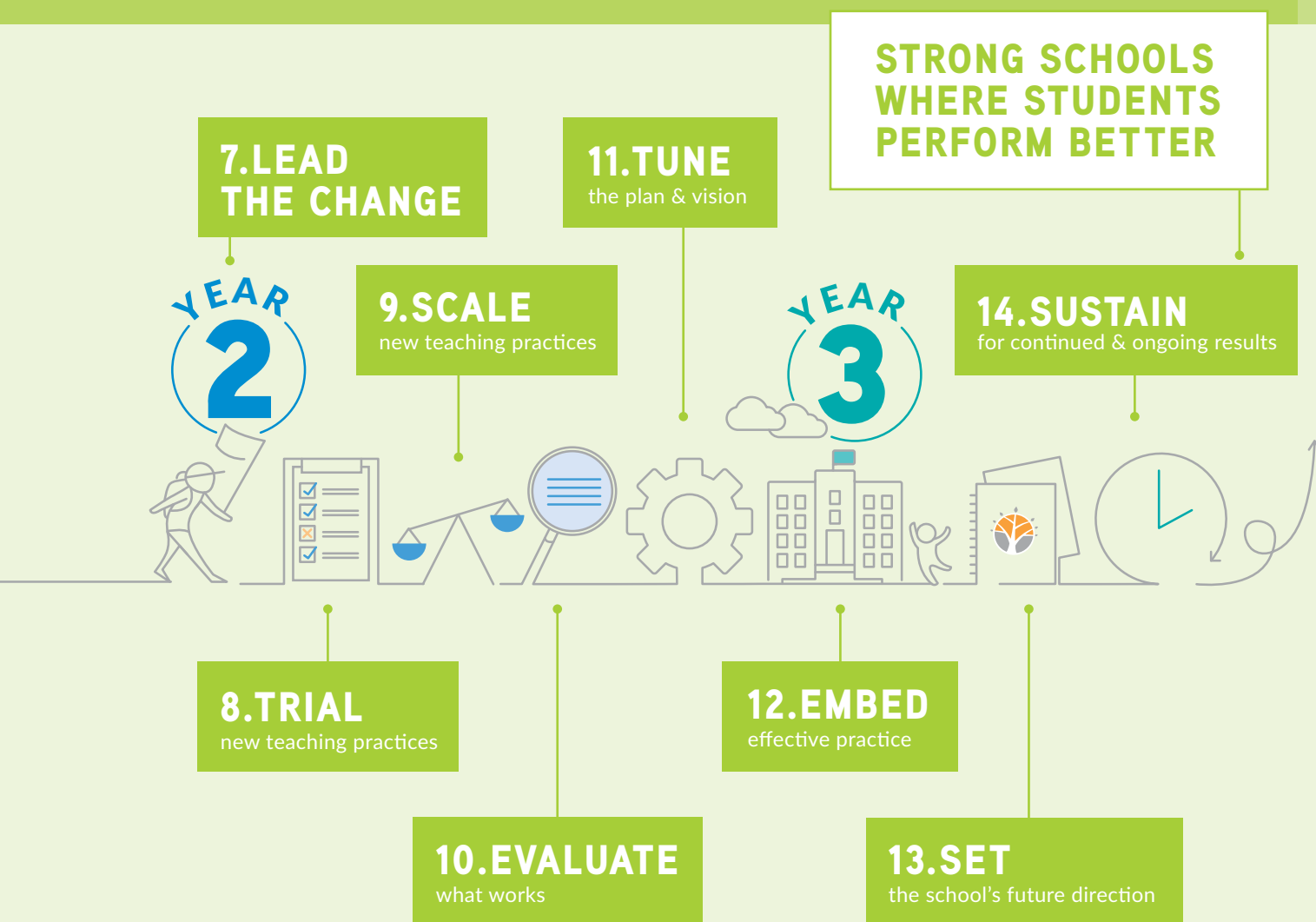
Experts in learning models and curriculum content who are often difficult to access, can be utilised in structured engagements as part of the Program.



Excellent data sources for rich, school-level information on school culture, teaching practice and personal leadership.



FED Network allows schools to become part of a community in WA committed to school improvement and improved student outcomes.

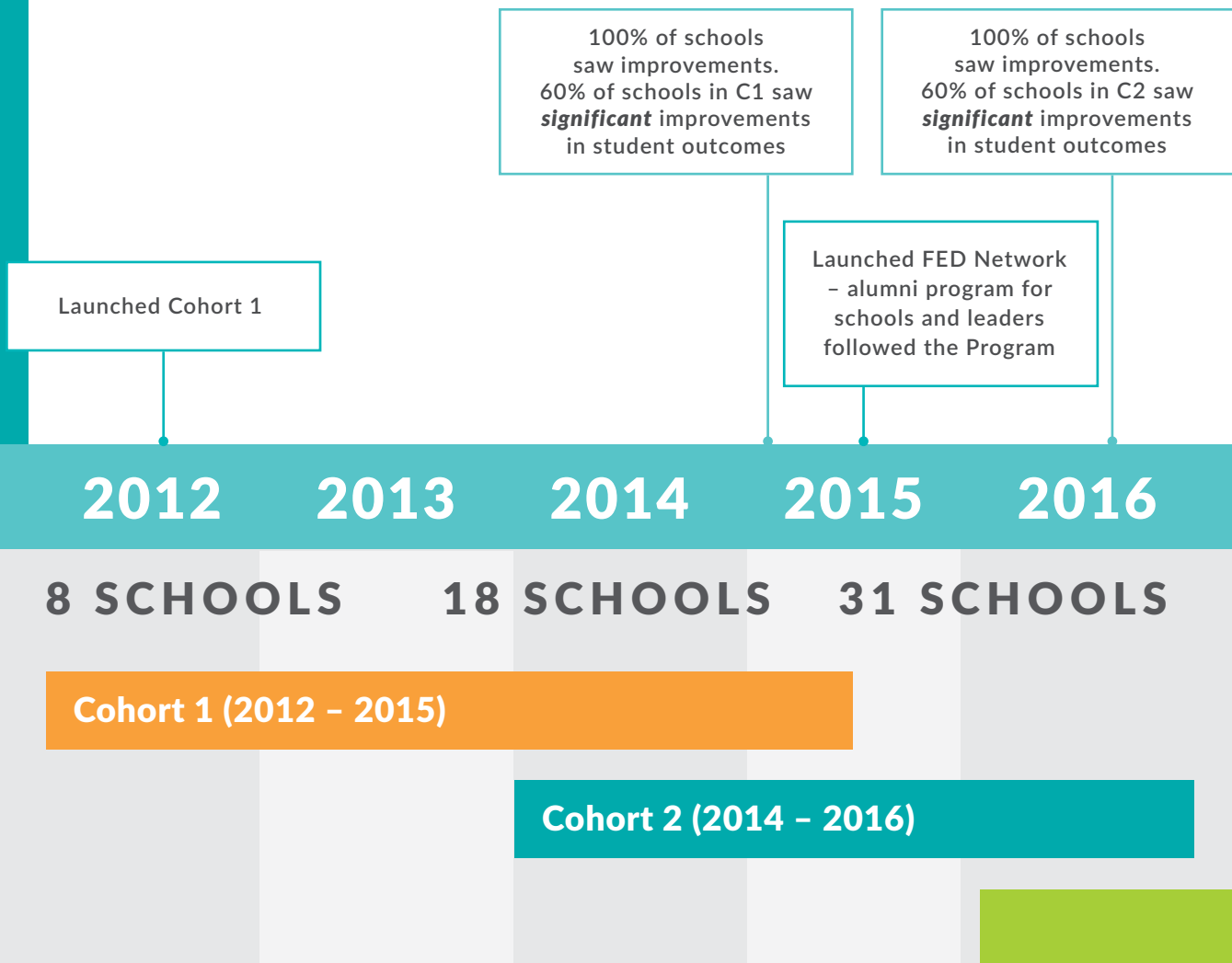


WHERE ARE WE UP TO?

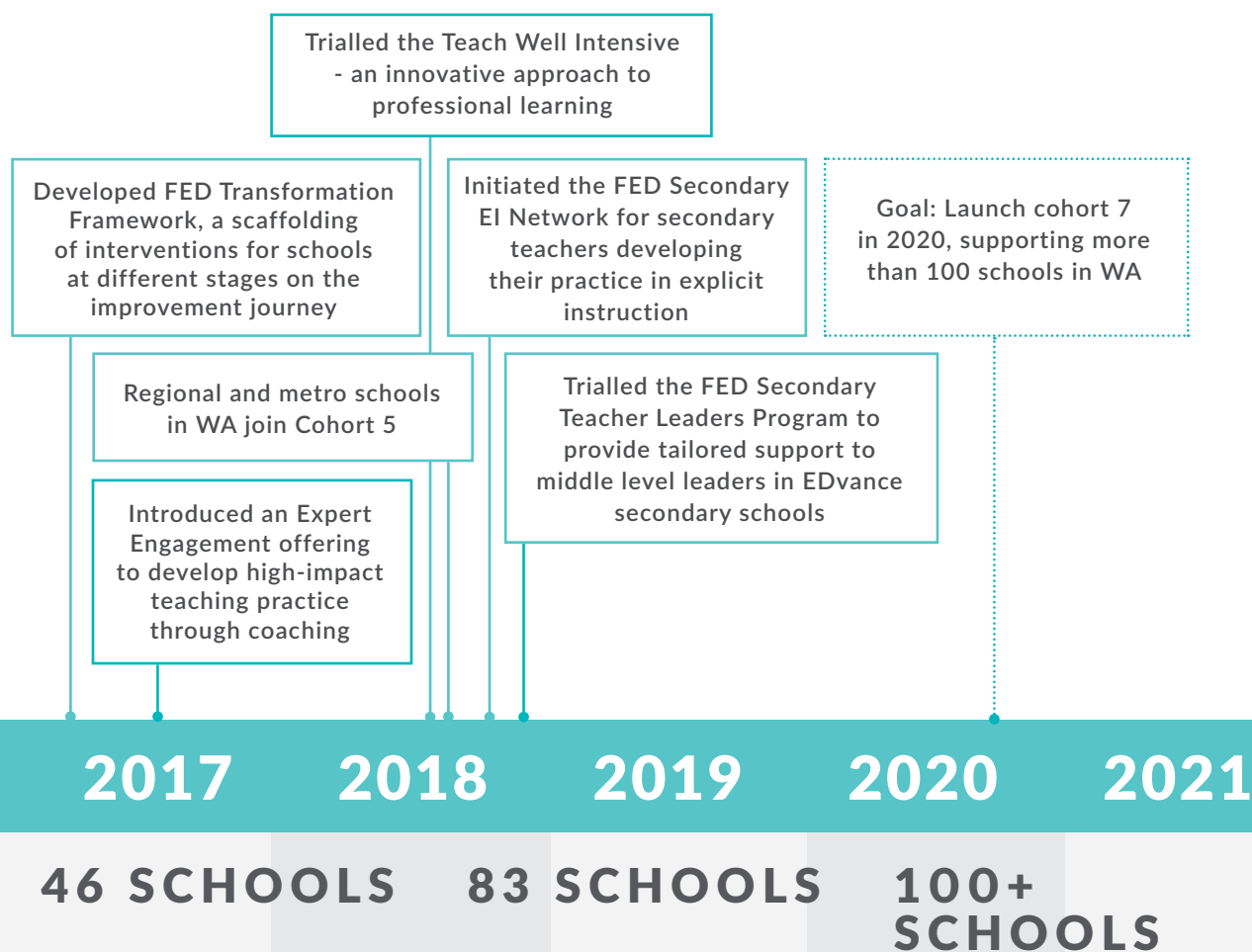
Fogarty EDvance has been working with schools since 2012. Now with Cohort 6, we are working with schools across metro and regional WA.

WHERE

FOGARTY EDVANCE 2012 – 2019 AND BEYOND



OUR BOLD GOAL:



Cohort 3 (2016 – 2018)

Cohort 4 (2017 – 2019)

Cohort 5 (2018 – 2020)

Cohort 6 (2019 – 2021)

to improve educational outcomes for at least 25% of students in disadvantaged areas of WA

OUR IMPACT

COHORT 3 STORIES

Every school in Cohort 3 has seen improvements in the academic and social outcomes of their students.

Here's a snapshot of what they have achieved in less than 3 years...

IMPACT



3 years



13 schools



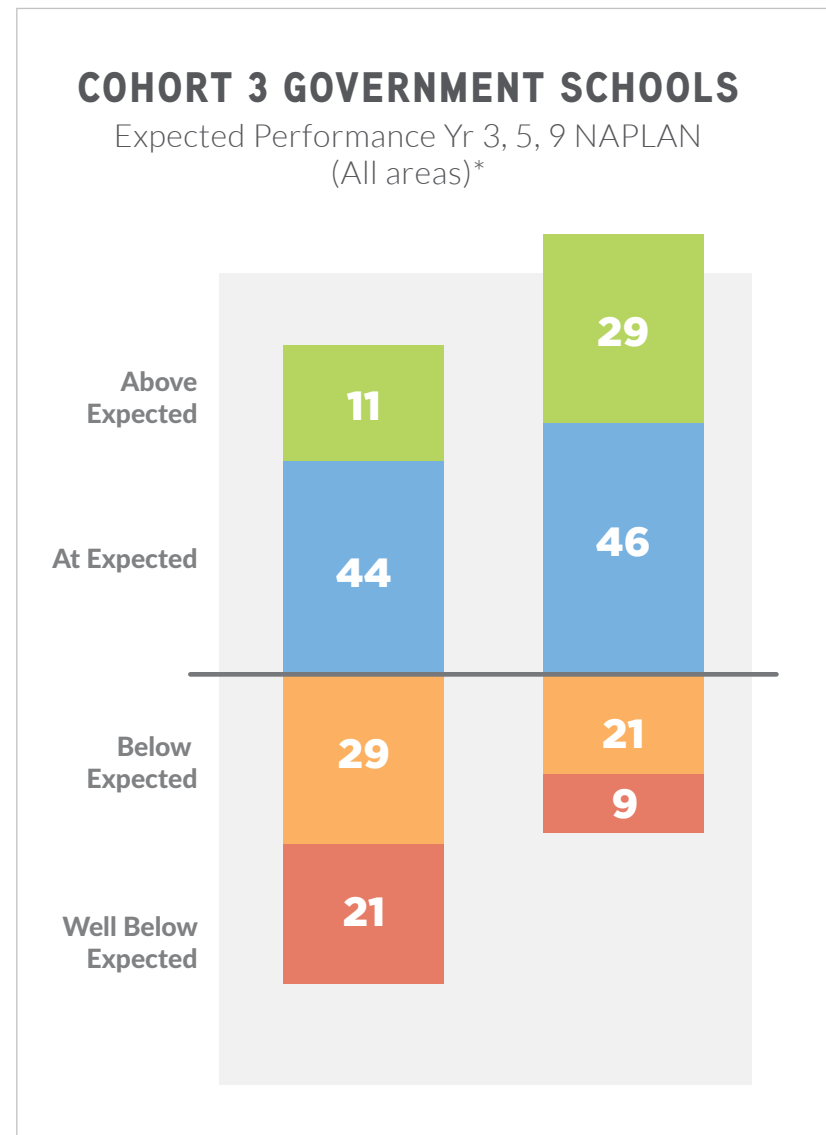
4,600+
students

Data after 2
years shows
significant
improvements
in student
outcomes

(full 3 year results
available mid 2019)

Impact snapshot for Cohort 3

NAPLAN areas at or above expected performance **increased from over 50% to over 70%**, in less than 3 years



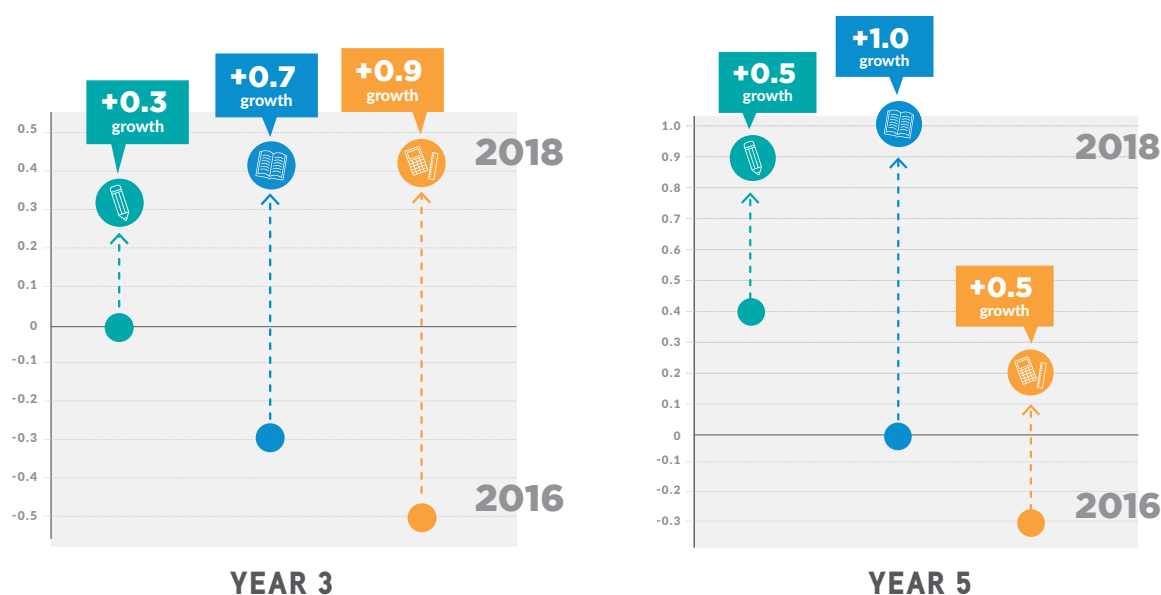
On average schools have moved from below expected performance to above expected performance.

Schools have seen real improvements collectively from **11 green** to **29 green**; from **21 red** down to **9 red**.

*Year 7 data not included for the secondary schools as this is considered "baseline/on-entry student performance" Source: Department of Education

AVERAGE AGAINST EXPECTED PERFORMANCE

Standard deviations, Cohort 3 Primary Schools



The primary schools are now, on average, above expected performance in all areas of Year 3 and 5 NAPLAN, sometimes by as much as ~1 standard deviation above expected performance. At the start of the program, this cohort was at, or below, expected performance in all areas of NAPLAN except one.



COHORT 3 SCHOOLS: ORGANISATIONAL HEALTH INDEX

OHI data has hit the top quartile and continues to trend up



During the School Improvement Program, schools work with McKinsey & Co to assess how their school's organizational health (or culture) is tracking. In the first year of the program, schools in Cohort 3 were in the second quartile of the organisational health index, benchmarked against 900 other organisations across industries. In the third year of the program, schools had reached the top quartile. The top quartile is where high-

performing organizations rank across various industries. The OHI diagnostic tool is one of the most valued tools in the School Improvement Program, and shines a light on the areas in a school that leaders should focus their attention on.

Over 3 years, the Cohort 3 schools moved into the top quartile in terms of organisational health.



COHORT 3 2016 - 2018



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BALGA PRIMARY SCHOOL

An instructional framework that counts

PRIOR TO JOINING FOGARTY EDVANCE

In 2016, Balga Primary's NAPLAN data showed that Year 3 and Year 5 students were performing below their peers in reading. In particular, Year 5 students were well below their peers from disadvantaged communities.

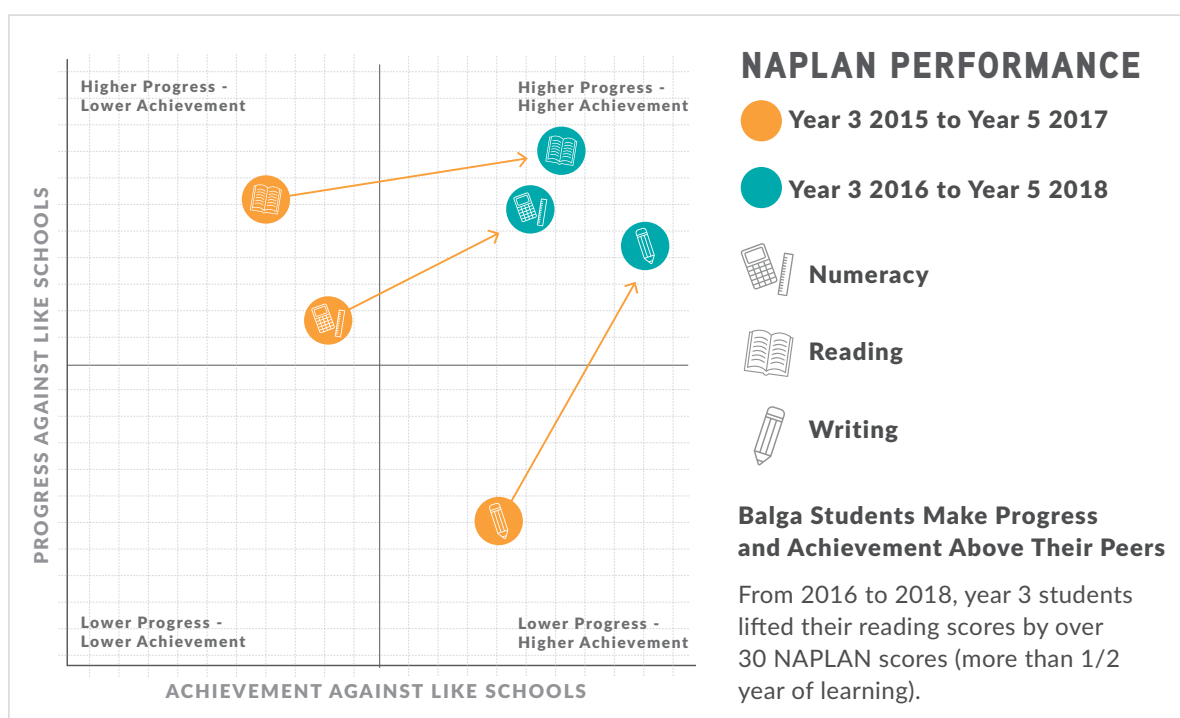
Balga set an aspiration to implement an explicit instruction framework to establish consistency in teaching practice across the school and build teachers' pedagogical knowledge.

THE CHALLENGE

Staff identified the need to make decisions informed by data and focus on teaching strategies supported by evidence. The ultimate challenge was to improve academic achievement for their students in reading and numeracy through a whole-school approach to teaching.

HOW THEY DID IT

Balga Primary started at the top by restructuring the leadership team and creating greater role clarity. Leadership employed two Leaders of Pedagogy to support the implementation of an explicit instruction framework. Teachers actively participated in targeted professional development that included instructional rounds, modeled lessons and the introduction of an instructional coaching program.



RESULTS

- ✓ Balga's results stemmed from improved role clarity combined with a clear vision by leadership that improvement was needed and strategic clarity about how they can become a high performing primary school.
- ✓ A key takeaway for Balga was the need to combine professional learning of an instructional framework with school-based professional learning to develop teachers' pedagogical content knowledge in specific subject areas, such as reading.

BENTLEY PRIMARY SCHOOL

Capitalising on Culture

PRIOR TO JOINING FOGARTY EDVANCE

Prior to 2016, Bentley Primary had experienced significant disruption through a number of changes in school leadership. In 2016, the Organisational Health Index (OHI) data for Bentley indicated poor organizational health across the school, particularly in the metrics of shared vision and strategic clarity.

THE CHALLENGE

Bentley hoped to achieve a shared moral purpose with students at the center. The leadership team was united in its focus to ensure that all staff owned the school's moral purpose.

HOW THEY DID IT

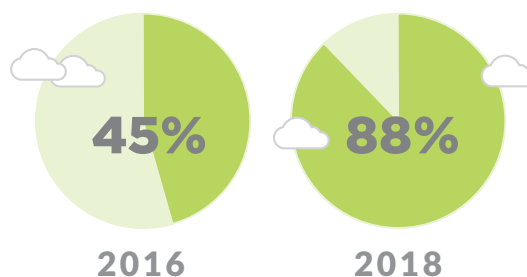
Bentley invested in professional learning on workplace culture and refocused staff on vision and values. The leadership team developed collaborative team structures and regularly shared the strategic direction of the school with all staff.

In 2018, the OHI data indicated a significant improvement in workplace culture. The shared vision of the school and strategic clarity have seen Bentley progress from the bottom quartile of the OHI to the top quartile, in as little as two years.

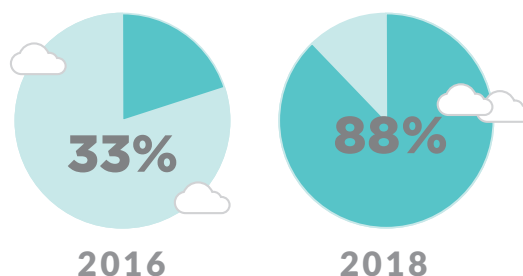


ORGANISATIONAL HEALTH INDEX

shared vision



strategic clarity



RESULTS

- ✓ Bentley's whole staff collaborative focus has seen the staff collectively establish a shared vision and shared values. Everyone is on the same page and moving in the same direction. Bentley credits its increased organizational health to the importance of continually revisiting the same key messages with staff.

BENTLEY PRIMARY SCHOOL

Closing the Gap

PRIOR TO JOINING FOGARTY EDVANCE

In 2016, Bentley identified low student performance across reading and numeracy and a lack of whole-school approaches in curriculum and pedagogy. In 2016, through the Tell Them From Me survey, teachers at Bentley reported low levels of teacher collaboration around student learning and assessment (5.8 out of 10).

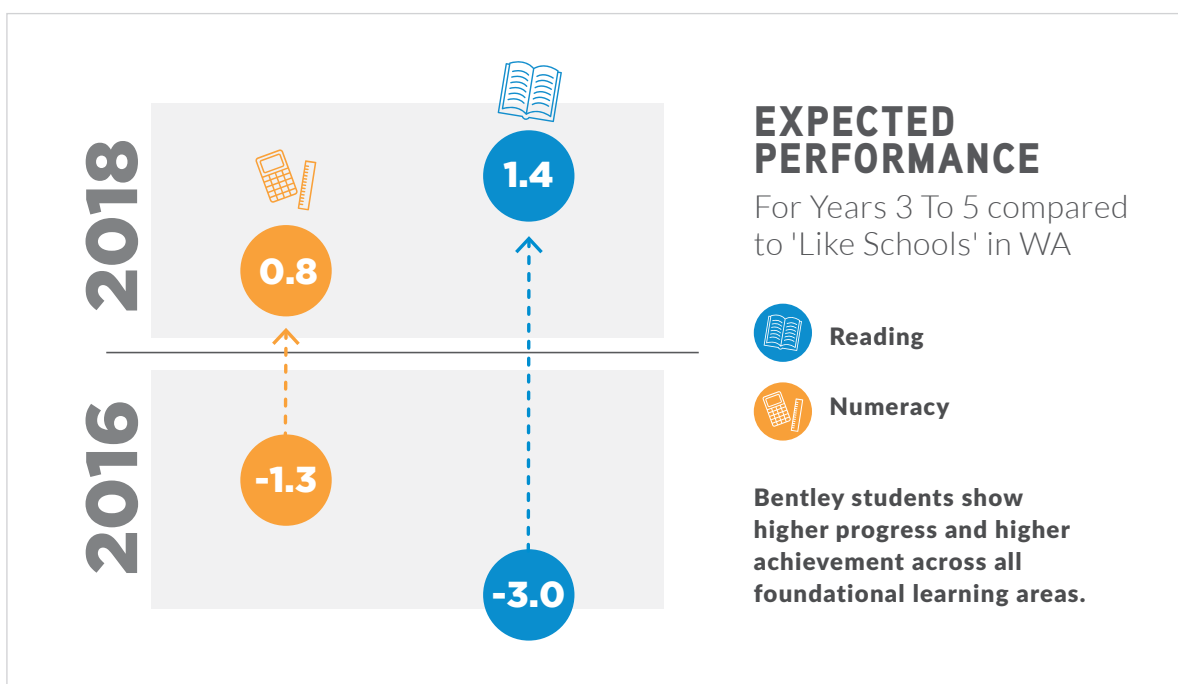
THE CHALLENGE

Bentley set out to improve student outcomes across the board and ensure teachers in the school used student data to set appropriate and reliable targets.

HOW THEY DID IT

Bentley introduced a whole-school approach in key curriculum areas and a whole-school data schedule in order for teachers to quantify students' progress, as well as accurately measure their achievement. As part of this approach, structures were put in place for teachers to have regular data discussions.

In 2018, teachers scored collaboration amongst the teaching staff at 7.5 out of 10, a significant improvement from 2016.



RESULTS

- ✓ Bentley Primary sees its recent successes in student improvement as a powerful motivator in continuing on the path of school improvement. A focus on improving processes and structures to allow teachers to effectively use and understand data is critical to ensuring a whole-school approach to student learning.
- ✓ Excitingly, Bentley has seen some very recent improvements in Brightpath Assessments, where 80% of students demonstrated growth of more than 50 points on the narrative scale.

BUNGAREE PRIMARY SCHOOL

Improving Spelling Outcomes at Bungaree

PRIOR TO JOINING FOGARTY EDVANCE

In 2016, Bungaree Years 3 and 5 students tracked well below their peers in spelling. There was little to no valid and reliable data to track students' progress in spelling and a clear lack of consistency across the school in the way spelling was taught.

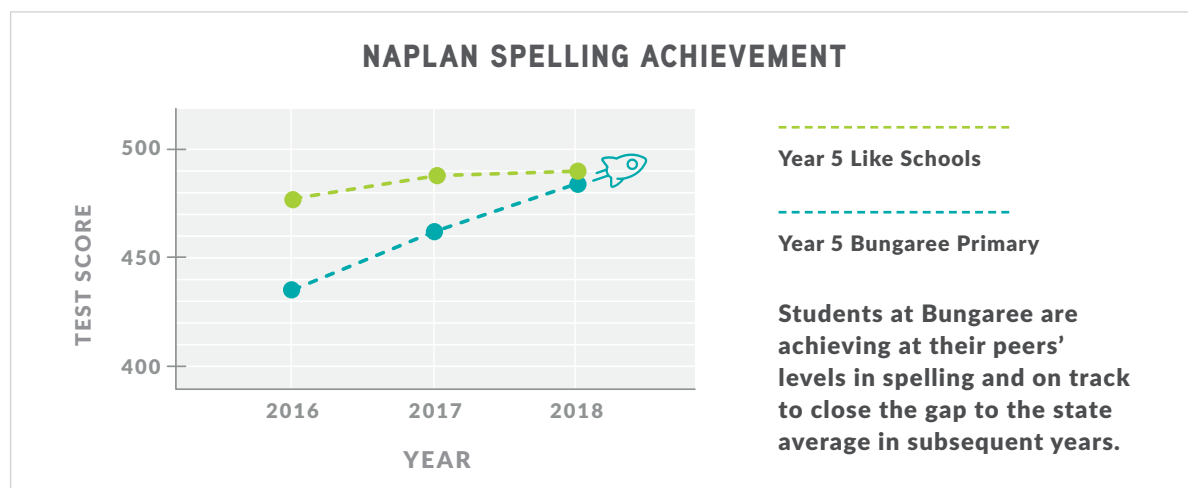
Bungaree Primary strived to improve students' academic achievement in spelling to be closer to the state average.

HOW THEY DID IT

Bungaree implemented a whole-school consistent, targeted approach to teaching spelling. In 2017, Bungaree implemented Let's Decode in K-2 and a Spelling Mastery pilot program. Teachers reported an increased knowledge and understanding of how to teach spelling, which has impacted on classroom teaching practice.

A clear and precise collection cycle was established across the school to ensure successful implementation and commitment to the program.

Students' application of the spelling rules has led to an increase in student writing abilities.



By drawing on an evidence-based approach and supporting teachers to change their practice using an observation and feedback model, engaging with an expert saw the school improve reading progress and achievement. Even more than that, the teachers reported an improvement in their capacity and confidence.

Recent progress in reading indicates that less students at Bungaree are in the bottom three bands of NAPLAN when compared to like schools in Year 3, with 22% below minimum benchmark compared to 24% for like schools in 2018. Year 5 have less students working in the bottom three bands with 6% in 2017 compared to like schools at 14%.

RESULTS

- ✓ In 2018, Bungaree have seen a marked improvement in other key learning areas, such as reading. Years 3 and 5 NAPLAN data showed low progress and low achievement in reading. At a school level, there was an inconsistent approach to the teaching of reading. The school set out to implement a framework to teach reading that was aligned to an explicit instructional model.
- ✓ The school invested in professional learning on explicit instruction and accessed an expert coach through the Fogarty EDvance Expert Engagement model.

DIANELLA PRIMARY COLLEGE

Embedding Whole-school Practice

PRIOR TO JOINING FOGARTY EDVANCE

In 2016, it was evident to the leadership team that there was lack of consistency across the school in teaching and learning. In addition, data was seldom collected and analysed by teachers.

THE CHALLENGE

Dianella Primary set out to establish consistent teaching practices across the school and develop a shared ownership amongst staff of data. In addition, Dianella sought to provide real opportunities for parents to develop their skills to support their child's learning.

HOW THEY DID IT

The leadership team modelled an increased focus on effective teaching of numeracy across the school, and focused on building a greater whole-school understanding of what effective teaching practice looked like at Dianella Primary.

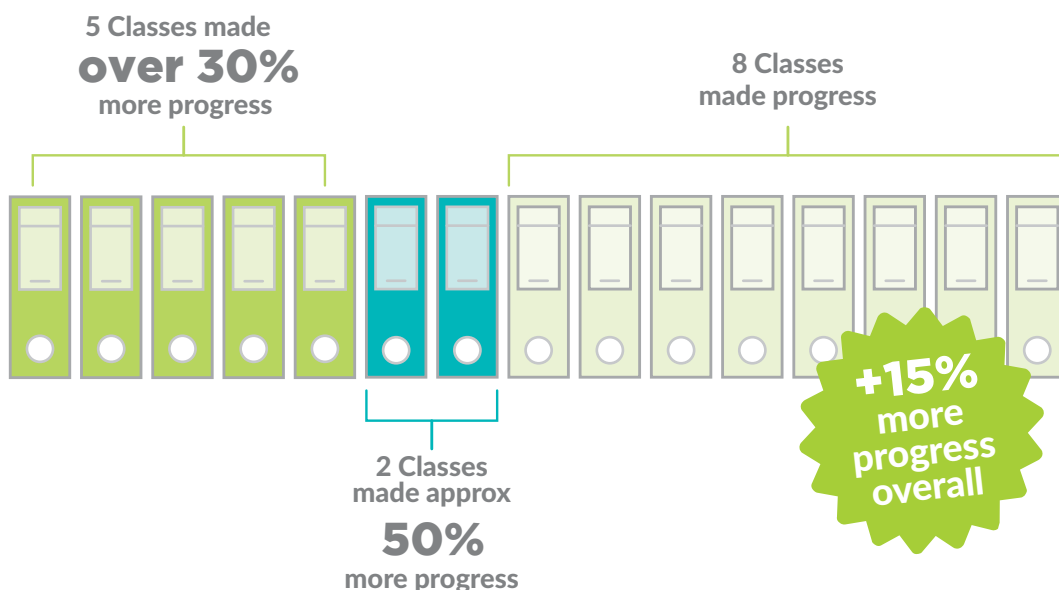
Staff developed structured, regular collaborative times, with staff leading meetings, setting agenda items and providing minutes. The implementation of whole-school data collection processes, with a focus on student progress as well as student achievement, led to deeper discussions amongst staff and informed robust planning.

The school conducted parent workshops, known as the Maths Master Parent Workshops in Westwood Basic Facts, to support students' development of automatic recall in basic facts. Resources were provided to every family to practice the games at home. Pre-testing and post-testing using the Westwood basic facts revealed significant improvements.

PROGRESS IN BASIC FACTS

All 15 classes that participated, saw improvements.

On average, the school made at least 15% more progress following the introduction of the Maths Master Parent Workshop in Westwood Basic Facts.



FORRESTFIELD PRIMARY SCHOOL

Clarity, Consistency, Collaboration & Community

PRIOR TO JOINING FOGARTY EDVANCE

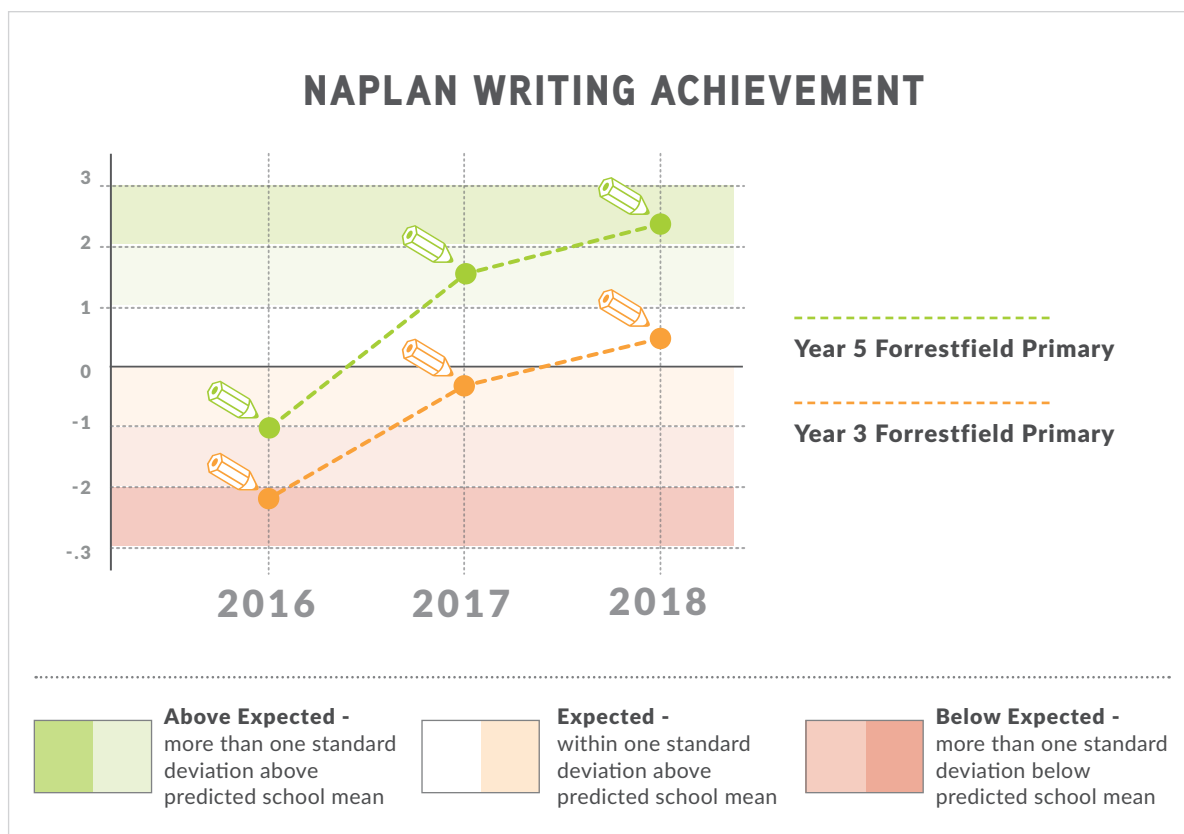
Forrestfield Primary School identified a steady decline in student's writing performance. The need for a whole-school consistent approach to writing was required. The school looked to achieve a shared understanding between teachers and develop an explicit framework for effective teaching and learning.

THE CHALLENGE

The leadership team remained conscious of a significant percentage of students making moderate to high progress in writing, however, many students were not progressing at all. The challenge was to ensure a consistent, yet differentiated approach to writing was developed and consistently embedded by staff.

HOW THEY DID IT

Forrestfield developed a whole-school approach to writing by implementing a scope and sequence to ensure all genres were explicitly taught. Staff made a commitment to engage students in writing every day, with ongoing classroom support provided to staff. Leadership invested in targeted teacher development and professional learning of how to teach writing.



WHAT'S NEXT

- ✓ Forrestfield Primary's ongoing focus on leadership, teacher efficacy, collaboration and ongoing support in the early years had built a sound basis for future improvements and success. The next focus for the leadership team is to embed whole-school approaches in the numeracy and reading and to agree on evidence-based teaching strategies, for implementation by teachers.

MIDDLE SWAN PRIMARY SCHOOL

Three Years

PRIOR TO JOINING FOGARTY EDVANCE

While Middle Swan Primary had traditionally thrived on success compared to its peer schools, in more recent times, they were falling behind. In 2016, Middle Swan Primary identified:

- low numbers of students in the above normal range in basic maths operations;¹ and
- high numbers of students in the critical range in basic maths operations.

THE CHALLENGE

The challenge for Middle Swan Primary was to improve student outcomes across the board (with a particular focus on numeracy and writing) and ensure teachers were enabled to work collaboratively across the school.

HOW THEY DID IT

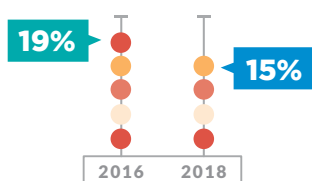
The leaders focused on collaborative planning amongst staff, empowering them to set targets and plan effectively. As part of their improvement strategy, the leadership team identified the need to invest in a more explicit framework grounded in evidence-based research.

Staff received professional learning coupled with best-practice school visits to see the instructional practices in action. Leadership invested in staff by employing a Deputy Principal to coach explicit instruction 2 days a week for one semester. The coach had a critical role of providing feedback to teachers on all components of explicit teaching for their improvement in the classroom practice.

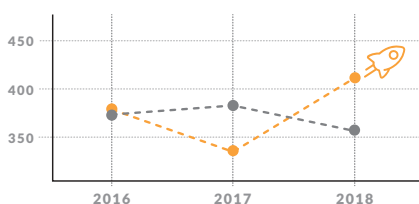


There has been a significant increase over time in the number of students above the 'normal range' in all basic maths operations. The year 6 cohort have shown significant improvement in all areas, from an average of 22.25% across basic maths facts in Term 3, 2016 to an average of 34.25% in Term 3, 2018.*

**this is an average of students above the normal range in basic maths operations.*



There has been a decrease since 2016 in the number of students from Years 3 – 6 assessed as being in the 'critical' range for all basic maths operations. Across Years 3 – 6, the average percentage of students identified in the critical range has fallen from 19.06% in 2016 to 14.68% in 2018.



AVERAGE WRITING SCORE

Year 3 students achieved substantially above their peers in writing

Year 3 Middle Swan Primary

Year 3 Like Schools

WHAT'S NEXT

- ✓ Middle Swan Primary will use these latest student improvement results to set new targets for 2019. School improvement at Middle Swan Primary is seen as a continuous path of change, focused on data, target setting and evidence based practices, such as explicit teaching.

¹ Basic maths operations being addition, subtraction, division and multiplication.

ROSEWORTH PRIMARY SCHOOL

Roseworth's Journey

PRIOR TO JOINING FOGARTY EDVANCE

In 2016, Roseworth Primary students were achieving below or just equal to like schools in literacy and numeracy and also wanted to improve behaviour. There were student disengagement and behavioural concerns across the school.

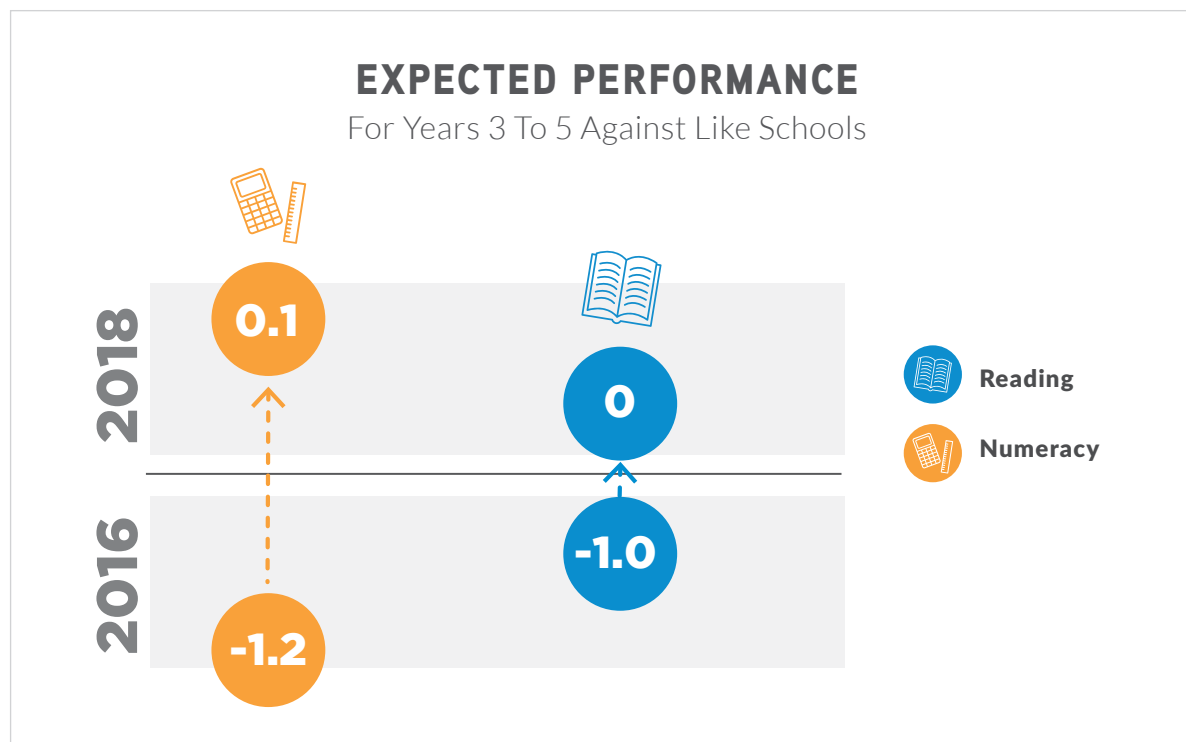
THE CHALLENGE

Roseworth was determined to improve progress and achievement across the keys areas of literacy and numeracy.

HOW THEY DID IT

Through the Fogarty EDvance Expert Engagement component, Roseworth Primary introduced a whole-school Maths Program with student workbooks and focused on Basic Facts to improve fluency. The leadership team identified the need to improve classroom practice through observations and disciplined dialogue between staff to unpack data as a measure of success.

Student behaviour was addressed by refining processes, using documented plans to impact on improving the quality of teaching, rather than enforcing compliance. By addressing the school's behavioural concerns, Roseworth was able to reduce the total days of students suspended by 49 in 2016 to 22.5 in 2018 – more than a 50% reduction in the total days of suspension.



WHAT THEY LEARNT

- ✓ Roseworth Primary understands the importance of all staff having ownership of school improvement and being informed by class-based data. The requirement to have a clear strategic vision for the school before any interventions can successfully take place is critical.

ST JOHN PAUL II CATHOLIC PRIMARY SCHOOL

Move to Improve

PRIOR TO JOINING FOGARTY EDVANCE

In 2016, St John Paul II set out to move from trending below Catholic Education of WA (CEWA) schools to above CEWA schools in NAPLAN. The leadership team also had an aspiration for improving behavior in the classroom to reduce disruptions to the classroom learning environment.

THE CHALLENGE

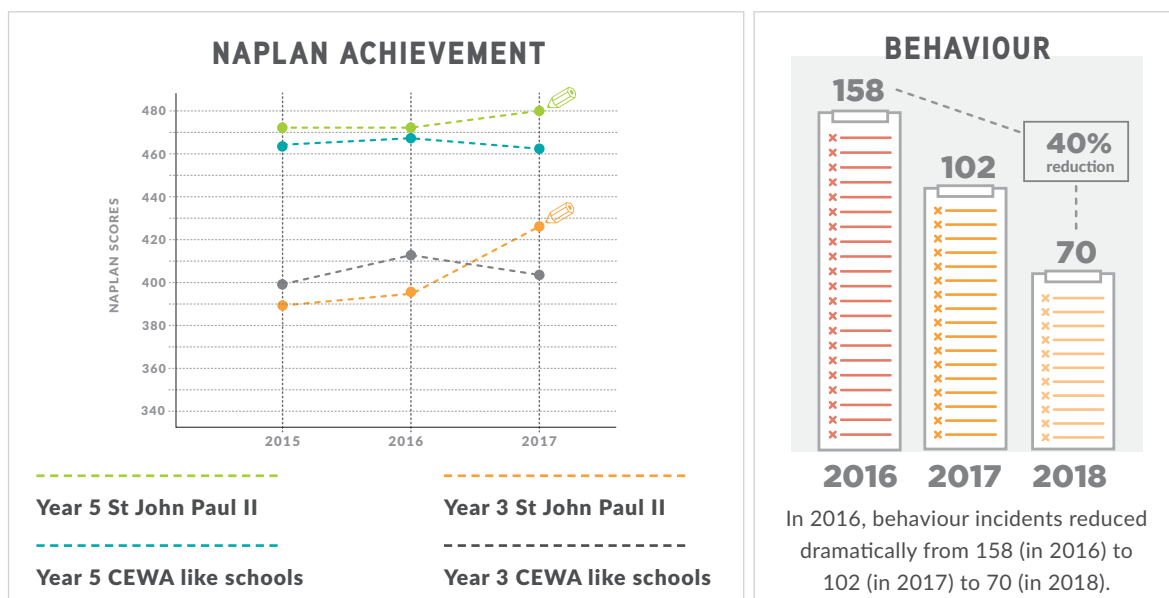
Leadership looked to build staff capacity by using consistent and effective teaching practices through the use of an explicit instruction model. In addition, staff aimed to create a positive learning environment by having high expectations for student behavior across the school.

HOW THEY DID IT

The school introduced a range of evidence-based programs to enhance student learning through all year levels of the school. Letters & Sounds, Talk 4 Writing and Basic Maths Facts with relevant experts through the Fogarty EDvance Expert Engagement component of the program were adopted. In addition, the school introduced a coaching model to support teachers to develop and sustain new teaching practices.

In spelling, Year 3s are above CEWA like schools, and the gap between St John Paul II and CEWA like schools has closed for Year 5s.

In writing, the gap between St John Paul II and CEWA like schools has closed for Year 5s (in comparison to where the cohort was in Year 3).



WHAT'S NEXT

- ✓ The school has set up the foundations for success across the school. The leadership team is now turning its attention to early intervention in reading for students in the early years and embedding explicit instruction across the whole-school.

I have been most impressed with the Fogarty EDvance program. It has provided the school leadership team with current research, the opportunity to listen to other experts and clarity of direction. It has been a transformative experience.

Chris Lamb – Principal,
St John Paul II Catholic Primary School (C3)

THORNLIE PRIMARY SCHOOL

Improving classroom approaches and student outcomes

PRIOR TO JOINING FOGARTY EDVANCE

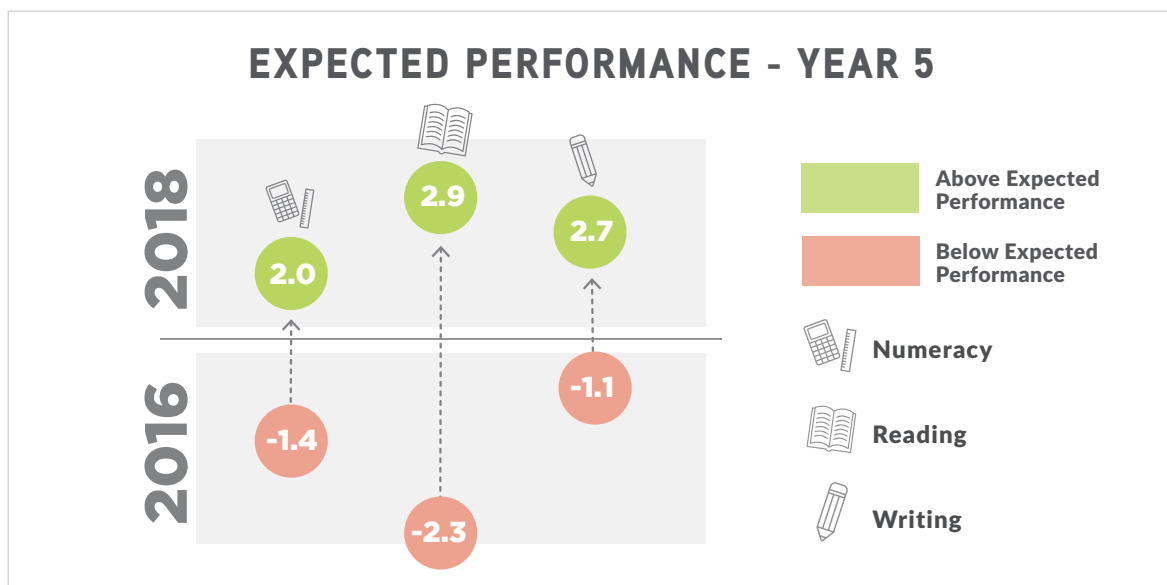
Since 2014, Thornlie Primary's NAPLAN and On Entry results had been below the expected level of achievement across the majority of key curriculum areas.

THE CHALLENGE

The main goal for Thornlie Primary was to improve students' NAPLAN results to that of 'like schools'.

HOW THEY DID IT

The school leadership team went about establishing best practice and whole-school approaches to teaching and learning. The team used whole-school data to drive planning and teaching, such as determining literacy and numeracy blocks during instruction time. By establishing a clear plan for sustained whole-school improvement, Thornlie invested time and energy into explicit teaching models, synthetic phonics and oral language in the early years. The student's progress in key areas has been nothing short of sensational.



RESULTS

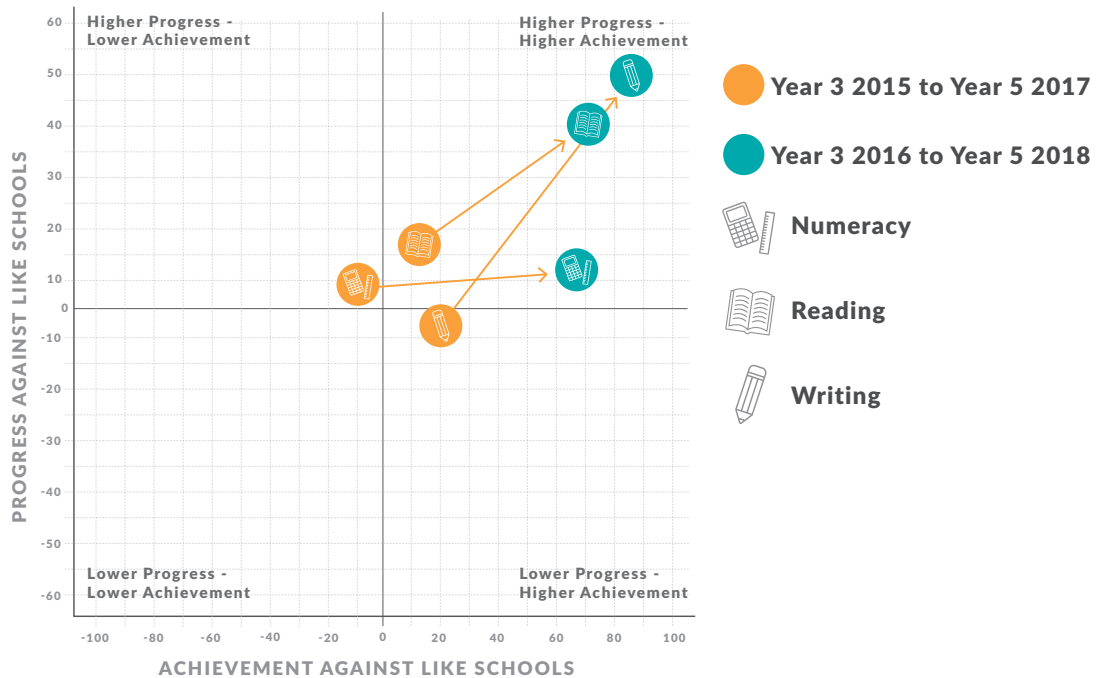
- ✓ Thornlie's student progress and achievement between Years 3 and 5 demonstrate both higher achievement and higher progress in all assessed areas when compared with like schools.
- ✓ Thornlie's key takeaways from their successes are to remain determined and focused. It cannot be understated that in order to lead staff with a clear direction, its important not to get distracted and remain on track with the programs, structures and strategies that work.



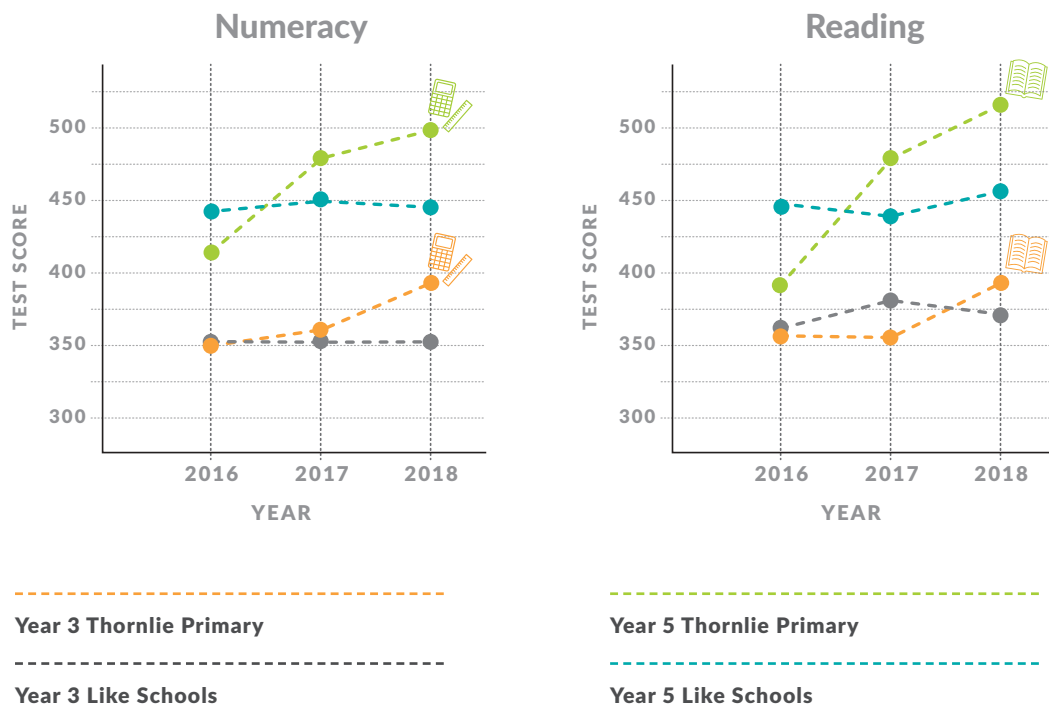
Voted Most Improved School by Cohort 3 peers

Thornlie Primary students outperform their peers in literacy and numeracy.

NAPLAN PERFORMANCE



NAPLAN ACHIEVEMENT



WARRIAPENDI PRIMARY SCHOOL

Reading Off the Scale



PRIOR TO JOINING FOGARTY EDVANCE

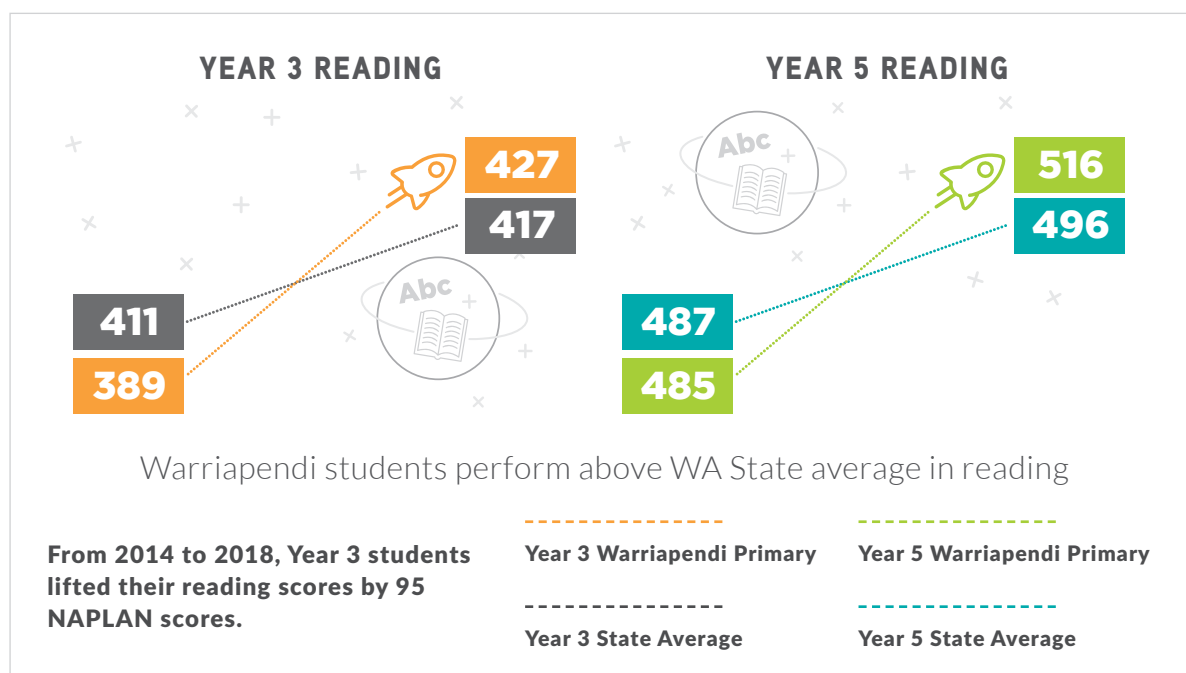
Warriapendi Primary's NAPLAN data in 2016 identified reading as a key area in need of improvement. Students in Years 3 and 5 were achieving below their peers in reading. The leadership team had developed some strong practices and secured the right pre-conditions for school improvement prior to joining the program in 2016.

THE CHALLENGE

Warriapendi Primary strategically focused on embedding more explicit teaching in K-2 and developing phonemic awareness in their students. The school identified the need to combine any professional learning with classroom observations and coaching to embed and sustain improved teaching practices.

HOW THEY DID IT

Warriapendi Primary developed an English scope and sequence to ensure continuity across the school from K-2. The school implemented Let's Decode to explicitly teach phonemic awareness and engaged Dr Lorraine Hammond as part of the Fogarty EDvance Expert Engagement component to deliver professional learning, classroom observations and ongoing modeling and coaching.



RESULTS

- ✓ Warriapendi, in outperforming the WA State average, attributes its success to the importance of investing time to ensure all staff are on board with a whole-school approach to explicit teaching and provide the necessary supports to teachers to build confidence and capacity across the school.



Warriapendi was recognised at the WA Education Awards 2018 as a finalist in the WA Primary School of the Year category.

WARRIAPENDI PRIMARY SCHOOL

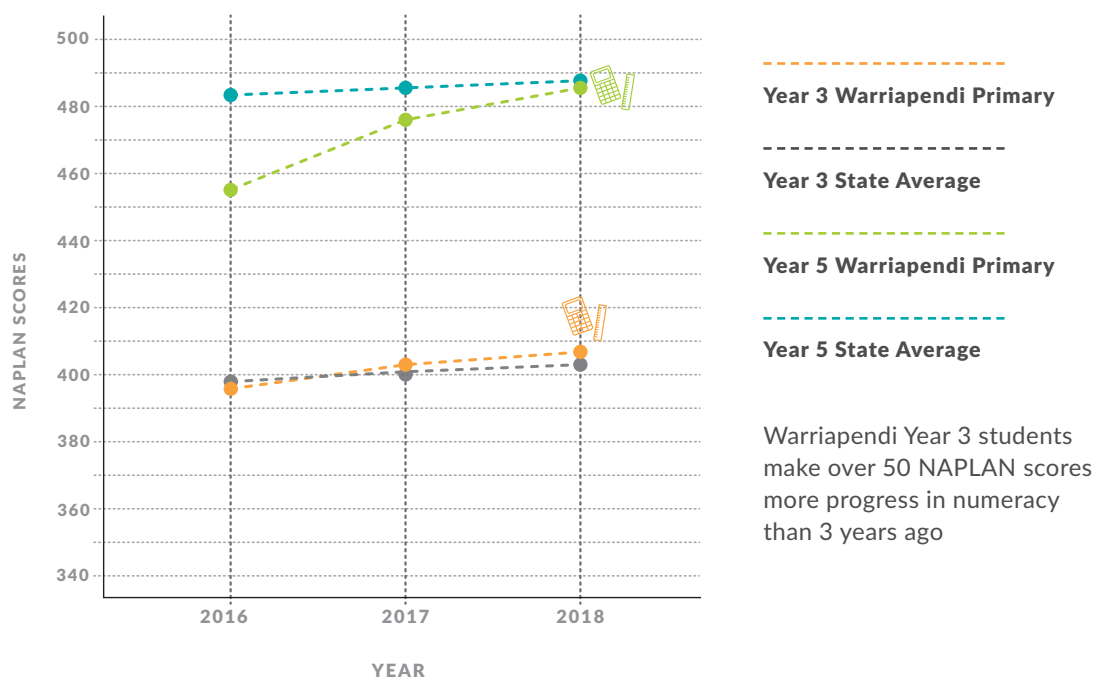
How Reading Led to Further Success in Numeracy

In adopting a whole-school approach to explicit teaching, Warriapendi saw significant improvements in students' numeracy scores.

HOW THEY DID IT

Warriapendi Primary teachers adopted more explicit teaching strategies, such as delivering daily reviews to teach the basic skills and vocabulary required for mathematics. This similar pedagogical approach across key subject areas (literacy and numeracy) gave students the consistency they needed to succeed. The school implemented the Envision Mathematics Program to ensure consistent language and development of skills as students' progress from one year to the next. Warriapendi allocated its finances strategically to ensure all students had a textbook to work from and established a rigorous timetable to allow for smaller group interventions by Education Assistants.

NAPLAN NUMERACY PERFORMANCE



RESULTS

- ✓ Warriapendi has become a lighthouse school, with its students achieving exponential gains in all foundational areas. The leadership team talk of the importance in investing time and effort into developing students' reading skills since this ability greatly impacts on students' achievement in all other learning areas.

DIANELLA SECONDARY COLLEGE

A School of Choice

PRIOR TO JOINING FOGARTY EDVANCE

Dianella's case for change was twofold. First, there were declining enrolments and a somewhat negative perception attached to the Mirrabooka area, in which the school is located. Secondly, the leadership team aimed to improve the quality of teaching and learning at the school by identifying a set of shared norms for all staff.

THE CHALLENGE

With a focus on quality learning programs and opportunities for all students in middle to upper secondary years, Dianella set out to increase its enrolments over the next 5 years. Through improved teaching and learning practices, the challenge was to improve the medium ATAR from low 70s to high 70s and increase the number of students gaining a Band 8 and above in Year 9 NAPLAN.

HOW THEY DID IT

Dianella developed a University Pathway Scholarship in partnership with Edith Cowan University, which included ongoing mentoring from ECU alumni and enrolment in a STEM extension program.

The school developed a set of shared norms of effective teaching and learning and provided more targeted support for students sitting OLNA.



WHAT'S NEXT

- ✓ As a result of Dianella's marked improvements in NAPLAN and enrolments, the next goal is to be comparable to WA schools. Dianella Secondary is well on the way, with spelling in 2017 and 2018 tracking above WA State Average .
- ✓ As Wayne Austin, Principal, puts it: "School improvement, whether that is academic results or student/staff/parent satisfaction, is a continuous cycle. Every year we are evaluating and dissecting the ways in which we can further improve our school across all facets."

SOUTHERN RIVER COLLEGE

Inspire

PRIOR TO JOINING FOGARTY EDVANCE

In 2016, Southern River identified that over 50% of Year 7 students were below the national minimum benchmark in literacy and numeracy. In addition, attendance data was showing that many students were not engaged or attending school.

THE CHALLENGE

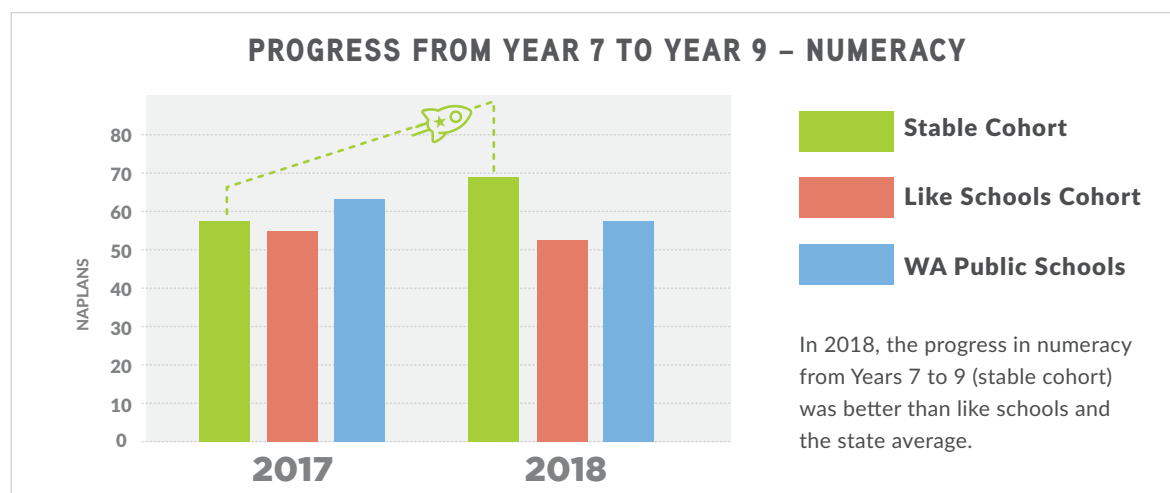
The challenge for Southern River was threefold:

1. improve literacy and numeracy for Years 7 to 9 students;
2. increase the regular attendance of students; and
3. increase the number of students undertaking ATAR and academic pathways.

HOW THEY DID IT

Southern River improved the literacy and numeracy rates for its Years 7 to 9 students by adopting an explicit teaching model and establishing a Learning Centre to provide extra support for some students.

In 2018, the progress from Year 7 to Year 9 in numeracy saw students make nearly 30% more progress than in 2017. This was higher than the progress made by their peers at like schools, the state average and even the national average. In reading, students made 25% more progress, which was higher than their peers at like schools, the state average and the national average.



Southern River's focus on ATAR and academic pathways also saw the school's median score rise from 62% in 2016 to 79% in 2018.

ATTENDANCE

- ✓ Southern River's focus and attention on Aboriginal students has seen attendance levels increase. In 2016, attendance levels for Aboriginal students was at 65%. In 2018, it had risen to 76% (higher than the state average of 66% in 2018).

"I'm really pleased that we're part of the journey. I see this school going from strength to strength as a result of being part of the Fogarty Edvance Program."

Everal Eaton - Principal, Southern River College (C3)

YULE BROOK COLLEGE

Aligning with the Big Picture – One Student at a Time

PRIOR TO JOINING FOGARTY EDVANCE

In 2006, Yule Brook commenced working with the Big Picture design, with the aim of engaging more students in Years 7 to 10. Big Picture design is focused on a belief that personalised, passion-based learning is the key to modernising education and preparing young people for successful futures. One of the key features of the Big Picture model is that students, in advisory groups with up to 16 others for four years, all have a personal learning plan which is based on their specific interests.

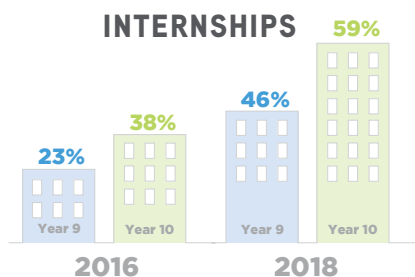
In 2016, Yule Brook recognised that all elements of the Big Picture design needed to be embedded in each students' learning to ensure success for every student.

THE CHALLENGE

The leadership team at Yule Brook hoped to achieve not only improved attendance and engagement by students, but initiatives that saw every student completing work in their personal interest area, an internship (for years 9 and 10 students) and an exhibition each school term.

HOW THEY DID IT

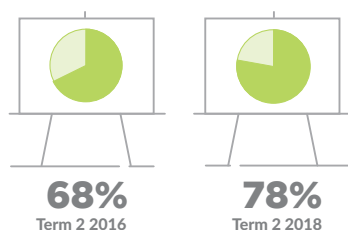
Yule Brook developed a Year 7 to 10 Advisory curriculum plan, which included all aspects of the Big Picture design. Every student was required to have a Learning Plan, written at the start of each semester. The school established a 'Makerspace' for students to complete individual hands-on project work. Leadership invested in professional learning and coaching for teachers to effectively understand the Big Picture design.



An increase in the number of students completing internships

The percentage of year 10 students on internship has increased from 38% in 2016 to 59% in 2018. The percentage of year 9 students on internship has increased from 23% in 2016 to 46% in 2018.

% OF STUDENTS COMPLETING EXHIBITIONS



Yule Brook increases the number of students completing exhibitions in the school.



Regular Attendance (above 90%)

ATTENDANCE

Overall attendance has improved from 79% to 81% (from 2015 to 2018).

Regular attendance (above 90%) has improved from 40% to 47% for all students.

RESULTS

- ✓ Yule Brook also focused on improving the academic achievement of its students in literacy. The leadership team implemented the Sounds-Write program, working with Dyslexia SPELD Foundation and provided coaching and feedback to staff to embed and sustain the program. Following a trial with a small number of students, early results indicate a significant improvement in the reading age of the students in as little as 5 months. Given the early success, Yule Brook will take steps to expand the program in 2019.

WHERE TO FROM HERE FOR COHORT 3?

When schools and leaders leave the formal School Improvement Program they join the alumni, the FED Network. This is a network of committed and keen leaders of WA schools with the objective of accessing continued support for their school improvement agendas.



MENTORING

Continuously rated the most valuable element of the School Improvement Program, the pool of experienced mentors are accessible to all FED schools and leaders.



EXPERT ENGAGEMENT

Now an optional element for schools in Year 2 of the School Improvement Program, schools in the Network can also access the content and instructional experts under the Expert Engagement model. Expert engagements support schools to implement change quickly to impact classroom practice. Current focus areas include literacy, numeracy, oral language and high impact instruction models.



EDVANCE'S TRANSFORMATION FRAMEWORK

Fogarty EDvance's Transformation Framework is a synthesis of major research and case studies from high performing schools in WA and Australia wide. The Framework details the interventions school leaders have successfully pursued at different stages along the improvement journey that have transformed student outcomes. All schools and leaders in the FED Network can work with the Transformation Framework and contextualise the tool to their own school context.



CURRENT RESEARCH AND TOOLS

EDvance offers opportunities for school leaders in the Network to stay up-to-date with new research and tools developed and used with subsequent cohorts.



SCHOOL VISITS

As part of the FED Network, schools can send staff along to high-performing schools and classrooms to observe best practice teaching.



FED SECONDARY EI NETWORK

Secondary schools in the FED Network that engage in explicit instruction can be part of the FED Secondary EI Network that aims to build a community of practice in explicit instruction for secondary teachers in WA.

EARLY IMPACT RESULTS FOR COHORT 4

Here's a snapshot of what a few schools
in Cohort 4 have already achieved...



12

1

5

3

4

PERTH

10

2

6

8

14

11

13

9

7



COHORT 4 2017 - 2019

#	School	#	School
1.	Bullsbrook College	8.	Lynwood Senior High School
2.	Cannington Community College	9.	Orelia Primary School
3.	Chidlow Primary School	10.	St Joseph's School
4.	Clayton View Primary School	11.	Thornlie Senior High School
5	Ellen Stirling Primary School	12.	Two Rocks Primary School
6.	Gibbs St Primary School	13.	Wirrabirra Primary School
7.	Koorana Primary School	14.	Yale Primary School

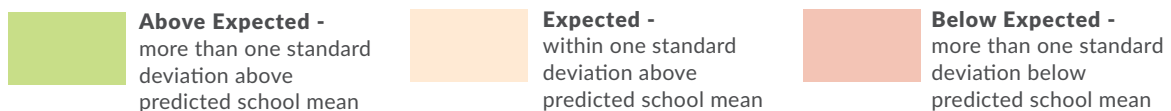
A snapshot of the results of a few Cohort 4 schools so far...

ORELIA PRIMARY SCHOOL

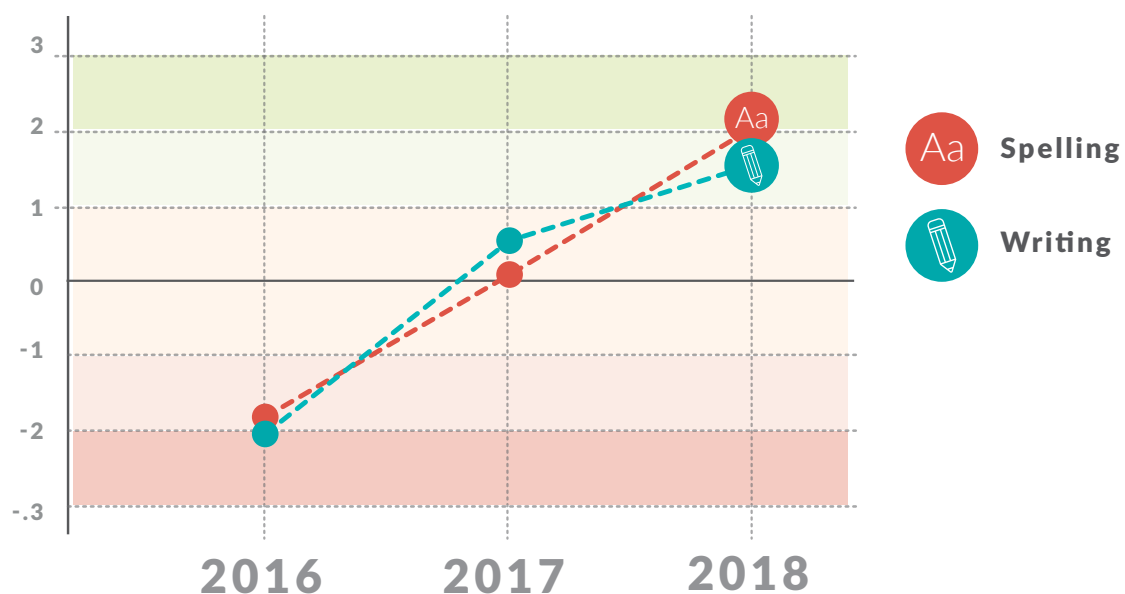
NAPLAN data at Orelia showed that students were below like schools in all curriculum areas. Orelia set out to develop and implement a whole-school assessment program, a consistent pedagogical framework and a shared vision amongst staff.

Orelia students went from below like schools, to at or above like schools in every NAPLAN area in as little as two years.

	YEAR 5		
	2016	2017	2018
Numeracy	-1.4	-0.4	-0.7
Reading	-1.1	0.2	-0.5
Writing	-2.0	0.6	1.6
Spelling	-1.7	0.2	2.0



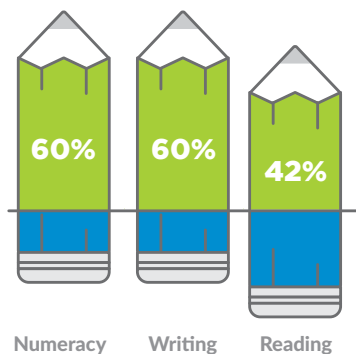
NAPLAN EXPECTED PERFORMANCE



EARLY IMPACT RESULTS FOR COHORT 4

TWO ROCKS PRIMARY SCHOOL

Two Rocks Primary's main goal was to consistently perform above the national average in all NAPLAN areas. In 2018, Year 3 students performed above the national average in writing and numeracy, and just below in reading.



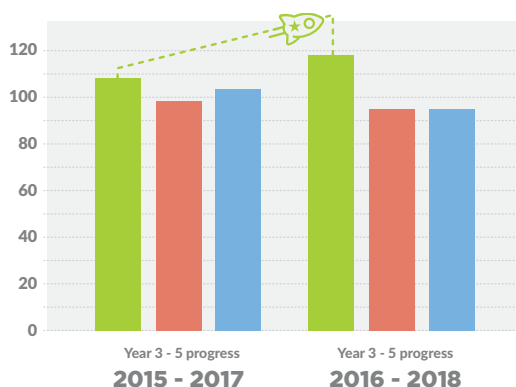
60% of Year 3 students performed above the Australian average in numeracy, up from 51% in 2016.

60% of Year 3 students performed above the Australian average in writing, up from 43% in 2016.

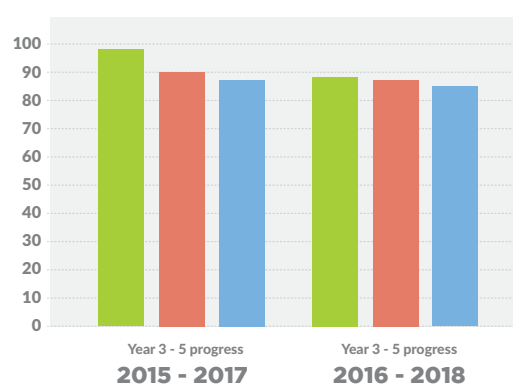
42% of Year 3 students performed above the Australian average in reading.

More progress than the state average

PROGRESS FROM YEAR 3 TO YEAR 5 – NUMERACY



PROGRESS FROM YEAR 3 TO YEAR 5 – READING



Stable Cohort Like Schools Cohort WA Public Schools Cohort

LYNWOOD SENIOR HIGH SCHOOL

Lynwood SHS commenced its school improvement journey by focusing on the pre-conditions of school improvement before joining the Fogarty EDvance School Improvement Program. As part of the journey, a whole-school approach to literacy was implemented, as the school demographic consisted of 43% of students with a language background other than English.

In 2017, the school joined the Fogarty EDvance Program and was able to build on the original work and develop a solid planning framework. As the school embarked upon this work, school outcomes such as student attendance and academic results were indicating that Lynwood had already made a significant difference to students.

The WA Education Awards Secondary School of the Year in 2018 validated the long-term nature of the work that had been undertaken, the new initiatives supported by Fogarty EDvance, and ultimately, saw a good school, become even better.



Winner of WA Secondary School of the Year in the Education Awards 2018

TRIALLING NEW IDEAS

As part of our learnings in the Fogarty EDvance School Improvement Program, we trial innovative approaches to supporting high-impact practices in schools.

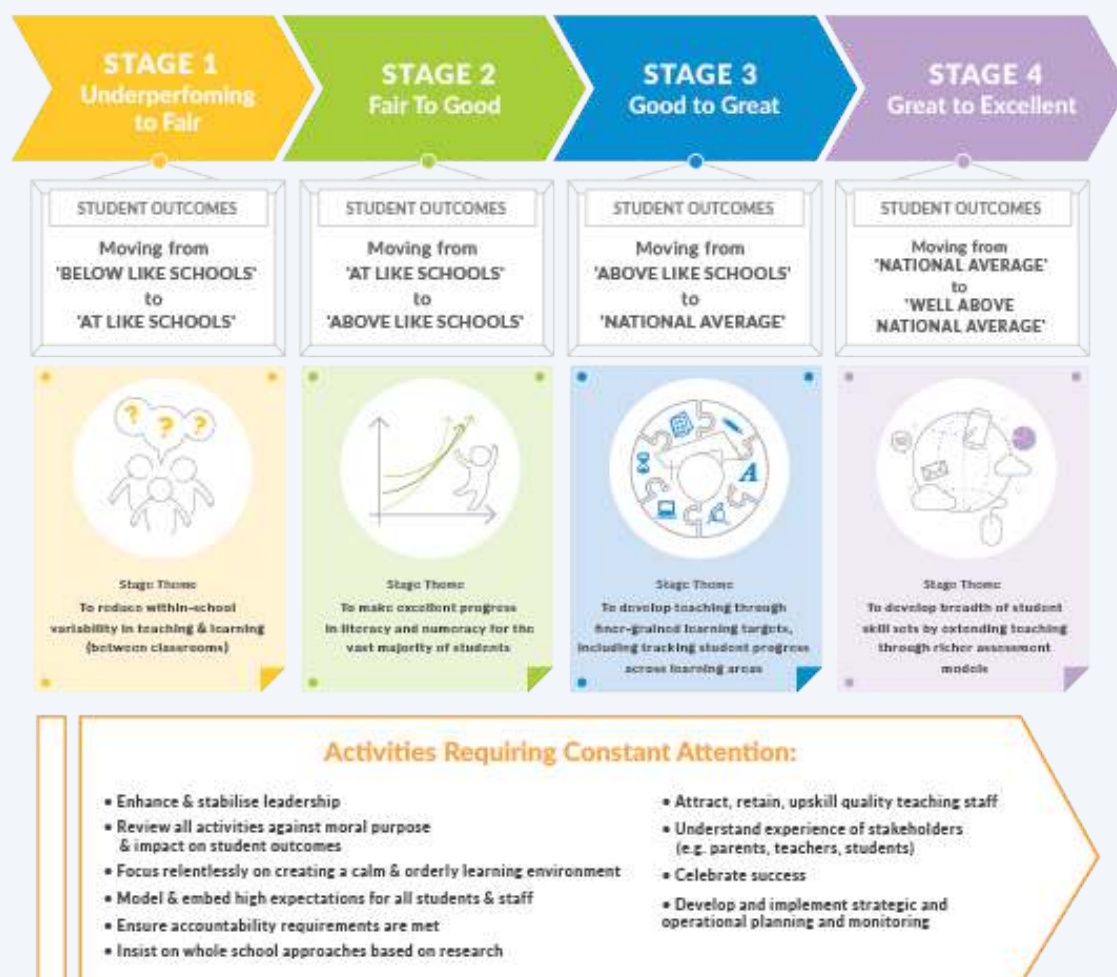
TRIALLING NEW IDEAS

Overview of Fogarty EDvance School Transformation Framework

The Fogarty EDvance School Transformation Framework highlights the key themes of school improvement work required, based on the level of student outcomes achieved by the school. Figure 1 illustrates a high-level view of the School Transformation Framework, and is representative of a deeper body of work which further details each of the 4 stages and key interventions across a model of holistic school leadership with practical implementation notes.

By clustering interventions to specific stages of the school improvement journey, school leaders can use this as a scaffold to channel their efforts towards more effective interventions for whole-school improvement and ultimately, better student outcomes.

Figure 1.



"The Transformation Framework gave an amazing foundation to build our school improvement upon. We incorporated these strategies into the Strategic Directions Document and built our milestones to achieve these. The professional learning has also been invaluable, as has the mentor support...in fact, the whole program has been wonderful!"

- East Maddington Primary School (C5)



Secondary Teacher Leaders Program and the FED Secondary EI Network

In 2018 and 2019, EDvance is trialling the FED Secondary Teacher Leaders Program, a 9-month professional development program for Heads of Learning Areas (HOLA) and Level 3 teachers in EDvance secondary schools. Fogarty EDvance acknowledges the complex role undertaken by secondary HOLAs and Level 3 leaders in school improvement. Secondary schools cannot achieve whole-school improvement unless every learning area drives improvement in teaching and learning. This program is designed to build the leadership capacity of HOLAs and Level 3 leaders to improve

student learning and outcomes. It is being offered to schools in Years 2 and 3 of the EDvance School Improvement Program, or alumni schools in this trial phase.

In 2018, Fogarty EDvance launched the FED Secondary EI Network, bringing together secondary classroom teachers from across the EDvance schools who practice explicit instruction. The aim of the workshop days is to allow for teacher collaboration across the network for secondary teachers in various Learning Areas.

I feel more confident as a leader. I have built credibility through reading research and enjoyed the academic challenge that the program provided. I have worked very hard this year and feel that our planning and direction which was already strong, has gone on to further heights. I am so pleased that I encouraged our leadership team to join this year!

- C5 School Leader



EDvance has allowed our school to refine our strategic direction and given us the tools to do so. The program has also provided us with access to educational experts, mentors, industry leaders and data to help us better understand our schools and how to improve them. Our participation in the program has given our school leadership team the time and opportunity to focus on what is important without distraction and under the guidance of a high quality team.

Kendall Lange, Principal at
Serpentine Primary School (C5)

Catalysing Changes in Teaching Practice

Fogarty EDvance and the Fogarty Foundation are committed to trialling professional learning models that research suggests are highly effective, but are not always easy for schools to access.

There is growing evidence to support the successful application of explicit instruction for teaching new concepts and skills, particularly in disadvantaged communities. Many professionals are keen to develop skills in this area as part of the 'toolkit' for successful teaching and impact on student learning.

Teach Well Intensive: Teaching teachers high impact instruction

In 2018, the Fogarty Foundation initiated the Teach Well Intensive (TWI) to provide teachers with content, support and practice to teach explicitly. The TWI was developed from the evidence of how to most effectively support teachers to adopt new practices. Research confirms that 95% of teachers transfer new skills to their teaching practice after receiving ongoing coaching, feedback and support.¹

TEACH WELL INTENSIVE

WHAT IT IS:

- 2 programs (Early Childhood and Primary)
- 8 days across the 2 programs
- 47 pre-service and experienced teachers
- 3 expert coaches

PROGRAM LEADS:

- Dr Lorraine Hammond
- Brooke Wardana

HOST SCHOOLS:

- Dawson Park Primary School and Balga Primary School
- Over 50 students, many of which attend Dawson Park Primary School and Balga Primary School, attended school during the school holidays to help the teachers

THE TWI AIMS TO PROVIDE TEACHERS WITH:

- a deep understanding of the evidence-based approach to high impact instruction
- modelling of effective practice
- hands-on practice in the delivery of explicit instruction
- several rounds of coaching and feedback
- support from expert leaders in the field
- the opportunity of working directly with students who also benefited from the instructional support



8 DAYS



47 PRE-SERVICE AND EXPERIENCED TEACHERS FROM 11 SCHOOLS



3 EXPERT COACHES



50 PRIMARY STUDENTS

"The one week intensive was fantastic. As a student who has almost finished my degree, I think this has been the best education in terms of teaching instruction I have received or been exposed to. I cannot wait to implement EDI in the classroom and feel confident it will dramatically improve my teaching."

"The modelling of lesson delivery and planning is supportive in building confidence in the use of the explicit teaching model. Actually practising with students and colleagues in a hands on way is a much more 'real' way of improving skills. It is easier to continue something you have already started, rather than just been told about."

"I came away from this experience with valuable skills and knowledge that I can immediately use to improve my practice and the success of my students. I actually worked at learning, rather than being a passive observer. This was a very effective model to use."

TWI teachers

1. Joyce & Showers, Student achievement through staff development, 2002

We gratefully acknowledge the generous financial support of the following organisations and individuals to enable the participation of schools in the Fogarty EDvance program:

FOUNDING AND PROGRAM PARTNERS



Department of
Education



CATHOLIC EDUCATION
OFFICE OF WESTERN AUSTRALIA

COHORT 2

AMK FOUNDATION

FED COLLECTIVE

COHORT 3



COHORT 4 & 5



AMK FOUNDATION

FED COLLECTIVE

I commend The Fogarty EDvance Program as a practical and measurable framework that helps build leadership and understanding holistically across schools. The program resonates with our members as one that truly makes a difference to the work done in schools. It is forthright and real in its approach and delivers on its purpose of improving educational outcomes for students in low socio-economic communities. My thanks to the Fogarty Foundation for its genuine and continued support of our schools through EDvance.

Armando Giglia, President
Western Australian Secondary School Executives Association (WASSEA)

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. The schools involved are to be congratulated on their achievements.

Ian Anderson, President
Western Australian Primary Principals' Association (WAPPA)



WA SECONDARY SCHOOL OF THE YEAR 2018

Lynwood Senior High School

WINNER

A member of Cohort 4 in the EDvance program, Lynwood was named WA Secondary School of the Year for 2018 at the WA Education Awards for 2018. Principal Geri Hardy accepted the award, congratulating her staff, school board and the local community for the exceptional commitment they have all made, and continue to make, to Lynwood's school improvement journey.



WA PRIMARY SCHOOL OF THE YEAR 2018

Warriapendi Primary School

FINALIST

Warriapendi Primary School, who just finished their 3-year program in Cohort 3, were recognised for their extraordinary achievements as finalists in the WA Primary School of the Year category.

Warriapendi, led by principal Natasha Doyle, sets the bar for success for students from disadvantaged communities, performing above the state average in reading and more than a standard deviation above expected performance in 9/10 NAPLAN areas.



2 WINNERS AND 6 NOMINATIONS IN THE WA EDUCATION AWARDS IN 2016



MERIDIAN GLOBAL FOUNDATION AWARD 2016



MACQUARIE SOCIAL INNOVATION AWARD 2014

EDvance is ideal for schools in low ICSEA settings, especially smaller schools because the project aligns best practice with need and is derived from research. The project links schools to experts in understanding organisational culture/development, education, pedagogy and planning. I have gained strong professional learning for my staff to understand not just what we need to introduce, but why.

Mark Hendon, Principal at Redcliffe Primary School (C5)



The Fogarty EDvance Program provides ongoing and practical support for school leadership teams in disadvantaged communities across Western Australia.

I commend its strong emphasis on adapting and refining evidence-based strategies that suit the context of individual schools so that measurable differences in students' performance and achievement can be achieved.

Stephen Baxter, Acting Deputy Director General,
Public Schools Department of Education

Catholic Education Western Australia is the second largest education provider in the State with 162 schools and colleges, and 76,000 students. Partnerships with organisations such as Fogarty EDvance are essential to supporting our Catholic school communities. I congratulate all involved and endorse the attention given to effective school leadership and successful pedagogical practice, both of which make a significant contribution to whole-school improvement and the individual achievements of students.

Debra Sayce, Executive Director,
Catholic Education Western Australia

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 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 partnership opportunities.

3. FOLLOW US AND LEARN MORE ABOUT OUR RESULTS

 www.fogartyedvance.org.au
 [FogartyEDvance](https://twitter.com/FogartyEDvance)

CONTACT DETAILS: info@fogartyedvance.org.au | Ph: +61 8 6316 1600

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Fogarty Foundation

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