



Fogarty EDvance

SCHOOL IMPROVEMENT PROGRAM

Report Card 2012-2015



An initiative of:



**Fogarty
Foundation**

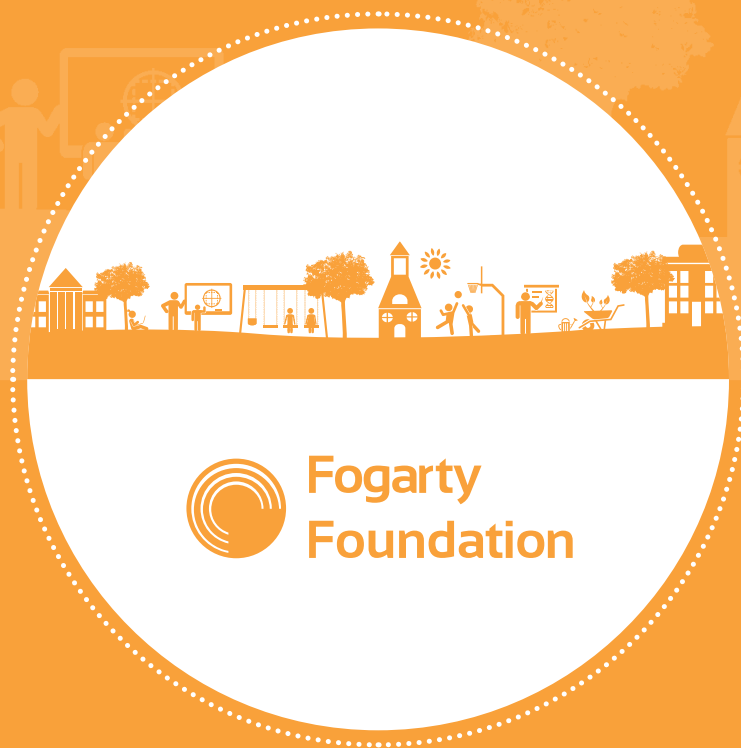
Founding partners:



Department of
Education



CATHOLIC EDUCATION
WESTERN AUSTRALIA



The Fogarty Foundation aims to advance social change through educational initiatives.

With the ability to identify unmet needs and pilot new models, the Foundation gathers support from its networks in the government, corporate and social sectors to achieve a ripple effect of greater outcomes and long-term impact.

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WHAT IS THE SCHOOL IMPROVEMENT PROGRAM?

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

TO DATE
WE'VE ASSISTED

25 principals



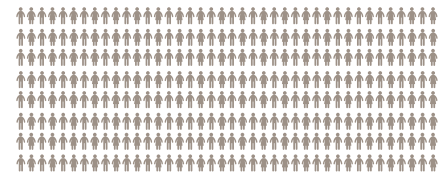
at

20 Western Australian
primary & secondary
schools



IMPACTING
OVER

5000
STUDENTS



OVER THE NEXT

10 years

we plan to grow
to support over

100
SCHOOLS

across Western Australia

We've based our school improvement program on sound research and frameworks, including a holistic approach to school leadership, where each school selects different areas that they will focus on improving during their 3 years in the program.

Schools select these focus areas based on their specific context and current level of achievement.

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

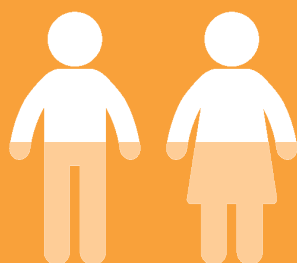
WHY DOES IT EXIST?

The day-to-day of school leadership can be all-consuming... from promoting childrens' emotional wellbeing and academic achievement, to encouraging teacher development and dealing with the unexpected... it can be hard to find the time to think strategically.

Schools in disadvantaged communities can face extra challenges in providing quality education for their students.

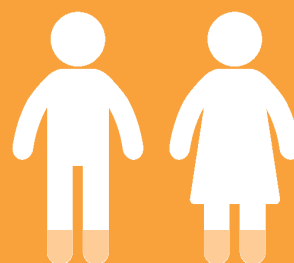
50%

of Aboriginal and Torres Strait Islander adults didn't finish school. This gap has remained the same for the last decade.¹



Only 15%

of university students come from low income households.²



Students from low income households are almost

3 years behind

in school than those from high income households.³

We know how to close this gap and improve outcomes for students in disadvantaged communities. We need to improve the quality of our school leadership and, in turn, classroom teaching.



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



Successful principals follow the same steps when they turnaround schools. These steps can, and should, be practiced by all principals



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

1. Source: Australian Bureau of Statistics (ABS), Australian Aboriginal and Torres Strait Islander Health Survey: Updated Results, 2012-13: <http://bit.ly/1yle1qO>.
2. Source: Measuring the Socio-Economic Status of Higher Education Students, DEEWR, 2009.
3. Source: Dreise, T. & Thomson, S., Unfinished business: PISA shows Indigenous youth are being left behind, ACER Occasional Essays – February 2014.

RESULTS SNAPSHOT FOR

The preliminary results from the school improvement program show that this is one of the most effective school improvement programs available in Western Australia.

56%

2012

Year 11's
completed
Year 12

73%

2013

Year 11's
completed
Year 12

80%

2014

Year 11's
completed
Year 12

School completion success story

In 2012, only 56% of students entering Year 11 completed Year 12 at Balga Senior High School. After one year in the program, 73% of students were able to complete Year 12 in 2013.

During the final year in the program, the school's 3 year improvement goal of 75% completion rate was surpassed, with 80% of students completing school in 2014.

COHORT ONE SCHOOLS

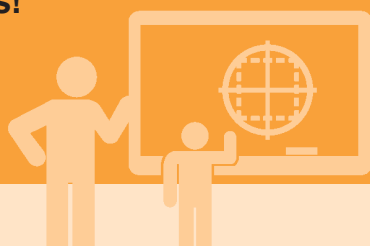
Every school that participated in the school improvement program has seen improvements in academic outcomes for their students and every principal that went through the program would recommend this to others.

Lifting literacy and numeracy outcomes

In 2012, North Balga Primary's student achievement was below expectations in 7 of the 15 NAPLAN result areas (across years 3, 5 & 7).

By 2014, only 1 area was below expectations and 14 were at or above expectations.

In 2015, all areas were at or above expectations!

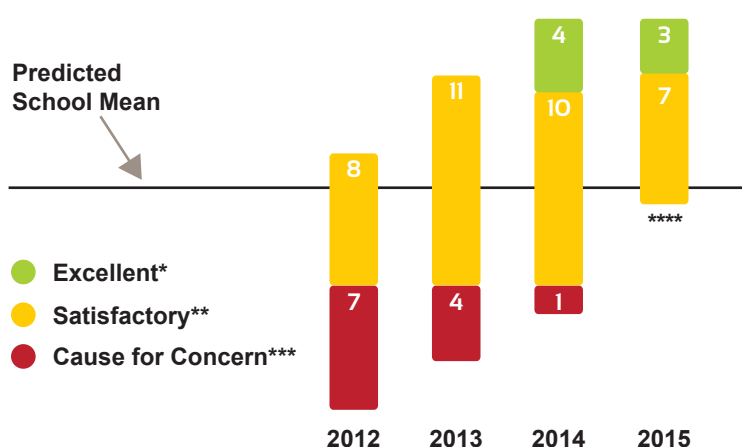


P&C ATTENDANCE TRIPLED IN 3 YEARS

In 2012, Nollamara Primary was hit with a bout of bad publicity, resulting in the collapse of the P&C and School Council. With a concentrated focus on re-engaging the community, the P&C was reformed in mid-2014 and parent attendance at open nights has risen from 20% to 70%.

NAPLAN Numeracy & Literacy Results

(Number of NAPLAN blocks at each performance level for years 3, 5 & 7)



* More than 1 standard deviation above predicted school mean
** Within 1 standard deviation of the predicted school mean
*** More than 1 standard deviation below the predicted school mean
**** Smaller group of students in 2015 as Year 7 changed to high school



Pre-Primary students exiting at or above state average

In 2012, only 70% of St Gerard's pre-primary students were finishing the year at or above the State average for numeracy and literacy (PIPS data).

By implementing explicit teaching practice, in 2014 every child significantly exceeded the state average. This is remarkable when many of the students started the year below the state average.



HOW DOES THE PROGRAM WORK?



We've structured our program to work within the challenges of the educational system:



Not a cookie cutter approach - we work within each school's specific context

We help schools design an ambitious, yet realistic, improvement journey that helps schools make the right changes at the right time.



We're with each school from start to end

The mentor and the Fogarty EDvance team are right beside principals and leadership team members for the full 3 years. Cohort peers will face similar challenges and everyone within the cohort develops relationships that will continue to support those involved in their schools beyond the 3 year program.



We draw on tested ideas from education & business

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

A SCHOOL'S JOURNEY through the program

We give school teams:



EXPERIENCED
MENTORS



A COHORT OF PEERS



A TOOLBOX TO PUT
NEW IDEAS IN

START

FORM
THEIR TEAM
FOR A 3 YEAR
JOURNEY

LEARN

A WHOLISTIC
PERSPECTIVE
ON SCHOOL
LEADERSHIP

ASSESS

HOW WELL
THEIR SCHOOL
IS DOING

SET

THE SCHOOL'S
STRATEGIC
DIRECTION

CREATE

A SCHOOL
IMPROVEMENT
PLAN

1

year 1



**Strong schools where
students perform better**



year 2



year 3

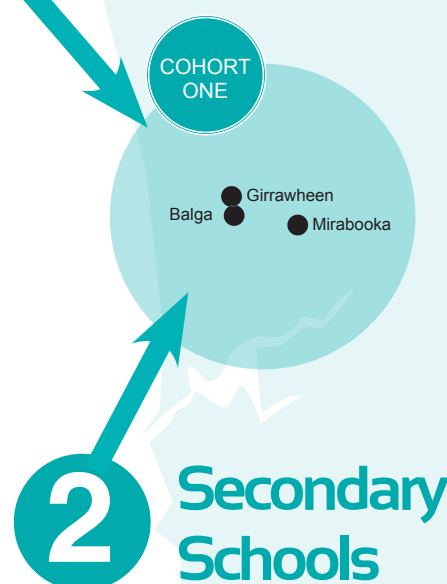


MEET THE COHORT ONE SCHOOLS

6 Primary Schools

Fogarty EDvance helps schools that are located in low socio-economic status communities with a principal and leadership team who are committed to a 3 year improvement journey.

The schools we work with firmly believe that educational outcomes for their students can always be better and have identified their key priorities for changing these outcomes in the coming years.



2 Secondary Schools

The demographic of our schools at a glance:

SCHOOL	Number of students	Indigenous	English as 2nd language	From most disadvantaged background
Balga	464	27%	55%	79%
Dryandra	341	13%	64%	59%
Girrawheen	418	13%	40%	59%
Majella	172	-	85%	68%
Nollamara	304	8%	71%	38%
North Balga	216	22%	42%	70%
St Gerard's	151	4%	67%	38%
Westminster	286	16%	52%	42%
COHORT AVERAGE	294	13%	60%	57%

BALGA SENIOR HIGH SCHOOL

464
STUDENTS

27%
INDIGENOUS

79%
MOST DISADVANTAGED BACKGROUND

15%
2012

STUDENTS PASSING
OLNA AT FIRST
ATTEMPT



29%
2014

STUDENTS PASSING
OLNA AT FIRST
ATTEMPT



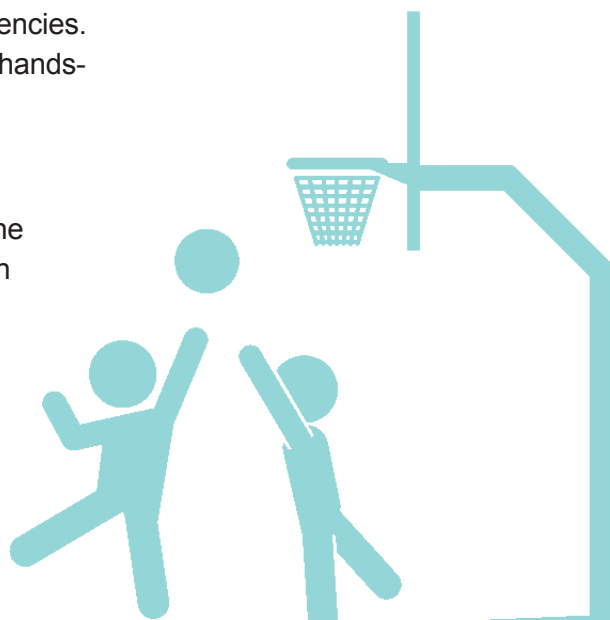
Integrating business experiences into the curriculum

In 2012 Balga faced a challenge... Many of their students (including migrant, refugee and Aboriginal students) lacked the content background and confidence needed to participate in classroom discussions. This of course was reflected in classroom results. In 2012, the pass rate at first attempt for the Online Literacy and Numeracy Assessment (OLNA), which is designed to enable students to demonstrate the minimum standard of literacy and numeracy, was 15% for Year 10 students at Balga.

To address this challenge, Balga implemented a 'business interest' curriculum, in partnership with businesses and government agencies. Each week, 230 students in Years 8-10 engaged in 3 hours of hands-on activities in their chosen area, including music, film making, outdoor cycling and gardening.

The **outcomes and results** achieved by students were impressive. These included students winning 2 state finals in the Formula One Technology Challenge, filming 3 health promotion advertisements and creating an Indigenous bush trekking walkway. The OLNA pass rate jumped from 15% to 29%.

There is also more intercultural friendship and significantly less playground violence and bullying, with only 4.5% of students demonstrating challenging behaviours in 2014 (down from 8% in 2012).



Developing community ties leads to increased school completion

80%

2014

**Year 11's
completed
Year 12**

73%

2013

**Year 11's
completed
Year 12**

56%

2012

**Year 11's
completed
Year 12**

26% of Balga's students are Indigenous and in 2012 attendance rates for these students were low. Research suggests that 90% attendance is needed for educational success. This was therefore a pressing issue to address.

To increase attendance, Balga initiated community meetings in which parents identified the need for deeper school-community connections by building a learning culture within Indigenous families. A School-Parent Community group was formed and held regular meetings.

The group was incorporated as Wadjak Northside Aboriginal Community Inc. and in late 2015/early 2016, it will launch an Indigenous Resource Centre. It will run community programs aimed at preparing students for school, mentors primary school boys and coordinates stimulating after-school activities for secondary school students.

Family support for their child's education is a key marker of a strong community and a fundamental driver of student attendance.

As a result of the approach at Balga, family support rose from 45% in 2012 to 58% in 2015. This in turn was reflected in attendance rates and the increased number of year 11 students completing year 12.

- Modernise facilities and develop learning culture, aimed at increasing student enrolment, attendance and participation rates
- Implement a whole school Reading and Numeracy strategy

What's Next

DRYANDRA PRIMARY SCHOOL

341
STUDENTS

13%
INDIGENOUS

64%
ENGLISH AS 2ND LANGUAGE



Closing gaps in literacy and numeracy

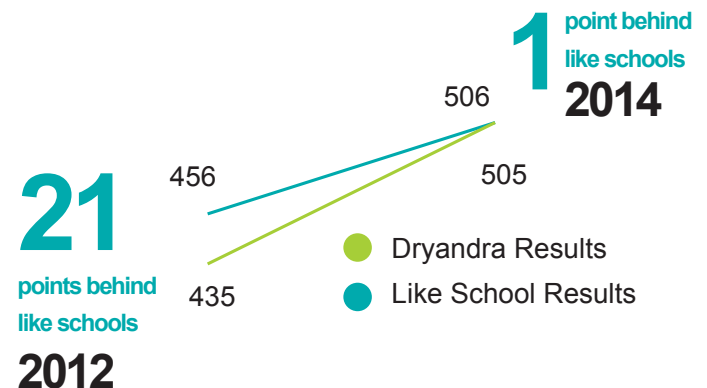
In 2012, classroom assessments, whole of school data and NAPLAN results showed that students at Dryandra were achieving poor literacy and numeracy outcomes. NAPLAN scores from 2010-12 had decreased at an average of 4% annually.

To address and change this trend, Dryandra staff got together as a group to assess and analyse student achievement data, identify key learning needs and set shared targets. Dryandra established a curriculum leadership committee and employed 2 Curriculum Leaders. Staff formed professional learning communities, undertook targeted professional development and implemented the Origo Maths program after an extensive research process. Dryandra also implemented a whole school Year 3-7 Literacy and Numeracy Plan.

The declining trend in student outcomes prior to 2012 was reversed. From 2012-14, NAPLAN scores increased at an average of 3% annually.

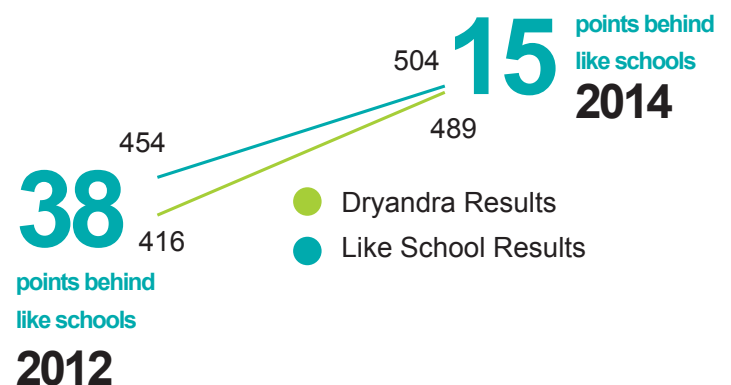
NAPLAN Year 5-7 Reading

Change in average reading score 2012-2014*



NAPLAN Year 5-7 Numeracy

Change in average numeracy score 2012-2014**



* 83% of students have NAPLAN Reading results for Years 5 and 7. Only this group is included.
** 79% of students have NAPLAN Numeracy results for Years 5 and 7. Only this group is included.

- Implementing whole school processes to enable early identification and intervention for at-risk students
- Creating a model of distributed leadership

What's Next

GIRRAWHEEN SENIOR HIGH SCHOOL

418
STUDENTS

13%
INDIGENOUS

59%
MOST DISADVANTAGED BACKGROUND

Arresting downward trends in literacy and numeracy

In 2012, there was a downward trend in student literacy and numeracy outcomes at Girrawheen. This was largely a result of students entering high school with low literacy and numeracy results and then disengaging even further due to a lack of connection with the syllabus.

Girrawheen launched a peer reading program, implemented a literacy plan to boost students' writing skills and vocabulary and streamed their students. Girrawheen also provided students with additional learning support by creating a Homework Centre and an after-school Maths Academy.

From 2012-2014, the number of top-band students has doubled for literacy and numeracy. Progress amongst bottom-band students is not yet as consistent and Girrawheen will continue to focus on progressing these students.

14%
2012

OF STUDENTS IN
TOP BAND OF
LITERACY 1 & 2 (YR 9)



29%
2014

OF STUDENTS IN
TOP BAND OF
LITERACY 1 & 2 (YR 9)



4%
2012

OF STUDENTS IN TOP
BAND OF NUMERACY
(YRS 3, 5, 7)



10%
2014

OF STUDENTS IN TOP
BAND OF NUMERACY
(YRS 3, 5, 7)



- Focus on and add further initiatives to the whole school Literacy Strategy, including extension programs for literacy and numeracy in the lower years
- Embed ICT and collaborative learning strategies

**What's
Next**

MAJELLA CATHOLIC PRIMARY SCHOOL

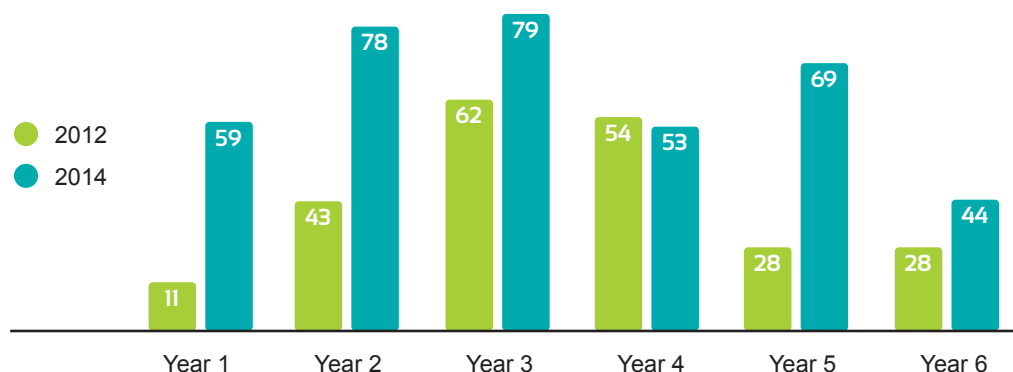
172
STUDENTS

85%
ENGLISH AS 2ND LANGUAGE

68%
MOST DISADVANTAGED BACKGROUND



Spelling Test
(% of students at or above expected level)



Improving literacy outcomes for students

In 2012, students' literacy outcomes at Majella were low and were trending negatively. Majella lacked a whole-school pedagogical approach.

With the help of a university expert, Majella implemented explicit instruction in the English curriculum. Majella then set student achievement benchmarks in key areas and committed to a rigorous assessment schedule to track individual student progress.

As a result, student outcomes have improved significantly.

In 2014, in a first for Majella, Years 3 and 5 students matched or outperformed students in like schools in NAPLAN literacy.

“

Our classrooms are abuzz with the high engagement of teachers and students. Explicit Instruction has put Majella on a path with very clear direction and focus.

It has transformed our learning and teaching and opened the way for success for our learners and teachers.

Lina Bertolini, Principal, Majella Catholic Primary School

”

Developing better staff efficacy and attitudes

In 2012, the organisational culture at Majella was characterised by low expectations of students, an attitude of blame and lack of role clarity.

During the Fogarty EDvance program Majella implemented Professional Learning Teams and equipped these teams with frameworks for a comprehensive model for coaching, peer observation and feedback. Staff committed to celebrating successes, reviewing student data annually and sharing leadership responsibilities more widely.

The organisational culture has improved dramatically and this is reflected in staff attitudes, perceptions and engagement.



From 2012-14 Majella improved by almost 18% in the annual Quality Catholic Schools survey.

The survey is based on staff's perceptions of key indicators such as professional growth, role clarity and staff engagement.



Engaging with parents and families

In 2012, Majella was struggling to get enough parents to engage in their children's education. Very few parents came to school meetings, went on excursions or gave feedback when asked. The School Board and P&F Committee were also functioning in a limited capacity.

To address this, Majella implemented a sustained, whole-school approach to parental engagement by launching 'Majella HeadStart'. This included employing a coordinator to implement early years and parenting programs, hosting informal family events, such as morning teas, and encouraging staff to share good news with parents (via translators where necessary).

These strategies have seen Majella build trust and positive relationships with parents and the School Board and P&F are now engaging better with the community and playing an important role in the school's operation and decision making processes.

- Enhance the learning and teaching of numeracy
- Promote positive mental health and well-being for students and staff

What's Next

NOLLAMARA PRIMARY AND INTENSIVE ENGLISH SCHOOL

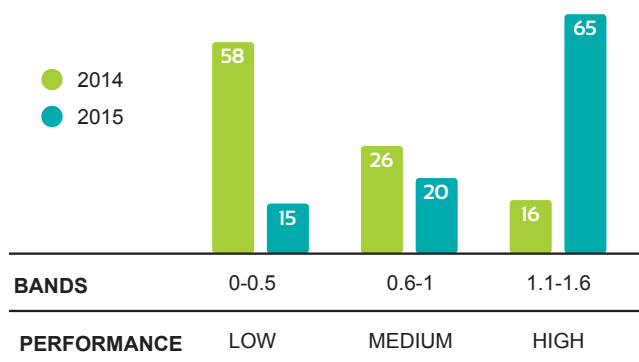
304
STUDENTS

71%
ENGLISH AS 2ND LANGUAGE

38%
MOST DISADVANTAGED BACKGROUND

On-entry Maths Scores for Pre-Primary Students*:

% students in each performance band



* Following inclusion of a new Kindy Maths program in 2014: Department of Education, WA – On Entry Assessment Program

Regaining the community's trust

In 2013, after a bout of negative publicity, the P&C and School Council at Nollamara collapsed and 4 families left the school. Nollamara found itself needing to re-establish positive ties with the community.

Staff at Nollamara formulated strategies to develop a new model of distributed leadership, partnering with Westminster Child and Parent Centre and Playgroups WA to create 2 playgroups for 0-3 year olds. Nollamara re-established the P&C (with 22 financial members) and rebuilt the School Council with members who are able to connect the school to important community organisations.

Community trust has also improved dramatically. Parent attendance at open nights has jumped from 20% (2013-14) to 68% (2015).

In 2012, a Diagnostic Inventory of School Alignment parent survey indicated that the school was successful in only 4 out of 9 elements of community cohesiveness, with 2 elements a cause for concern. In 2015, Nollamara was successful in 8 out of 9 elements.

Achieving more with collaborative teams

In 2012, there was little collaborative practice and no whole school approach to literacy and numeracy at Nollamara and NAPLAN results were poor.

To address this, staff worked together to develop a whole school approach. Nollamara introduced collaborative teams with shared planning time to create whole school protocols and assessment tasks. Nollamara improved its processes of collecting and analysing student data and initiated a formal induction program for new staff.

Implementing this whole school approach at Nollamara has led to improved student outcomes, with excellent results in its early years, particularly from its Kindergarten Maths program and Year One explicit phonics instruction initiatives.

LOOK WHAT WAS FORMED WITHIN 2 YEARS!

2



PLAYGROUPS

3



EXTERNAL PARTNERS

22



P&C MEMBERS

- Raise teacher and student expectations of numeracy and literacy through best-practice self-assessment, goal setting and feedback
- Promote collective community responsibility for student needs through bi-annual meetings with parents, teachers and students

What's Next

ST GERARD'S PRIMARY SCHOOL

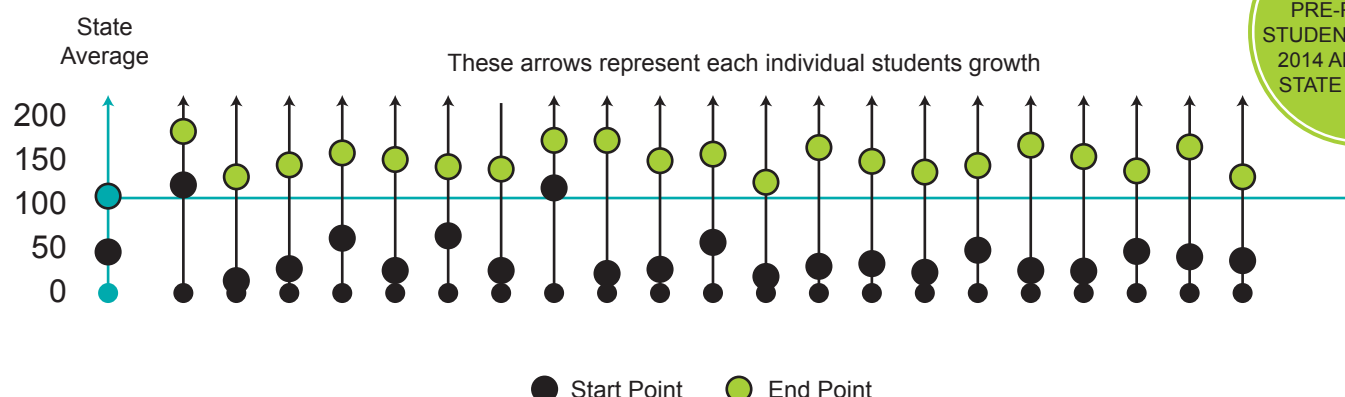
151
STUDENTS

67%
ENGLISH AS 2ND LANGUAGE

38%
MOST DISADVANTAGED BACKGROUND

Growth in Reading Ability – Pre-Primary

(Individual student score on PIPS assessment test)



EVERY
PRE-PRIMARY
STUDENT FINISHED
2014 ABOVE THE
STATE AVERAGE

Growing results with explicit teaching

Over 50% of the students at St Gerard's are from a non-English speaking background.

In 2012, St Gerard's students were consistently achieving below the state average for literacy and numeracy.

To address this, St Gerard's implemented explicit teaching in the Pre-Primary class, focused on basic concepts, particularly phonics. They continuously tracked students' learning and at-risk students received 2nd and 3rd wave interventions in small groups.

Their strategies worked! In 2014, every student exited pre-primary above the state average in literacy and numeracy.

St Gerard's is now implementing a whole school approach to explicit teaching and targeted interventions.

Improving the learning environment

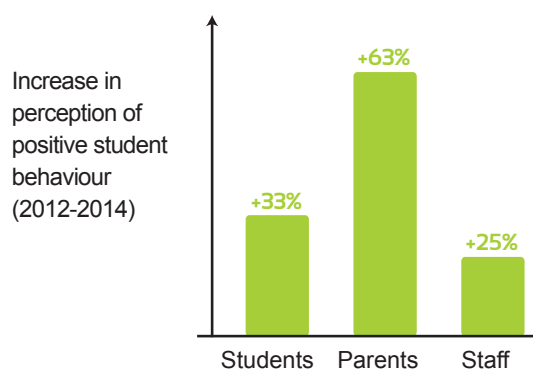
In 2012, St Gerard's learning environment was somewhat bleak – classrooms were rundown and student behavioural issues were impeding learning.

St Gerard's tackled this by rebuilding classroom blocks and creating an appealing outdoor area. They introduced the concept of 'paired classrooms', which share a common space, encouraging teachers and students to experiment with collaboration in the way they plan, work and learn together, also encouraging flexibility and adaptability in their school.

Student engagement has now increased drastically. **Student behaviour, as reported by teachers, parents and students in the Quality Catholic Schools survey, increased by an average of 40% from 2012-14.**

Quality Catholic Schools Survey

Change in perception of student behaviour 2012-2014



- Improve student achievement in other curriculum areas, focussing on grammar, punctuation and writing in literacy and problem solving and mental maths within numeracy

What's Next

NORTH BALGA PRIMARY SCHOOL

216
STUDENTS

22%
INDIGENOUS

70%
ENGLISH AS 2ND LANGUAGE

Developing a whole school approach to literacy and numeracy

In 2012, North Balga students were typically more than one standard deviation behind their peers in NAPLAN results.

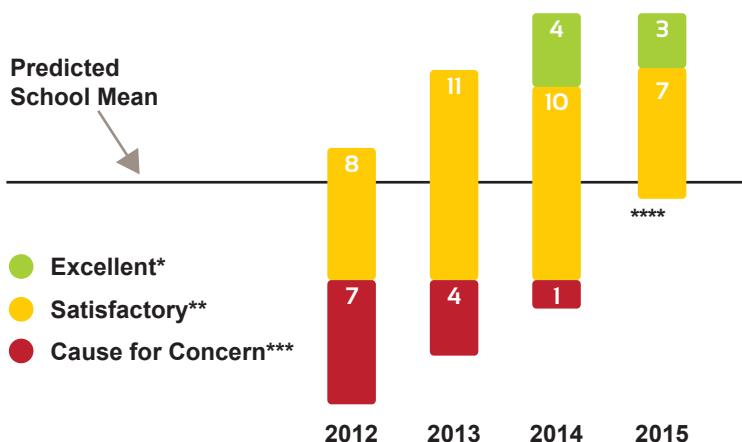
To address this, North Balga implemented whole school approaches to literacy and numeracy. Staff undertook targeted professional learning and committed to peer observation and greater collaboration.

In 2012, 7 of the 15 NAPLAN blocks were below expectations (across years 3, 5 and 7). By 2014, these targeted strategies at North Balga led to impressive results, where only 1 block was below and 4 blocks were above expectations.

In 2015, all areas were at or above expectations!

NAPLAN Numeracy & Literacy Results

(Number of NAPLAN blocks at each performance level for years 3, 5 & 7)



* More than 1 standard deviation above predicted school mean

** Within 1 standard deviation of the predicted school mean

*** More than 1 standard deviation below the predicted school mean

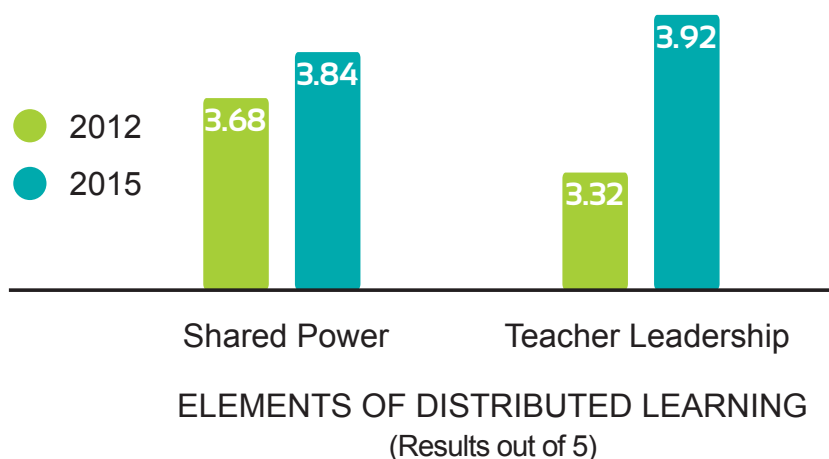
**** Smaller group of students in 2015 a Year 7 changed to high school



- Improve literacy and numeracy results by providing targeted intervention for at-risk students and targeted extension for advanced students
- Introducing explicit teaching of phonics and increasing emphasis on science, technology and maths education in K - 3

What's Next

Changes in how staff rated 'Distributed Leadership' at North Balga Diagnostic Inventory of School Alignment



Introducing distributed leadership

In 2012, members of North Balga's leadership team were unclear in their roles and many staff did not feel empowered to take on leadership positions.

To tackle this issue, North Balga introduced a distributed leadership model which clearly defined staff roles. Staff developed a shared moral purpose and committed to 'disciplined dialogue' – meaning that conversations about data inform the school's operational and strategic planning.

'Disciplined dialogue' is now an embedded practice at North Balga which has resulted in improved staff perceptions of the school. From 2012-15, the school's key indicators for shared leadership increased substantially, including a 20% rise in staff views that the school actively encourages and enables leadership within their teachers.

Grant Kennedy, North Balga Principal, explains how parental engagement changed at his school over the course of the Fogarty EDvance program:

'Staff perception of community cohesiveness rose by 18% during our time in the EDvance Program. Parent and community representation on the School Board more than doubled, parental participation in the annual survey tripled, and the Board's reputation within the community improved significantly'

WESTMINSTER JUNIOR PRIMARY SCHOOL

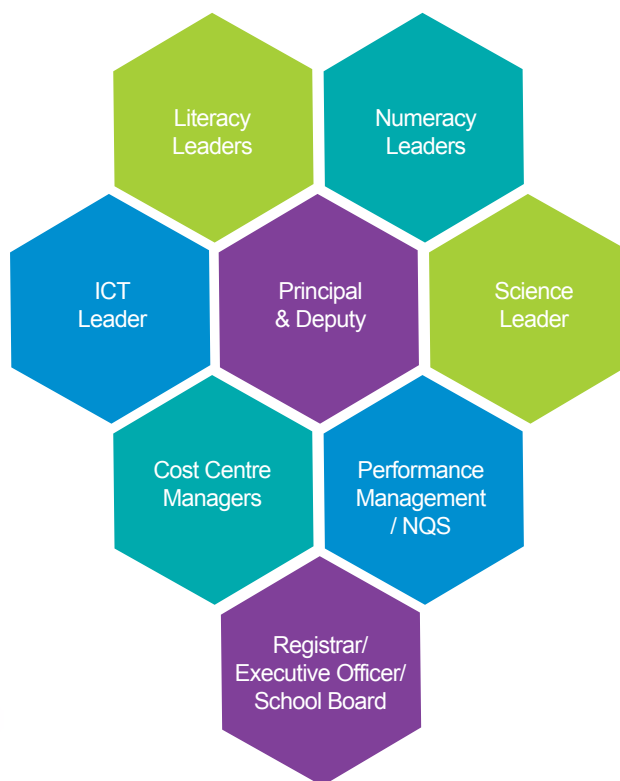
286
STUDENTS

16%
INDIGENOUS

52%
ENGLISH AS 2ND LANGUAGE



Distributed leadership model



Retaining success through distributed leadership

In 2012, Westminster lacked formal leadership structures, such as a succession plan for staff.

During their time in the Fogarty EDvance program, Westminster implemented a distributed leadership model with clearly defined staff roles, covering priority areas such as literacy, numeracy, science, and ICT. Leaders undertook extensive professional learning and shared this new knowledge within their teams.

In 2014-15, there were 7 combinations of principal and deputy. Despite these ongoing changes, Westminster's leadership team was able to successfully implement their strategic priorities due to their new distributed leadership model.

**This is a huge achievement
for our little school.**

Jo Hine, Principal, Westminster Junior Primary School

Beating the state average in literacy and numeracy through professional learning

In 2012, significant achievement gaps existed between Westminster students and the state average in NAPLAN results.

Westminster students were 25 points behind the state average in numeracy and 27 points behind in literacy for their Year 3 NAPLAN results.

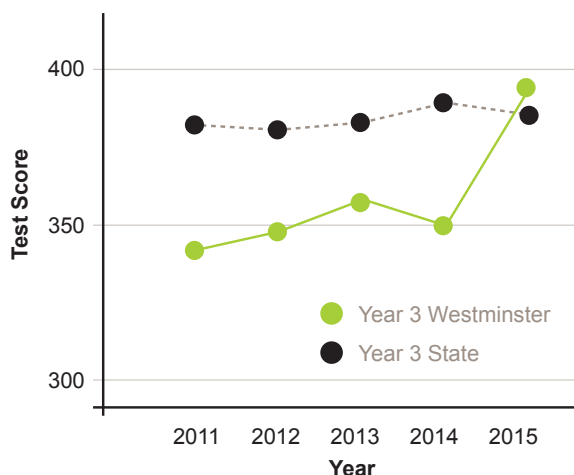
To address these achievement gaps, the school leadership team set a clear goal to close the gaps and reach the state average, introducing a two-pronged strategy. This involved:

- (1) implementing whole school numeracy blocks and delivering targeted maths interventions to all classes twice per week, which led to an increase in students' numeracy skills and engagement; and
- (2) deeply embedding its existing literacy improvement approach.

This relentless focus on excellence in classroom teaching has flowed through to their outstanding 2015 NAPLAN results. Westminster students are now at or above the state average across every NAPLAN category.

Average NAPLAN numeracy score for Year 3 students

2011-2015



Average NAPLAN reading score for Year 3 students

2011-2015





CONSTANTLY IMPROVING

We are committed to achieving the highest impact possible through our program, so we're constantly looking for opportunities to enhance the program and ensure that we respond to the challenges within our context and the education system.

Key learning: Principal and school leader turnover is higher than we expected in WA government schools

40% of government schools across WA had more than 1 person in the principal role in 2012 and 2013

We soon realised the crucial role that the mentor plays in our program.

Having built up knowledge of the school and its individual context and challenges, mentors were extremely valuable in helping new principals transition into the role. This ensured the learnings and headway gained in advancing whole of school improvement plans was not lost with staffing changes.

How we've responded:



We've expanded the program to include members of the leadership team

Due to high principal turnover, we realised that we need to work closely with the full leadership team and not just the principals to ensure continuity and a common moral purpose in the leadership group when the principal moves on.

This was integrated into Year 2 and 3 of the Cohort One Program and will be seen in all future cohorts.



We now focus more on School Board involvement

The School Board has an essential role in ensuring continuity of strategic vision and implementation of strategies within a school. We have identified a need for the Fogarty EDvance Program to help schools upskill in the area of School Board development and engagement and this is now incorporated in the course content we deliver to schools via workshops.



We've established an alumni network

Change takes time. To ensure that we continue to work with our schools to embed success, improve school outcomes and track progress, we have established an alumni program called the Fogarty EDvance Network.

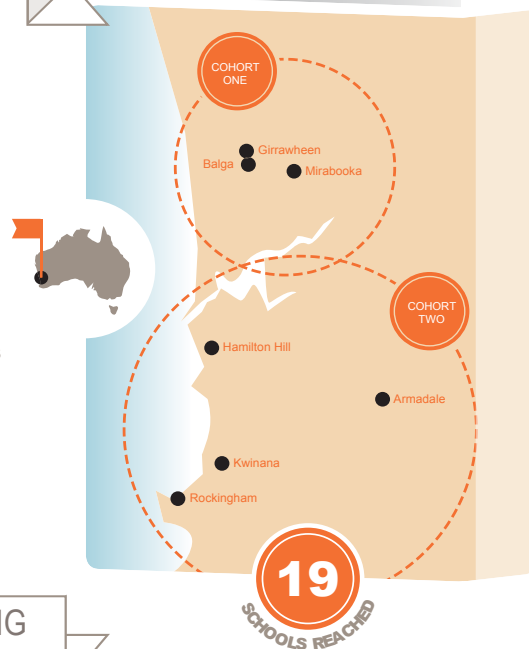
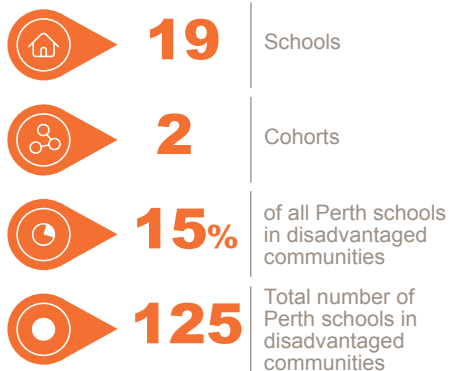
We aim to create a strong social network amongst alumni principals and leadership team members across past and present cohorts of the school improvement program, including mentors and the Fogarty EDvance team. We will bring these groups together through regular experiences so that we continue to foster the strong relationships within the cohort, encourage collaboration between the schools and update schools on best practice and research.

WHERE TO FROM HERE

100 Fogarty EDvance Schools IN 10 YEARS

WHERE WE ARE NOW

CURRENT REACH



WHERE ARE WE GOING

A STATEWIDE APPROACH



Our future vision is to reach 100 schools in WA within 10 years, with the ultimate aim to build strong school leadership across the state



HOW - STAGE 1

METRO STRATEGY

 **50**

Schools we aim to reach

 **5**

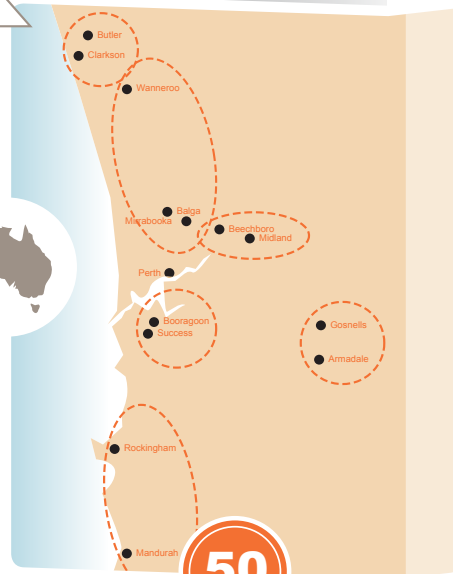
Cohorts

 **40%**

of all Perth schools in disadvantaged communities

 **125**

Total number of Perth schools in disadvantaged communities



50
SCHOOLS REACHED

HOW - STAGE 2

SOUTH WEST STRATEGY

 **10**

Schools we aim to reach

 **1**

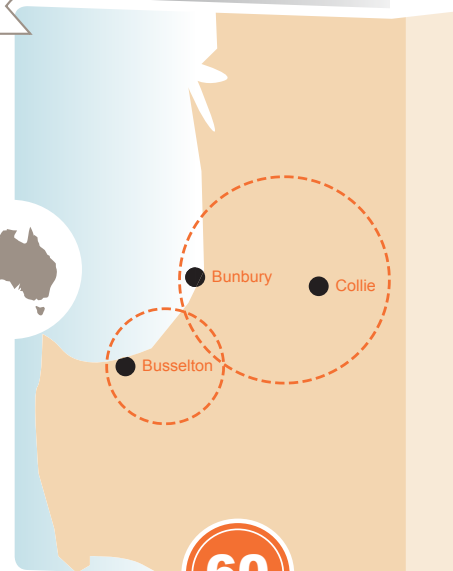
Cohort

 **33%**

of all South West schools in disadvantaged communities

 **32**

Total number of South West schools in disadvantaged communities



60
SCHOOLS REACHED

HOW - STAGE 3

REGIONAL & REMOTE STRATEGY

 **40**

Schools we aim to reach

 **4**

Cohorts

 **33%**

of all regional and remote schools in disadvantaged communities

 **117**


Total number of regional and remote schools in disadvantaged communities



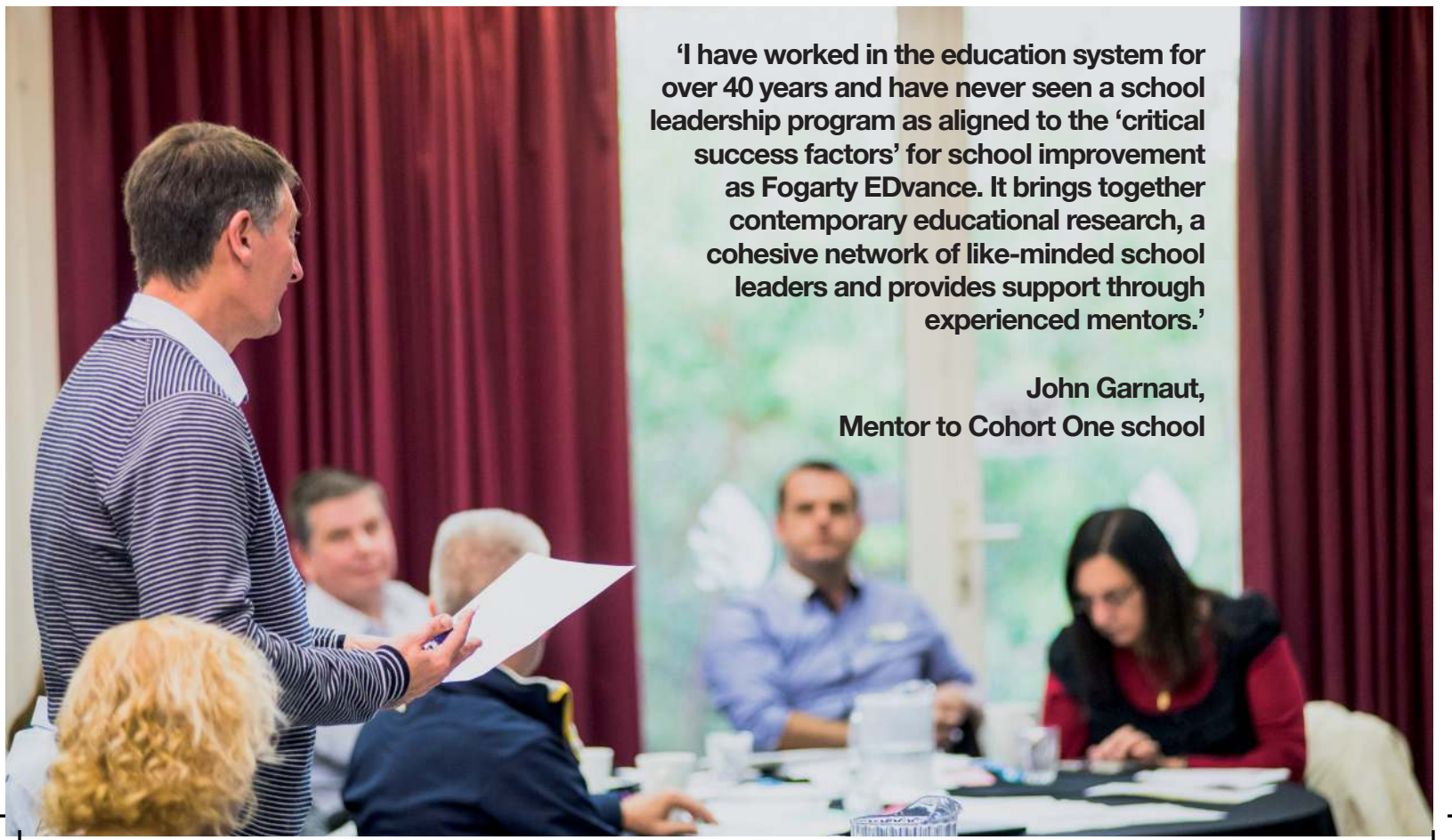
100
SCHOOLS REACHED

WHAT PEOPLE ARE SAYING

'EDvance has gifted me as a leader. I have been skilled and challenged to have a positive influence in my school at every level and, together with my staff, to ensure that Majella fulfils its edict to 'transform lives'.'

A photograph of a woman, Lina Bertolini, sitting on a stone ledge outdoors with four children. She is wearing a light purple dress and sandals. The children are wearing school uniforms: a boy in a light blue polo shirt and dark shorts, a girl in a white polo shirt and dark shorts, a boy in a yellow polo shirt and blue shorts, and a girl in a yellow polo shirt and blue shorts. They are all smiling at the camera. The background shows a blue and yellow playground structure and green foliage.

**Lina Bertolini,
Principal,
Majella Catholic
Primary School**

A photograph of John Garnaut, a man in a striped sweater, standing and speaking to a group of people seated around a table in a meeting room. He is holding a white paper. The room has large windows with red curtains. Other people are visible in the background, some looking at papers and others looking towards the speaker.

'I have worked in the education system for over 40 years and have never seen a school leadership program as aligned to the 'critical success factors' for school improvement as Fogarty EDvance. It brings together contemporary educational research, a cohesive network of like-minded school leaders and provides support through experienced mentors.'

**John Garnaut,
Mentor to Cohort One school**



‘Student outcomes have improved significantly throughout the time North Balga Primary has participated in the FED Program. Student achievement, as measured by NAPLAN, has improved from 7 of 15 areas tested being below expected standards in 2012, to zero areas below and 4 areas above expected in 2015 (out of 10 tested areas). This has been largely achieved through whole school approaches, quality teaching and the introduction of distributed leadership.’

Grant Kennedy,
Principal,
North Balga Primary School

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 engagement opportunities.

3

Follow us and learn more about our results

www.fogartyedvance.org.au



FogartyEDvance

Contact details:

e: info@fogartyedvance.org.au t: +61 8 6311 7018

With thanks to...

Our initiator:



Founding partners:



Department of
Education



CATHOLIC EDUCATION
WESTERN AUSTRALIA



'With a focus on disadvantaged school communities, Fogarty EDvance complements the professional learning opportunities provided by the Department of Education to improve outcomes for students in these schools. I commend the Fogarty EDvance team on the contribution you are making to support quality school leadership 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