



Fogarty EDvance



Cohort 4 **Report Card**

School Improvement
Program

2017-2019

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 West Australian community.

The Foundation identifies areas of focus and supports and develops programs that deliver educational opportunities and have wide impact. Over the past 20 years, the Foundation has partnered with a range of organisations as well as incubating initiatives to address needs in education.

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

Next Generation Leaders: Empowering, extending and creating opportunities for high performing and high potential students

Excellence in Teaching: 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 now and in the future

The ripple effect, depicted in the Foundation's logo, is at the centre of everything that the Foundation does – creating opportunities for improved outcomes with wide impact.

Through education we are building stronger communities in Western Australia.

Fogarty EDvance's vision is to improve educational outcomes for students from challenging contexts at a state-wide level in WA

Our Bold Goal

Supporting 100+ Schools 

in challenging communities as part of EDvance



Leading to at least

60% of Schools 

with significant improvements in academic outcomes



Targeting at least

28,000+ Students 

to achieve better academic outcomes



Systematic impact

25% of Students 
in challenging communities in WA have significantly improved academic outcomes

*The FED Program defines 'significant improvement' as a step change in NAPLAN growth scores for Reading and/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

All children deserve a quality education. We know that some children face a number of challenges which make it difficult for them to access the same educational opportunities. Fogarty EDvance is working to address this.

The Report Card for Cohort 4 provides a snapshot of the impact and success stories for the 14 schools in the cohort - who completed the School Improvement Program at the end of 2019.

It also includes updates on some of our Cohort 3 and Cohort 5 schools, what we've been working on in 2019, and what we will be focusing on in 2020 and beyond.

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Our Approach

Fogarty EDvance uses evidence-based research to support school improvement, bringing together the best tools from education, business, philanthropy and the community sector



"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



We believe 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.

Often, this involves schools focusing on improvements in teaching and learning, and in particular on adopting evidence-based teaching practices.

School Improvement Program

Our School Improvement Program is our core business - with each cohort we learn more about the best ways to enhance school leadership to build the capacity of schools, to improve teaching practice and to incorporate the latest research - so the program evolves with each cohort. Fogarty EDvance is able to trial new ideas, assess impact and ultimately advocate for key game-changing ideas in education.





Our Purpose

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

Every child deserves a quality education, but some children face extra challenges.

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



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

Robert Marzano, 2003

1. Australian Council for Educational Research (ACER) (Thomson S., De Bortoli, L & Underwood, C.) (2016) Program for International Student Assessment 2015: a first look at Australia's results. Melbourne, Australia, ACER
2. ACARA (2017) NAPLAN National Report for 2017. Sydney Australia: ACARA
3. Thomson, S. (2019). Aussie students are a year behind students 10 years ago in science maths and reading. The Conversation. Retrieved from <http://theconversation.com/aussie-students-are-a-year-behind-students-10-years-ago-in-science-maths-and-reading-127013>



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 springboard to opportunity - providing the skills for better employment and improved life opportunities and wellbeing. Limited opportunities for young people to access a quality education often results in reduced life outcomes and a lower quality of 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 has cost Australia around \$20.3b, equivalent to 1.2% of GDP.**²

1. Lamb, S. and Huo, S. Counting the costs of lost opportunity in Australian education. Mitchell Institute report No. 02/2017. Mitchell Institute, Melbourne. Available from: www.mitchellinstitute.org.au
2. What Price is the Gap? Education and Inequality in Australia, Public Education Foundation, 2018.

Our Methods

The Fogarty EDvance School Improvement Program focuses on building the capacity of school leadership teams to make informed evidence-based decisions, strategically plan and ultimately, improve student outcomes

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



If we create a culture **where every teacher believes they need to improve**, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve.

Dylan Wiliam (2015)

Fogarty EDvance draws on tested ideas from education and business and creates new ways of approaching school improvement, based on evidence.

School Transformation Framework

We use a holistic model for transforming school leadership and utilise tested research from Australia and across the globe. To synthesise the evidence base, we created the School Transformation Framework. This has ensured schools are considering the 'big picture' and the detail for school improvement, based on strategies that have been proven to work.



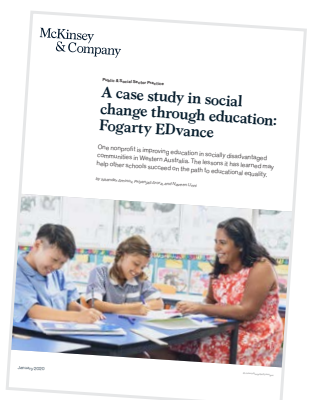
Organisational Health

Organisations need a healthy culture in order to have long term, sustained improvements.

When school leaders know how to focus on their organisational health, they can positively impact student performance. Throughout the three-year Fogarty EDvance School Improvement program schools use the Organisational Health Index (OHI) to measure how their schools' health is tracking and identify areas for improvements.

Some of the key drivers of successful health transformation in schools include:

- Setting a clear direction or having 'strategic clarity'
- Creating transparency around performance or student results
- Supporting innovation in classroom teaching
- Providing staff with better role clarity which improves accountability across the organisation



Read more about organisational health and the Fogarty EDvance program here:

<https://www.mckinsey.com/industries/social-sector/our-insights/a-case-study-in-social-change-through-education-fogarty-edvance>

Fogarty EDvance offers a leadership development and school improvement program for schools to advance educational outcomes for all students.



1. We give schools support



Best practice research & tools

We provide a **collection** of ideas, resources and processes of effective school leadership drawn from best practice research and tools.



Professional mentors

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



Peer support

The program provides access to a **cohort of peers** to support learning through the program and share best practice with like-minded schools - leaders develop relationships that continue to support the strategic direction of the school.



Build a rich school-data set

Data is collected and used to **inform ongoing strategic planning** that target and track improvements in key areas that have an impact on student outcomes (such as teaching and learning, and leadership practice).



Access to experts and additional programs

This includes **access to experts across education** - including high impact instruction experts, oral language and other curriculum content experts.

2. Enhanced Strategic Planning - help leaders turn theory into action

Focus on organisational health

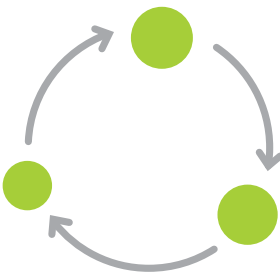
A core idea of our program is that a school's culture (or organisational health) drives the performance of student outcomes. A 'healthy school', where people work well together, will often result in improved student outcomes.

Establish a change management plan

Schools design, implement and evaluate ambitious yet realistic school improvement plans, including strategies for embedding a change-management process.

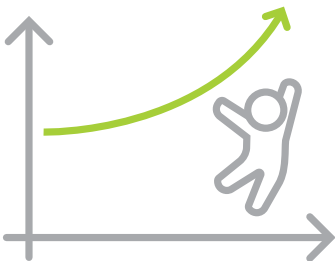
Building culture & leadership

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



3. Make a real difference to students

Schools make measurable improvements to student outcomes. It takes a long time to see significant and sustained improvement - this is why we continue to work with schools after 3 years, and continue to track their progress.



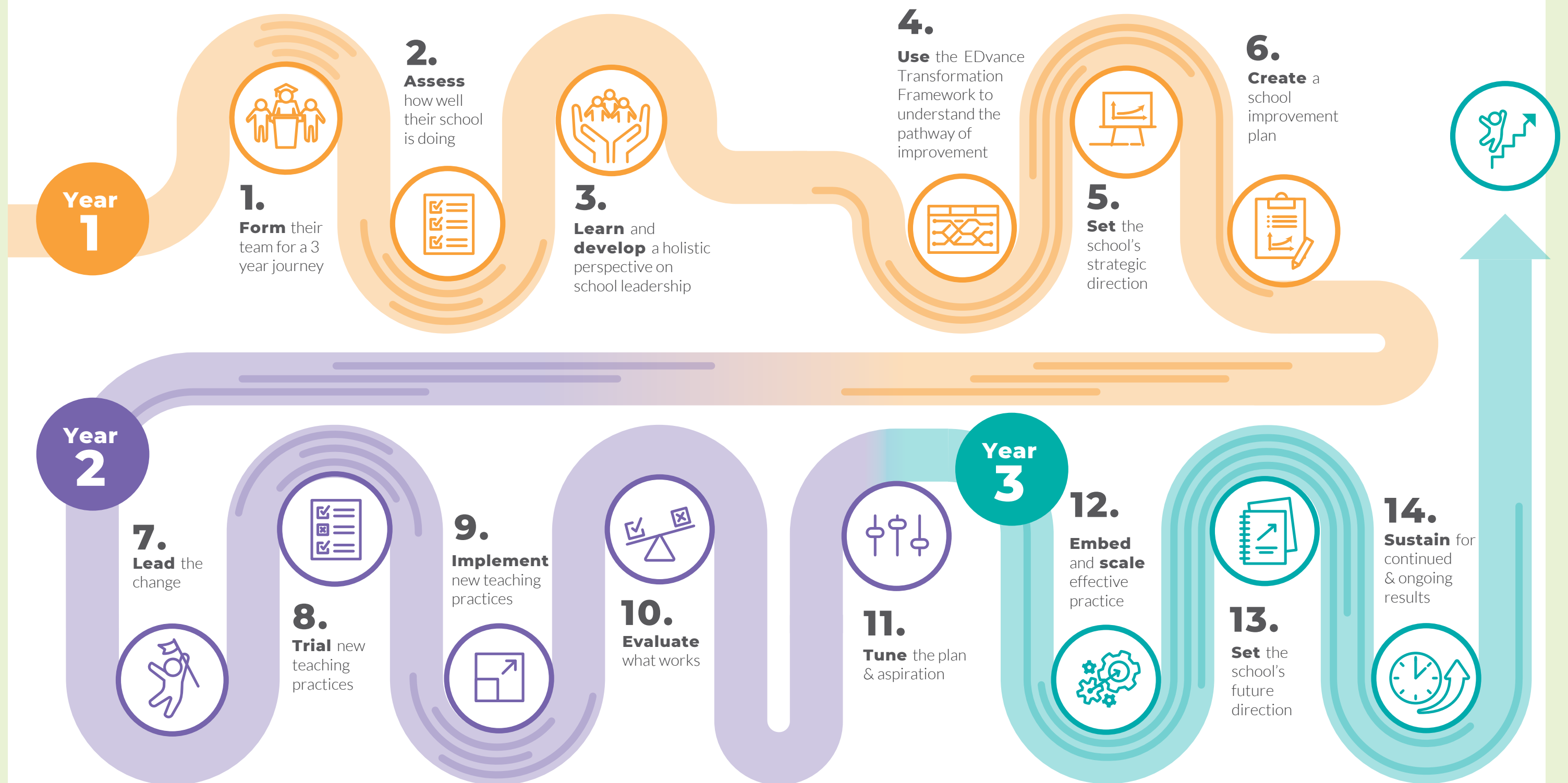
100%

of EDvance schools have seen improvements in student outcomes, including behaviour and attendance data

60%

of EDvance schools have seen a significant improvement in student academic outcomes

A school's journey through the school improvement program



Our Story So Far

Fogarty EDvance has been working with schools since 2012. Now with Cohort 7, we are working with 96 schools across metro and regional WA

Fogarty EDvance schools

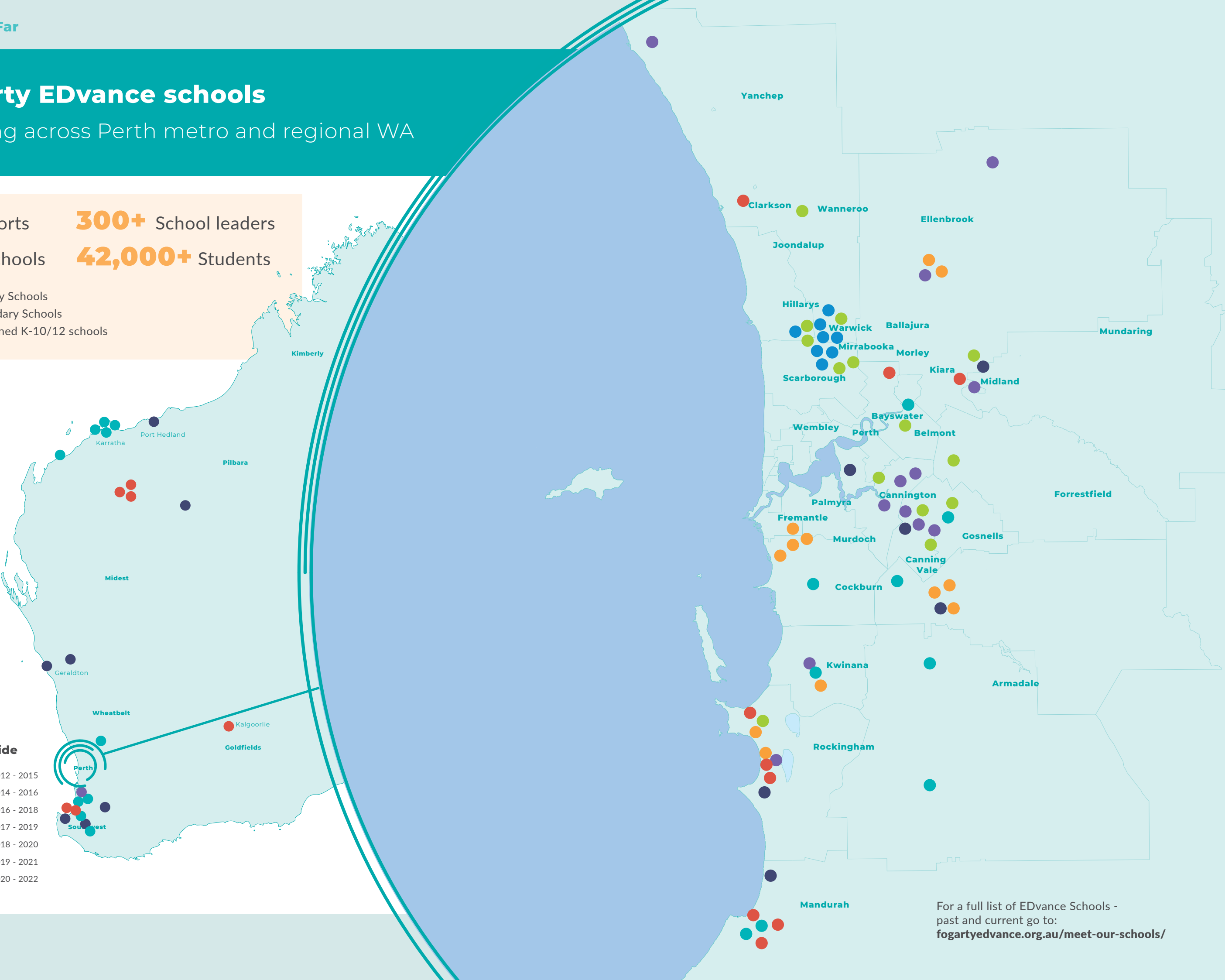
Working across Perth metro and regional WA

7 Cohorts **300+** School leaders
96 Schools **42,000+** Students

68 Primary Schools
24 Secondary Schools
4 Combined K-10/12 schools

Cohort Guide

- 1** Cohort 1: 2012 - 2015
- 2** Cohort 2: 2014 - 2016
- 3** Cohort 3: 2016 - 2018
- 4** Cohort 4: 2017 - 2019
- 5** Cohort 5: 2018 - 2020
- 6** Cohort 6: 2019 - 2021
- 7** Cohort 7: 2020 - 2022

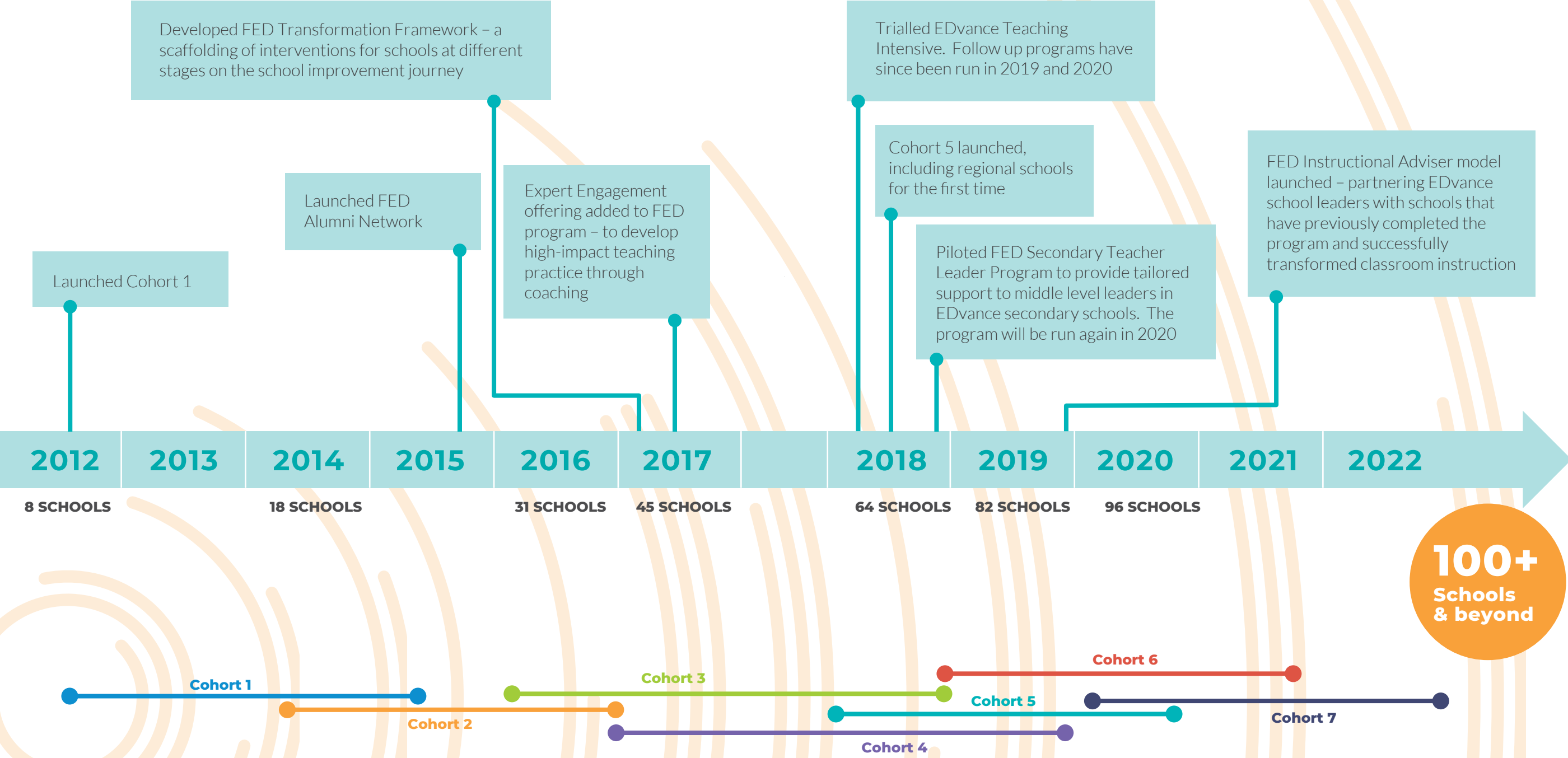


For a full list of EDvance Schools -
past and current go to:
fogartyedvance.org.au/meet-our-schools/

Fogarty EDvance 2012 – 2022 and beyond



At least 25% of students in challenging communities in WA have significantly improved academic outcomes





Our Impact

Cohort 4 stories

Every school in Cohort 4 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...



3 years



14 schools



70+
school
leaders



7,900+
students

Cohort 4

2017 - 2019



School	Suburb	Page #
Bullsbrook College	Bullsbrook	33
Cannington Community College	Cannington	34
Clayton View Primary School	Koongamia	35
Chidlow Primary School	Chidlow	36
Ellen Stirling Primary School	Ellenbrook	38
Gibbs St Primary School	East Cannington	40
Koorana Primary School	Warnbro	41
Lynwood Senior High School	Parkwood	42
Orelia Primary School	Orelia	43
St Joseph's School	Waroon	44
Thornlie Senior High School	Thornlie	45
Two Rocks Primary School	Two Rocks	46
Wirrabirra Primary School	Gosnells	48
Yale Primary School	Thornlie	49

Data after 2 years shows significant improvements in student outcomes

(full 3 year results available mid 2020)

100%

of schools in Cohort 4 saw improvements in student outcomes, including behavior and attendance data

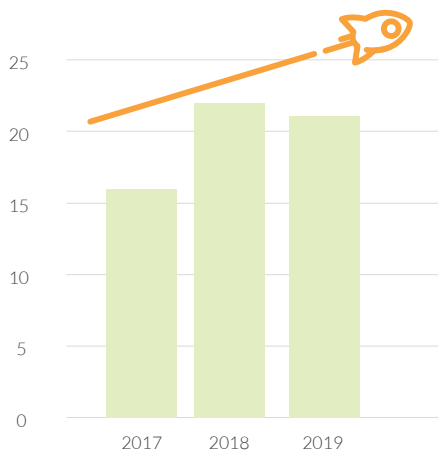
60%

of schools in Cohort 4 saw a significant improvement in student academic outcomes

Impact snapshot for Cohort 4

Primary Schools

Areas Above Expected Performance - Year 3 and 5 NAPLAN*

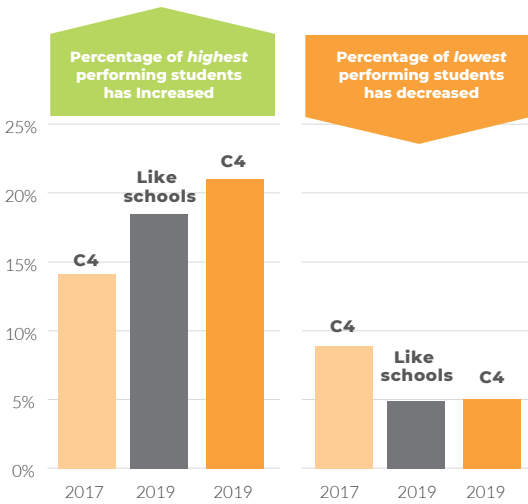


Schools have seen a real improvement collectively, moving from 16 areas of NAPLAN that were above expected performance to 21 areas - a 30% increase in less than 3 years

* Public Primary schools only (n.9)

Proficiency in Reading - Year 3

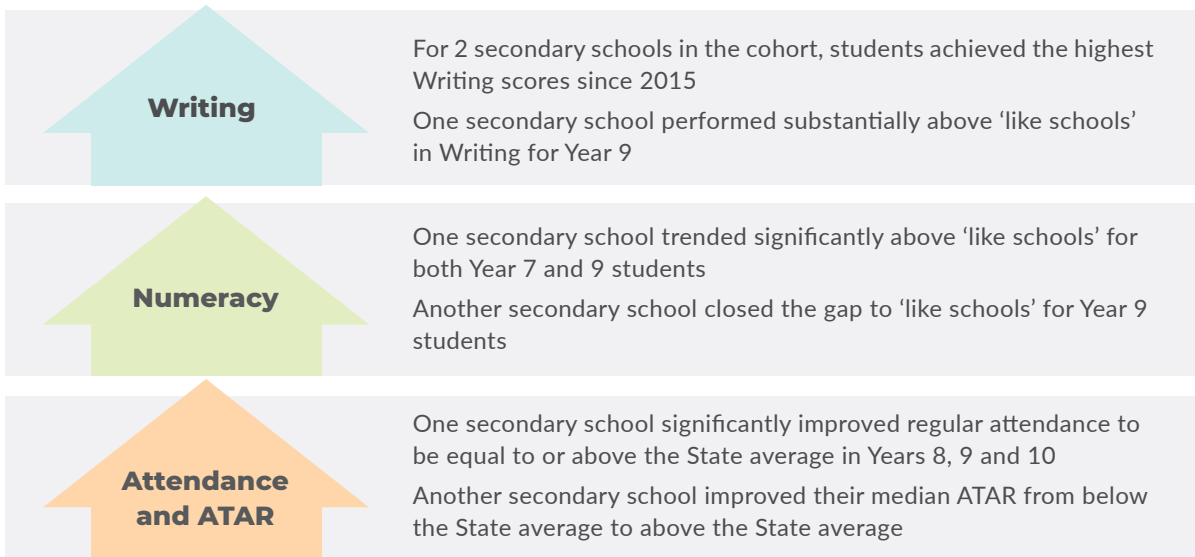
Percentage of students substantially above NMS* Percentage of students below NMS



* National Minimum Standard

Secondary Schools

Some key NAPLAN areas improved from 2017 to 2019, and other student outcome measures significantly improved, such as behaviour and attendance.



*C4 Secondary Schools n.4

Cohort 4 Schools Data Tools

Organisational Health Index

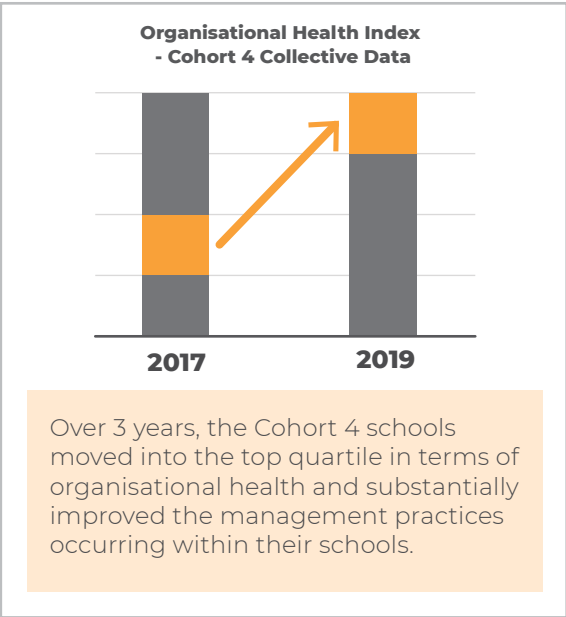
Schools use the Organisational Health Index (OHI) to assess how their school's organisational health is tracking. In the first year of the program, Cohort 4 schools (on average) were in the third quartile of the OHI, benchmarked against more than 900 other organisations across multiple industries.

In the third year of the program, the schools had, on average, reached the top quartile. The top quartile is where high-performing organisations rank across various industries.



The schools that substantially improved their organisational health were able to substantially improve the student outcomes in their school.

OHI data has hit the top quartile and continues to trend up – just like Cohort 3!



Tell Them From Me® - Teacher Survey

Tell Them From Me (TTFM®) is an online survey tool that assists schools to capture the views of students, teachers and parents. The suite of TTFM surveys has been developed by The Learning Bar, and are used extensively across Australia - over 45,000 teachers complete the survey each year.

The Tell Them From Me - Teacher Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms.

The collective report for Cohort 4 shows that **all eight drivers improved from the 2017 baseline**. 50% of the drivers improved by at least 0.4 points, which is a significant improvement over the course of 3 years in the program.

The domains of leadership, collaboration and teaching strategies all improved from the 2017 baseline, as reported by teachers.

Eight Drivers of Student Learning*				
	2017	2018	2019	'17-19
Leadership	6.3	7.0	7.2	0.9
Collaboration	7.4	7.7	7.9	0.5
Learning Culture	7.8	7.9	8.0	0.2
Data Informs Practice	7.6	7.8	7.9	0.3
Teaching Strategies	7.6	7.8	8.0	0.4
Technology	5.9	6.2	6.4	0.5
Inclusive School	7.9	8.1	8.2	0.3
Parent Involvement	6.7	6.8	6.9	0.2

* All measures in the Teacher Survey, such as 'Learning Culture' have been developed by The Learning Bar

Bullsbrook College

The Write Thing to Do

PRIOR TO JOINING FOGARTY EDVANCE

Bullsbrook College is a K-12 school in a semi-urbanised environment. Given its historically rural context, the school has long been presented with a unique set of challenges. Bullsbrook College aspired to be recognised as a strong public school, and enhance the community's belief and confidence in the students.

THE CHALLENGE

In 2016, student results were consistently below 'like schools' across a range of key NAPLAN areas. Bullsbrook College was determined to close the gap to 'like schools' and enhance the capacity of all teachers and leaders across the school.

HOW THEY DID IT

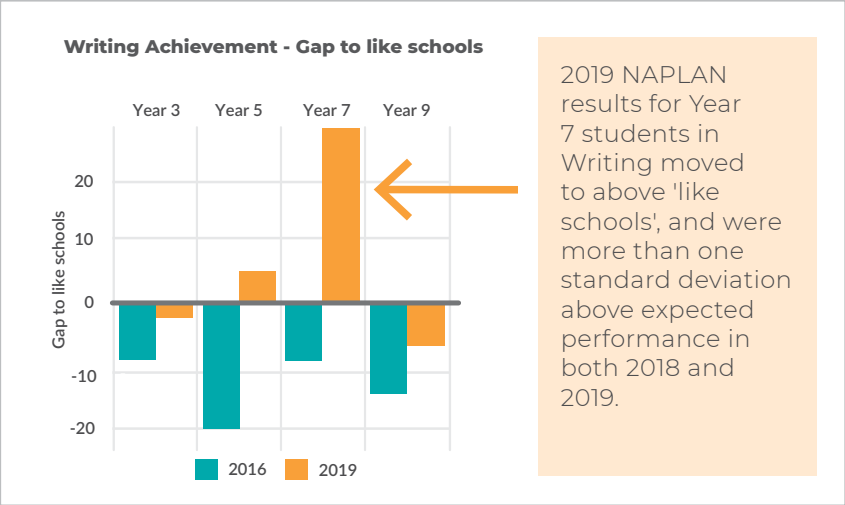
Following a review of the evidence base for whole school approaches to teaching, the decision was made to adopt an explicit direct instruction (EDI) model, and all professional learning in the school from K-12 was centred on EDI. This brought consistency to the school and allowed teachers to collaborate and learn from each other on important aspects of lesson design and lesson delivery.

To drive the professional learning, in 2017, Dr Lorraine Hammond was engaged to upskill Early Years staff, while other staff attended a Fogarty Foundation one week teaching intensive. In 2018, Joe Ybarra was engaged to run an annual whole school PL program on EDI. Bullsbrook adopted a gradual release model whereby school leaders identified and upskilled teacher-leaders, who along with school leaders continued to sustain the new teaching practices by the extensive use of in-situ coaching.

Writing is one of the most complex set of skills that students need to learn. Teachers used explicit instruction to teach the individual skills of writing and linked these skills together by regularly exposing students to good examples of structured writing. This explicit teaching approach includes word, sentence and paragraph level instruction, as well as building academic vocabulary. A specific focus on the explicit teaching of writing was implemented across all year groups in the school.

RESULTS

This approach to teaching has led to strong outcomes in NAPLAN Writing. In 2019, NAPLAN results for Writing showed the gap to 'like schools' had been closed in all year groups, when compared to 2016. Year 5 and Year 7 results exceeded 'like schools' in 2019, and Year 7 results were also above the WA state average.



"It's all too easy in a complex environment to allow yourself to be pulled away to deal with the reactive work and the "urgent" distractions. In our school, huge leaps had been made in whole school improvement, but the data wasn't consistently improving. By becoming involved in EDvance we, the Executive Team, gave ourselves permission to focus as a team on our vision for the school and those strategic priorities essential to organisational improvement."

Bernadette Jones, Principal
Bullsbrook College

Cannington Community College

The Important Not The Urgent

PRIOR TO JOINING FOGARTY EDVANCE

Cannington Community College is a unique school environment with students from PP-10. The school was established in 2001 with the amalgamation of a Primary school and Middle school in the local area. Student results were below expected performance in literacy and numeracy across all year levels.

THE CHALLENGE

There was little cohesion between the Primary school and Middle school, and teaching practice was not consistent across the school. In particular, the leadership team recognised that changes were required to move student performance upwards in literacy.

HOW THEY DID IT

Changes to the leadership model across the school were adopted. Whilst each Deputy Principal had responsibility for the Primary or Middle school, this was removed from their title, to reinforce they were working together as one school. Leadership positions such as Learning Area Leaders and Level 3 Teaching and Learning Program Coordinators were given increased prominence, and a school-wide Instructional Leadership Team was formed to lead strategic improvement. A more distributed leadership team meant there was a wider focus on ensuring that changes were implemented.

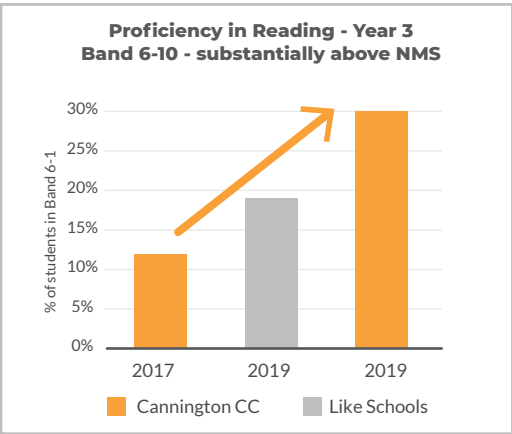
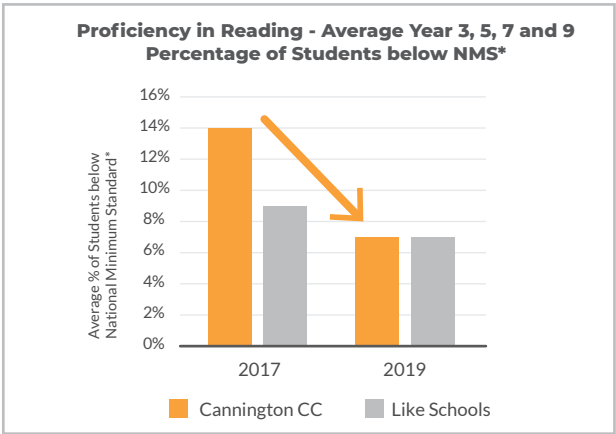
The decision was made to focus on a more explicit teaching style, with consistent implementation across the school. Literacy programs were introduced in K-6 and taught in each class during a mandated literacy block. Change champions showed the way with instructional innovation.

A Targeted Literacy Intervention program was put into place across all year groups, which selected students attend for three hours per week. Early results show above expected results for 70% of participants. In a 12 month period, **30% of students in the program had an improvement in their reading age of greater than 1 year.**

RESULTS

NAPLAN results indicate that reading proficiency has improved across all year levels (Years 3, 5, 7 and 9) – with the average percentage of students below the National Minimum Standard (NMS) halving between 2017 and 2019, to a level that is the same as 'like schools'.

The percentage of Year 3 students performing substantially above the NMS in Year 3 more than doubled between 2017 and 2019, and is substantially above 'like schools'.



"This is the most effective leadership PL I have attended. The School Improvement Program framework has provided the leadership team a clear direction for school improvement. Student engagement has improved from K-10. Most teachers are following the whole school plan and their teaching has improved markedly."

Cass Cole – Deputy Principal, Cannington Community College

National Minimum Standard (NMS) based on NAPLAN Proficiency Bands: Year 3 -Band 1; Year 5 -Band 1-3; Year 7 -Band 1-4; Year 9 -Band 1-5

Clayton View Primary School

On the Write Track

PRIOR TO JOINING FOGARTY EDVANCE

Clayton View Primary School is a challenging school located in the eastern suburbs. Staff in the school were committed to helping students and there were pockets of excellence in the school, but the focus was on individual classrooms, rather than a shared school vision.

THE CHALLENGE

In 2015 and 2016, Clayton View Primary School Year 3 students were performing below 'like schools' in Writing. The aim was to move towards being at or above 'like schools', and closer to the state average.

HOW THEY DID IT

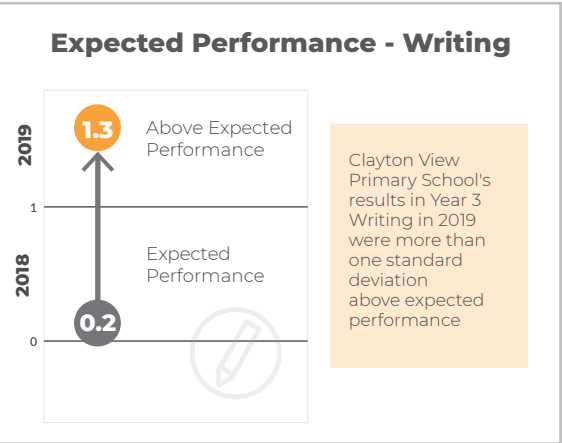
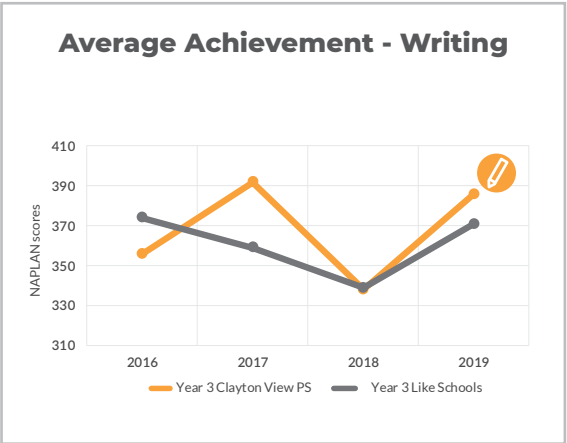
Fogarty EDvance became the catalyst for change, assisting the school leadership team to establish clarity and direction with a school improvement plan.

Oral Language and Writing were identified as the initial areas of focus for improving student outcomes. There was a focus on a whole school approach for teaching and assessing writing – with all staff agreeing to implement a common set of explicit lesson structures, icons and meta-language.

Oral Language expert, Rosemary Simpson, was engaged to upskill staff and train Oral Language coaches within the school. All staff attended professional learning on the *Talk 4 Writing* and *Brightpath* programs, and a classroom observation and feedback model was implemented. A Professional Learning Community (PLC) was established within the school, focussed on school writing moderation sessions - staff met and analysed each other's writing samples to identify if they were assessing in a unified manner.

RESULTS

After a dip in 2018, Clayton View Primary Schools results in Year 3 NAPLAN Writing trended above 'like schools' in 2019, and are on track to close the gap to the state average.



WHAT'S NEXT

- ✓ Ongoing consolidation in the Writing and Oral Language focus areas, with an increased focus on Numeracy.
- ✓ Clayton View Primary School will continue on its pathway of adopting a whole school approach to teaching and learning, continuing to build effective collaborative practices in the school through it's PLCs.

"This program has given the administration team clarity on strategic and operational directions for the school. It has also been a catalyst for changing pedagogy".

Sharon Marchenko
Principal, Clayton View Primary School

Chidlow Primary School

Becoming Reading Champions

PRIOR TO JOINING FOGARTY EDVANCE

At Chidlow Primary School, staff were committed to achieving the best outcomes for students, but this wasn't necessarily reflected in student results. NAPLAN results from 2014 - 2016 indicated a downward trend in most areas to below 'like schools'. Other school-level data also confirmed that students were not progressing at rates similar to students in other schools.

THE CHALLENGE

The leadership team recognised that the school's approach to teaching phonics was inconsistent across classrooms, and that a careful change management process was required to ensure staff were on board with the implementation of new teaching programs. The team aimed to improve student outcomes to meet or exceed 'like schools', with an initial focus on literacy.

HOW THEY DID IT

The school identified the benefits of focusing on a school-wide approach to Reading. The school 'road-tested' two evidence based reading programs before settling on *Sounds Write*.

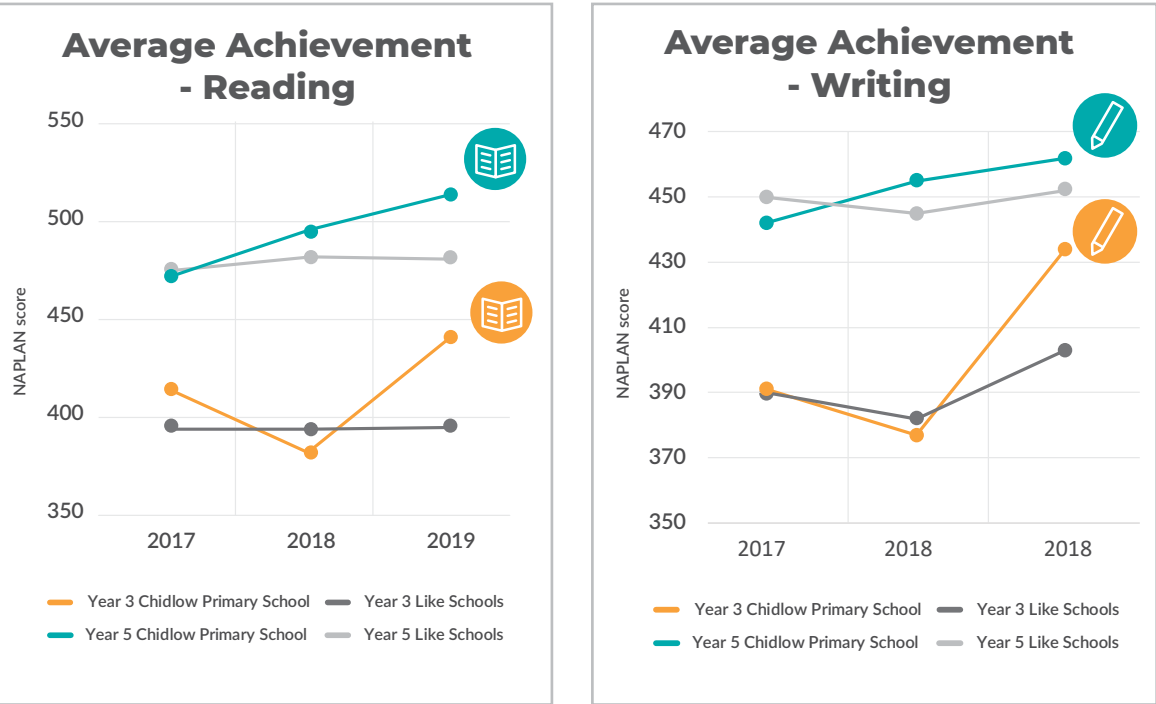
The *Sounds Write* phonics program was implemented from PP to Year 3, supported by a comprehensive professional learning program for all staff to embed a change in how reading was taught. The new program was evidence based, and gave teachers a strong understanding of the science of reading attainment. Staff attended a refresher program one year after the initial training to reinforce the change.

Margie Backhouse (from the Dyslexia Speld Foundation) and Brooke Wardana (Early Years Literacy Expert) were engaged to mentor and coach teachers. Daily Reviews were rolled out across the school – covering phonological awareness, comprehension, phonics, fluency and vocabulary. The school also implemented a more explicit instruction model for Guided Reading lessons. In addition, a protocol of regular class and peer observations and feedback was established across the early years.

An instructional leader within the school monitored the roll out of the new approach across the school and continued to identify areas requiring improvement.

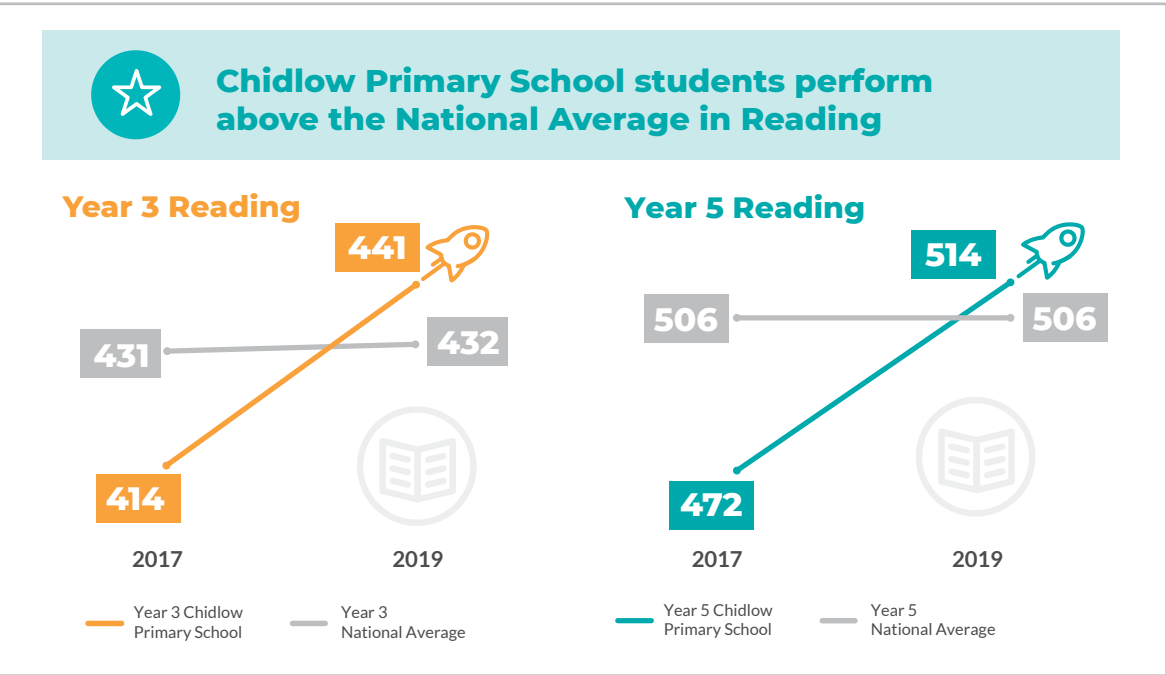


RESULTS



Over the last three years, NAPLAN results have trended to above 'like schools' in all areas, with particularly impressive results in Reading.

In 2019, both Year 3 and Year 5 students performed well above 'like schools' in both Reading and Writing, and Year 3 students were also trending above the WA state and national average in both Reading and Writing.



WHAT'S NEXT

Chidlow Primary School will look to build on their Reading success:

- ✓ Staff will continue to be upskilled in the *Sounds Write* program, and it will be rolled out in middle primary.
- ✓ Continue their work with parents in supporting reading at home to further embed strong literacy skills.

Ellen Stirling Primary School

High Expectations for Success

PRIOR TO JOINING FOGARTY EDVANCE

Ellen Stirling Primary School initially identified a case for improvement in 2014 when low NAPLAN scores showed a need to address student progress and achievement. Some changes (including review of behaviour management, some basic interrogation of data, appointment of highly trained staff and a review of attendance) were put into place in 2014, but the school saw the opportunity to build on and focus these changes when they joined Cohort 4 of Fogarty EDvance in 2017.

THE CHALLENGE

A whole school approach to teaching and learning was identified as a way to move forward, but to improve teaching and learning it was important to have a targeted plan. The importance of using data to drive decisions was recognised, and whilst teachers supported this approach, they needed high quality professional learning to propel their development.

HOW THEY DID IT

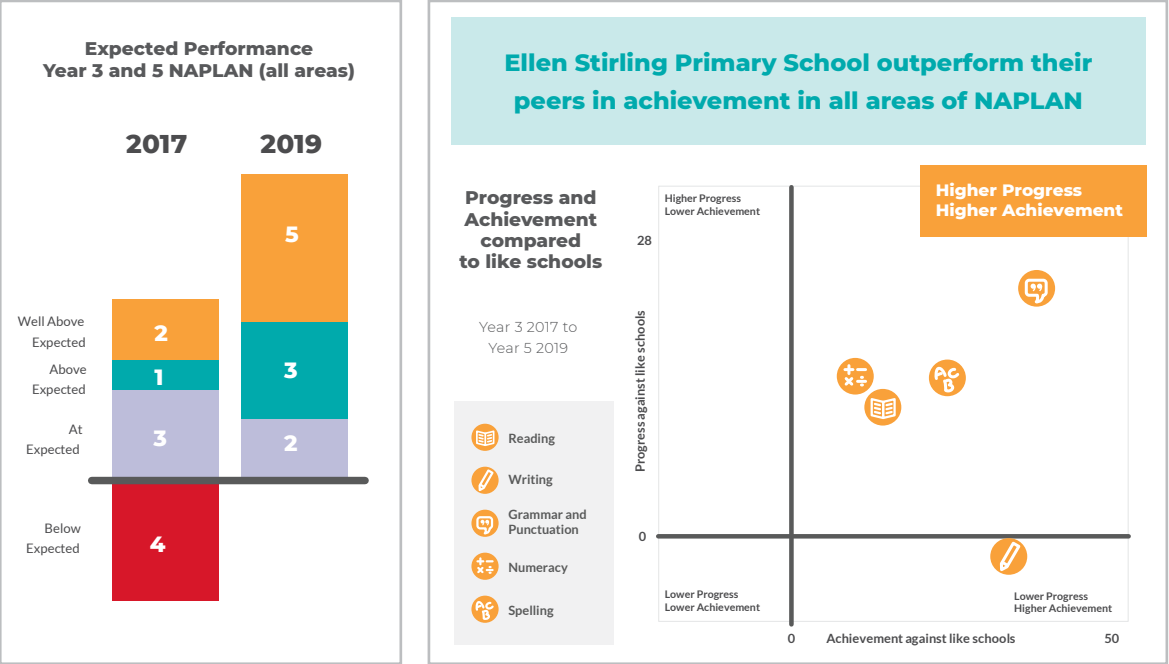
Ellen Stirling Primary School prioritised the key learning areas of Literacy and Numeracy. The school timetable was modified to allow two hour Literacy and Numeracy blocks using an explicit direct instruction (EDI) approach, including student engagement norms. A professional learning model in EDI was adopted, and experts engaged to provide in-situ coaching for teachers.

Teaching and non-teaching staff were taken on the journey to improve their data literacy across the school. The excitement and understanding of student progress through sharing of data is now being communicated and commented on by the wider school community.

The school leadership team focused on whole school sequential planning, with the added support of evidence-based high impact literacy programs such as *Let's Decode* and *Spelling Mastery*.

RESULTS

In 2019 all NAPLAN areas were at or above expected performance, with 50% being more than one standard deviation above expected performance.



Ellen Stirling Primary School

Leading the Way

PRIOR TO JOINING FOGARTY EDVANCE

Whilst Ellen Stirling Primary School were developing good conditions for teaching and learning, there were some gaps in their leadership model – there was no identified tier of middle leadership, there was no coaching model in place and there was a lack of clarity around some of the decision-making processes in the school.

THE CHALLENGE

The Organisational Health Index survey undertaken in 2017 reflected lower than expected results, with overall results sitting in the third quartile. Accountability (including role clarity) and direction were specifically identified as areas for improvement.

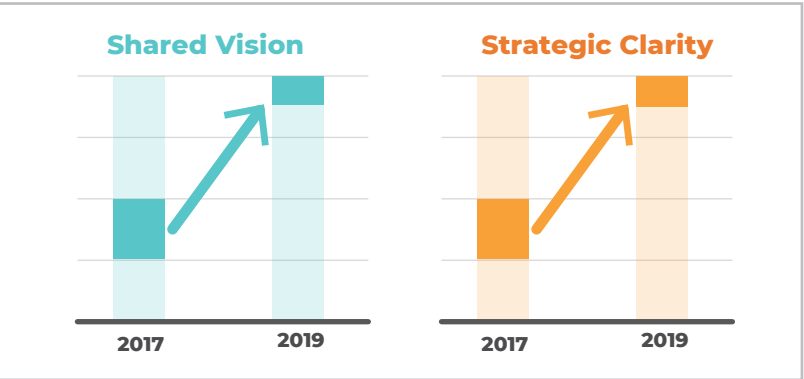
The school leadership team wanted to create and develop an effective distributed leadership model across the school.

HOW THEY DID IT

Ellen Stirling Primary School had an aspiration to develop and change the school to align with a new staff developed moral purpose of *providing a safe, enriched learning and teaching environment driven by high expectations for success*.

RESULTS

The distributed leadership model has resulted in greater role clarity and increased trust amongst senior staff members in particular. In just two years, overall organisational health improved from the third quartile to the top decile, and previous areas for improvement have become strengths.



- A Leadership and Review Team was established which provided distributed leadership across the school, with additional role clarity and accountability.
- Specific strategies that were put into place included:
- Key learning areas (initially reading) were prioritised
 - Existing committees were collapsed in favour of the new leadership model
 - A data driven decision making process was put into place
 - Existing programs were reviewed, and ineffectual and non-evidence based programs were removed
 - The number of incursions and excursions were reduced
 - Staff meetings became more targeted, focussing specifically on PL
 - Resources were pushed to high need students throughout the school

WHAT'S NEXT

ESPS is an Instructional Adviser school for the Fogarty EDvance program in 2020. The status of an Instructional Adviser school is only given to schools who have successfully implemented a whole school approach to teaching and learning and have made a significant improvement to their student results.

"Developing and sharing the load with a distributed leadership style has allowed for a more effective approach to my own leadership"

Dr Dean Goldspink,
Principal Ellen Stirling Primary School



Voted the MOST IMPROVED school by their Cohort 4 peers

Gibbs Street Primary School

Closing the Literacy Gap

PRIOR TO JOINING FOGARTY EDVANCE

Gibbs Street Primary School (GSPS) student results were tracking at similar levels to 'like schools' however the leadership team believed their students were capable of more.

THE CHALLENGE

Building staff capacity in the use of a whole school phonics program had already commenced, but work was needed to embed this approach, and implement increased consistency in teaching across the school.

The aim was to improve student levels of progress, particularly in the early years, and move results closer to the national mean in all areas of Literacy.

HOW THEY DID IT

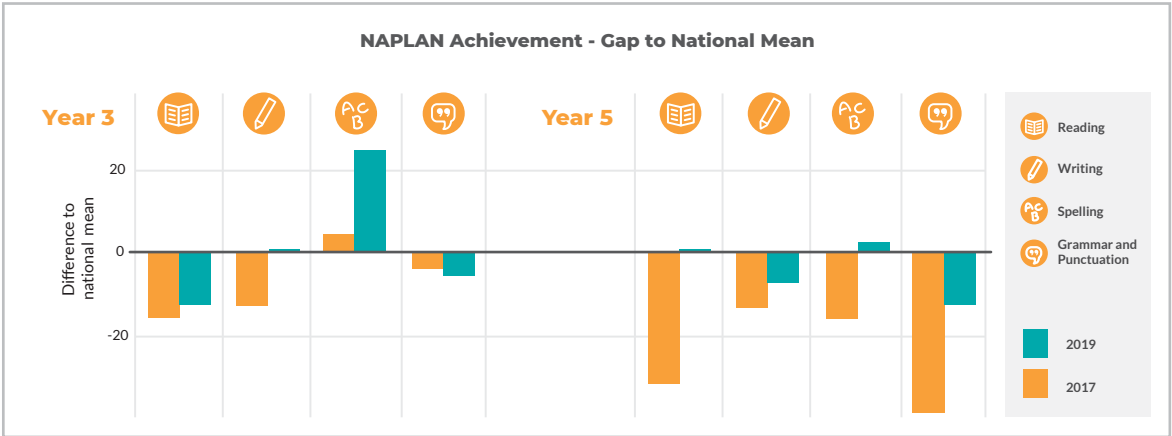
Focus committees were established and staff input collated, before a whole school instructional approach for teaching literacy was agreed on – this included Daily Reviews, and explicit teaching using "I Do, We Do and You Do" lesson structure. This was initially implemented using the *Letters and Sounds* program in the K-3 classes. Kim Bloor from the Dyslexia Speld Foundation was engaged to support staff, including by modelling lessons, conducting staff observations and providing immediate feedback to all teachers. The written feedback was analysed to find common implementation issues and the Leadership team ran focus PL sessions after school.

Regular classroom observations continue to be part of this model, and staff receive ongoing feedback from the Leadership team and their Professional Learning teams on their teaching practice.

Teachers are committed to making sure they understand where every student in their class is at – listening, reviewing and adjusting the pace to ensure no one is left behind.

RESULTS

GSPS aimed to close the gap to the national mean in all key NAPLAN Literacy areas. In 2017, they were below the national average in 7 out of 8 of these measures. By 2019, the student results were at or above the national mean in 50% of NAPLAN Literacy areas, and had moved in a positive direction in nearly all areas.



WHAT'S NEXT

- ✓ GSPS are determined not to lose their focus on ensuring consistency in teaching practice.
- ✓ *Talk for Writing* is being rolled out to support Literacy learning across the K-6 classes.
- ✓ In 2020, GSPS's goal is to be above the national mean in all NAPLAN Literacy areas.

Koorana Primary School

Shaping Success

PRIOR TO JOINING FOGARTY EDVANCE

Koorana Primary School is situated in the City of Rockingham, approximately 55 km south of Perth. While staff at the school were committed to their students, some significant behavioural challenges existed, and student performance was sitting below 'like schools'. A focus on the operational running of the school and day-to-day challenges meant there were low levels of collaboration among teachers and inconsistent teaching practices.

THE CHALLENGE

The leadership team recognised the importance of creating a positive school culture and establishing strong preconditions for learning, before looking to make any changes to teaching practice. The first Organisational Health Index survey undertaken in 2017 scored Koorana Primary School in the bottom quartile. The aim was to improve student results to initially meet, and ultimately exceed, the performance of 'like schools'.

HOW THEY DID IT

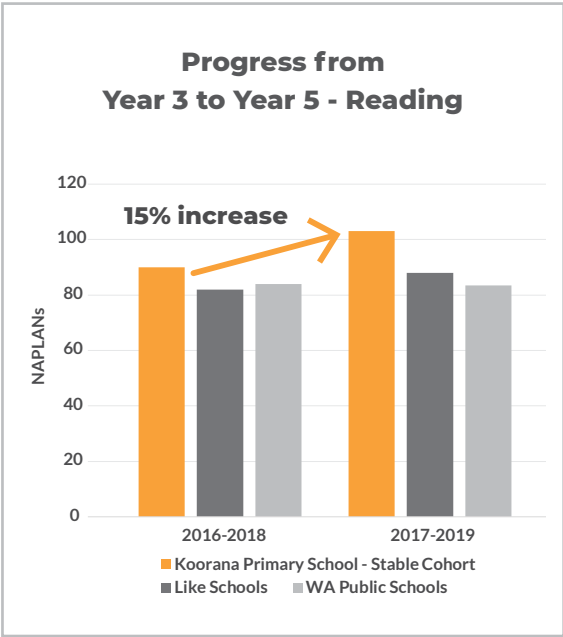
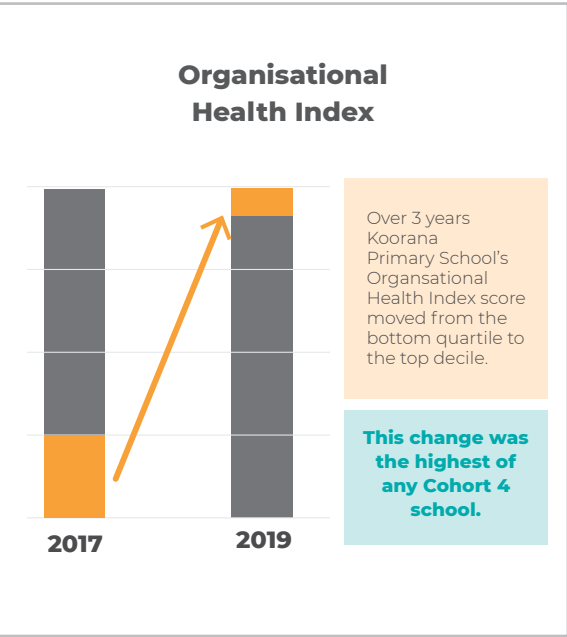
The establishment of a strong leadership culture within the school was seen as a key priority. Phases of learning leaders and key teaching staff were identified and provided with professional learning in leadership – this ranged from how to run meetings to how to have difficult conversations.

Together with the staff, the leadership team developed an evidence based whole school instructional approach, based on explicit teaching, which was initially rolled out in Literacy. School leaders and curriculum leaders delivered PL on the instructional model and student engagement strategies, and processes were implemented around classroom observations by peers and line managers, as well as formalised feedback and coaching.

RESULTS

There has been a significant shift in the school culture at Koorana Primary School. The positive changes to the school culture were supported by an OHI score in the top decile in 2019.

2019 NAPLAN results showed that the progress in Reading from Year 3 to Year 5 from 2017 to 2019 was better than 'like schools' and the WA Public Schools average. It was also an improvement on the school's progress from 2016 - 2018.



Lynwood Senior High School

Learners Today, Leaders Tomorrow



PRIOR TO JOINING FOGARTY EDVANCE

Lynwood SHS was well on its way to school improvement prior to joining Fogarty EDvance. The leadership team had great success in establishing the necessary pre-conditions for school improvement, such as strong student attendance, an orderly learning environment and above average senior school results.

After joining the Fogarty EDvance program, Lynwood SHS moved into the second phase of school improvement and focused on building the baseline capacity of teachers and leaders within the school.

HOW THEY DID IT

Lynwood SHS developed a new Business Plan aligning with the start of the Fogarty EDvance program. This involved developing a new school vision, values, beliefs about Teaching and Learning and focusing on four school priorities. The first focused on empowering staff and enhancing their leadership capabilities to enable responsive and innovative practices.

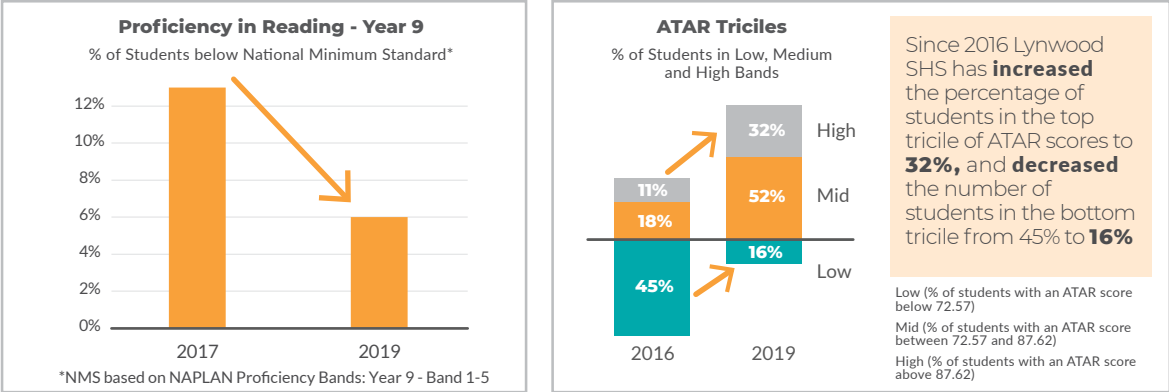
A strategic focus on developing leadership understanding and capability was implemented, especially targeting the middle leaders. School based initiatives involved reading and reflecting on current leadership research, re-defining roles, tasks, expectations and accountabilities, restructuring the school leadership meetings to align with school goals, and having all Level 3 leaders work with the Fogarty mentors in a spaced learning program – known as the Secondary Teacher Leaders program (see page 58 of this Report Card).

In order to build the capacity of teachers across the school, Lynwood SHS implemented Explicit Instruction in Years 7 and 8 as part of developing a whole-school instructional framework. These key initiatives were supported by 18 months of professional learning, coaching by in-school instructional leaders and classroom observations by an outside expert. Differentiated professional learning is in place to roll-out Explicit Instruction across the school.

RESULTS

Early indicators show that student results are improving. Since 2017, Lynwood SHS has effectively halved the number of Year 9 students performing at or below the National Minimum Standard in reading.

At a senior school level, Lynwood SHS has steadily increased the relative performance of its median ATAR to **two** standard deviations above the predicted school median, increasing the gap over 'like schools' and moving above the WA Public Schools State Average. Lynwood's 2019 ATAR performance was formally recognised by the Director General of the WA Department of Education.



WHAT'S NEXT

- ✓ In 2020, Lynwood SHS will implement a formal coaching model consisting of a small team of school coaches and peer teachers to support the development of Explicit Instruction in Year 7 and 8 MESH subjects. The school has again provided a coach for the Level 3 leadership team and another for the Deputy Principals.
- ✓ Implementation of the WA Future Leaders Framework started in 2019 to identify, develop and support high potential teachers in the school. Eight teachers have been accepted into this leadership program to start development work in 2020.

Orelia Primary School

A Literacy Journey

PRIOR TO JOINING FOGARTY EDVANCE

Orelia Primary School is part of the Kwinana community, south of Fremantle. In 2016 the leadership team recognised that changes needed to be made to address the academic performance of the school - joining the Fogarty EDvance program would provide an opportunity to identify areas of focus, and develop leadership skills across the wider school team.

THE CHALLENGE

There was a lack of consistency in teaching practices across the school and limited collaboration between teachers. By improving teaching practice across the school, the leadership team's aspiration was to move student performance from below 'like schools' to at 'like schools'.

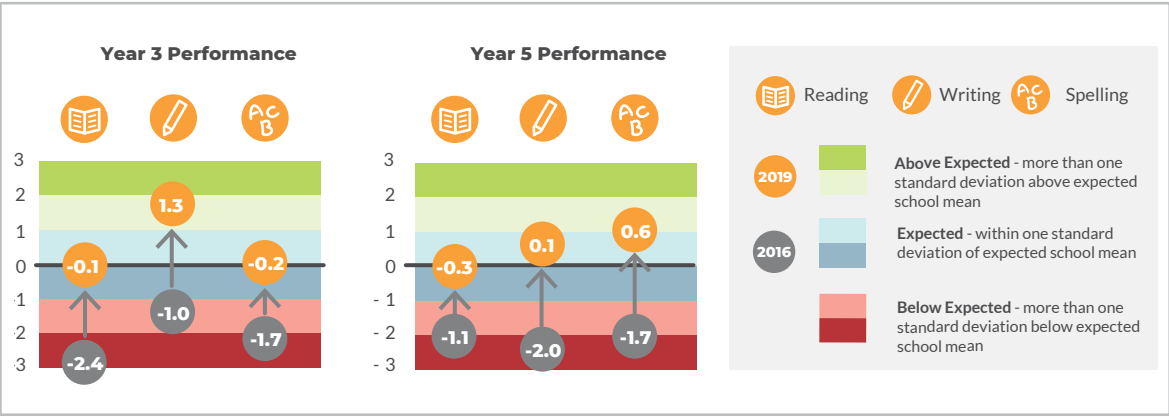
HOW THEY DID IT

The school's 'Fogarty team' (six team members) made the decision to adopt a whole school explicit direct instruction approach, with an initial focus on Literacy.

All staff participated in professional learning in the *Letters and Sounds* and *Talk for Writing* programs, and instructional experts (Joe Ybarra and Brooke Wardana) were engaged to work with staff and embed a coaching framework. A non-negotiable literacy teaching block was established and Daily Reviews in literacy were rolled out in all year groups. Support, feedback, observation and coaching were all seen as vital tools to ensure changes were embedded. The approach was also embedded in the performance management model. Every staff member was involved in an observation process and received feedback from an expert, or member of the Fogarty team.

RESULTS

Since 2016 all NAPLAN literacy areas have improved in terms of performance against the expected school mean.



WHAT'S NEXT

- ✓ Embed changes in Numeracy teaching practice.
- ✓ Continue to use the tools from the Fogarty EDvance program as a means to systematically introduce sustained change.

St Joseph's School, Waroona

Numeracy – The Journey Continues

PRIOR TO JOINING FOGARTY EDVANCE

NAPLAN results in Year 3 and Year 5 Numeracy identified that St Joseph's had been consistently performing below Catholic Education WA (CEWA) 'similar schools'. It was recognised that whole school assessment data was not being used effectively in tracking student progress and inconsistent teaching practices existed within year levels throughout the school.

THE CHALLENGE

St Joseph's aimed to raise the level of student achievement in Numeracy. The challenge was to develop a consistent approach to teaching Numeracy across the school, with an agreed lesson structure and content delivery, and developing staff capacity to analyse and track student progress to drive planning and teaching.

HOW THEY DID IT

The St Joseph's team engaged staff to develop a whole school approach to teaching Numeracy, and worked with them to improve data analysis and the use of student data.

A Numeracy team was established within the school and Mathematics consultant Paul Woodley was engaged to work with the staff and set the parameters of a whole school approach to teaching Numeracy.

The school invested in the *PR1ME Mathematics* program, which has been introduced incrementally across the school starting with Years 1 and 2 – the 2019 Year 3 cohort has been exposed to the program for more than 2 years.

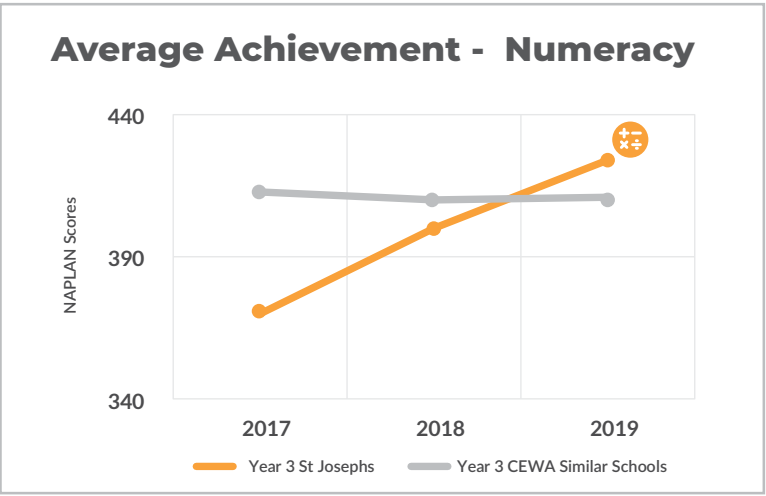
Student data was acquired and measured once per term using the *Westwood Basic Maths Facts* assessment tool, and used to target gaps from a school and individual student perspective. The Numeracy team has worked on driving implementation and scaling of a whole school approach through classroom observations and feedback to individual teachers.

RESULTS

Year 3 NAPLAN data in 2019 showed significant improvement with the cohort achieving 16 points more than the National Average and 13 points more than CEWA 'similar schools'.



This is the first time since 2008 that these results have been above Similar Schools



WHAT'S NEXT

- ✓ The *PR1ME Mathematics* program continues to be rolled out across the school, and is now being used in the PP – Year 4 classes, with plans to implement across the school by 2021.
- ✓ The Numeracy team will continue to provide ongoing support and professional leadership for staff.

Thornlie Senior High School

Improving Year 12 Results

PRIOR TO JOINING FOGARTY EDVANCE

The leadership team at Thornlie SHS analysed the Year 12 results which indicated that student achievement was below 'like schools' in WACE, Attainment Rates and the median ATAR. Further analysis and discussion between the team identified that a failure to qualify in OLNAs was a significant determining factor in student overall completion rates.

THE CHALLENGE

Thornlie SHS set out to move student achievement in NAPLAN, OLNAs, Attainment, WACE and the median ATAR from below 'like schools' to at or above 'like schools'.

HOW THEY DID IT

The team reviewed and restructured the Year 10 Course Counselling into three pathways – *Big Picture*, VET or ATAR. The team implemented a Year 11 Course Progress Review to support students to successfully complete a suitable Year 12 course.

Importantly, the team implemented a targeted approach of monitoring all student progress at 5 weekly intervals with appropriate and timely intervention for students 'red flagged' on their tracking system.

An OLNAs Tutoring Support group was identified for Year 10 – 12 students, along with support materials for teachers and parents. To support and stretch their top end students, Thornlie SHS established the Year 12 80+ Club which provided ATAR students with mentoring, *Elevate Study Skills* and targeted tutoring to create a culture of collaborative competition.

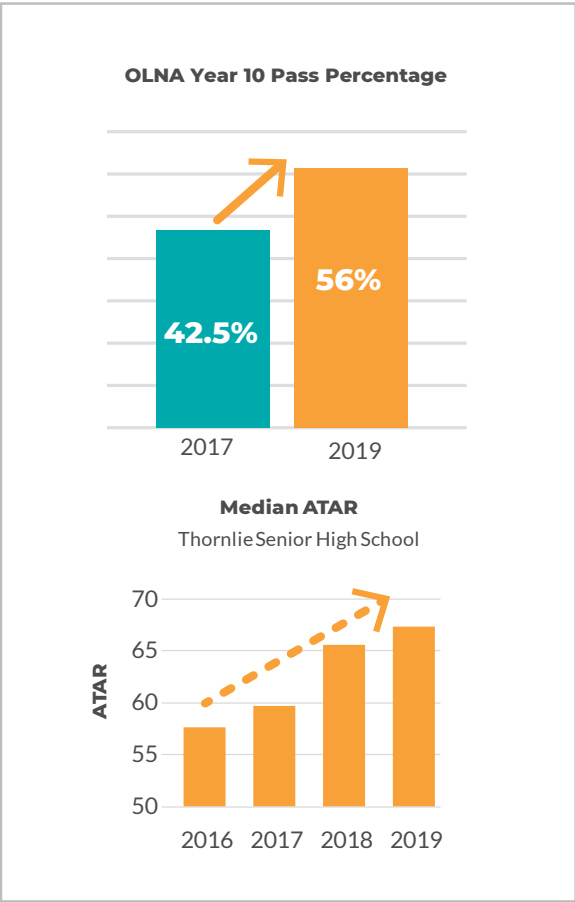
RESULTS

Thornlie SHS have successfully improved their student results from performing below 'like schools' to near 'like schools' in most target areas of achievement. OLNAs Year 10 pass percentage has increased from 42.5% in 2017 to 56% in 2019. Median ATAR has improved from 57.6 in 2016 to 67.3 in 2019.

In addition, WACE Achievement has consistently trended upwards since 2016. It should be noted that the 2019 cohort started from a lower base in terms of literacy and numeracy, however the stable cohort has made the most progress since the implementation of the above initiatives at the school.

WHAT'S NEXT

- ✓ The introduction of Explicit Instruction from Year 7 - 12 to enhance every student's conceptual understanding of key concepts.
- ✓ The recent roll out of the Thornlie SHS Teaching and Learning Framework will help to further build teacher capacity and increase student engagement across the school.



Two Rocks Primary School

Always Improving

PRIOR TO JOINING FOGARTY EDVANCE

Since the commencement of Two Rocks Primary School in 2007, there has been a firm commitment by the leaders to always seek improvement in student outcomes across the school. Considerable work has been done on establishing a safe, caring school environment and ensuring teachers are well resourced for student learning. Two Rocks Primary School has also put considerable efforts into developing high impact teaching practices. Joining the Fogarty EDvance program was seen as an opportunity to focus and further embed strategic plans within the school, to deliver on its aspiration.

THE CHALLENGE

In the early days of the school opening, many students were categorised as educationally 'at risk' or presented with serious behaviour problems. This was further exacerbated with a significant pattern of student transiency as the school grew, which continues today. Despite these challenges, Two Rocks Primary School consistently performed at or above like schools in all NAPLAN areas, and aspired to close the gap to the Australian mean.

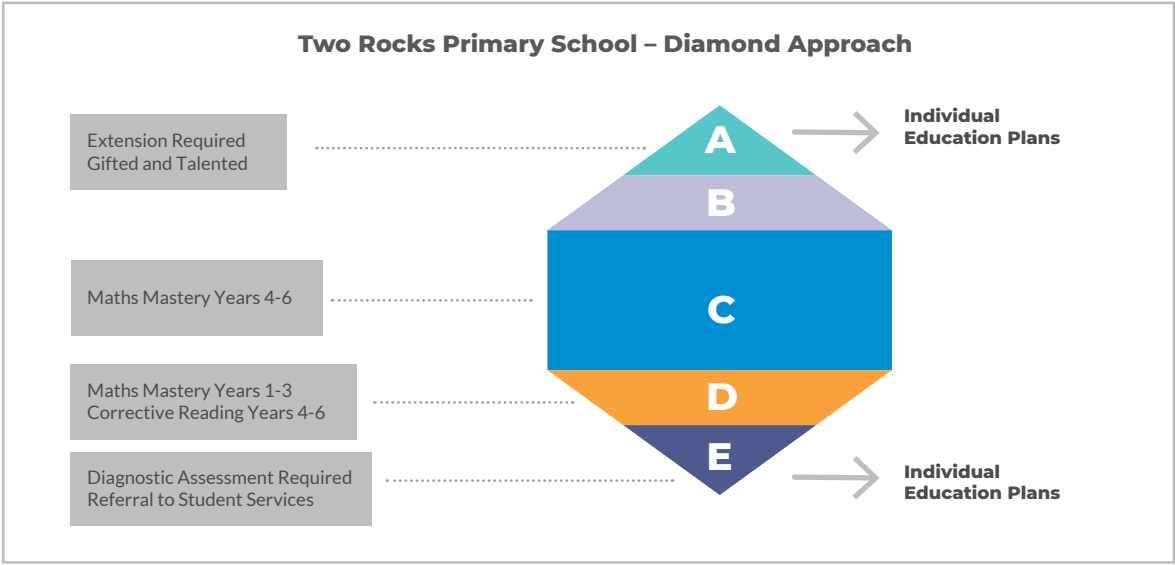
HOW THEY DID IT

The school had developed and continues to consolidate its consistent approach to instruction, with ongoing learning and follow up support and coaching using the 'I do, We do, You do' model, and Barrie Bennett's *Instructional Strategies* program.

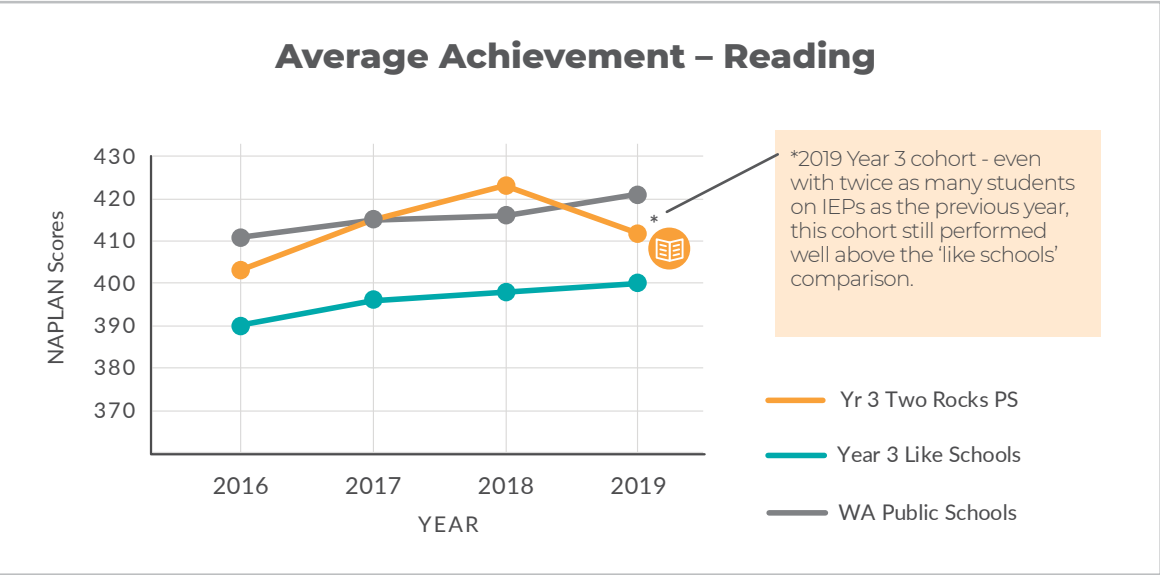
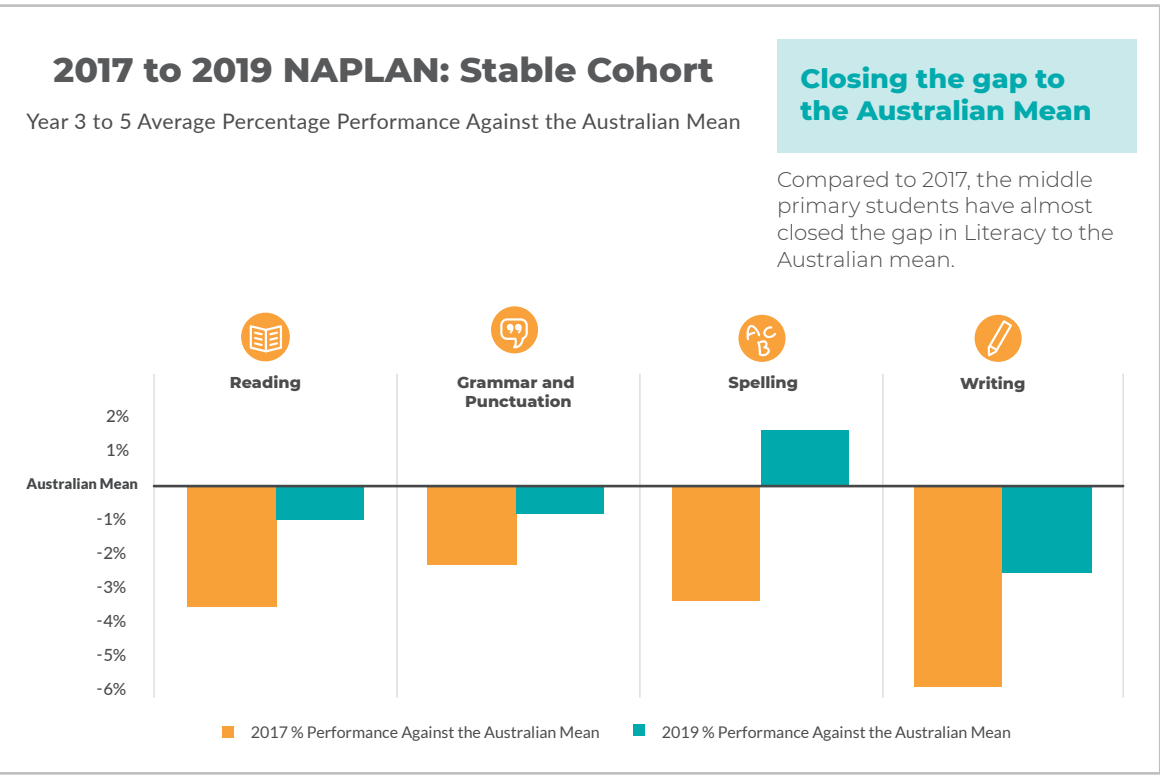
At the beginning of 2018, a fine-grained curriculum scope and sequence for each year level was introduced, to map a clearly defined progression of learning as students move through the school. The scope and sequence explicitly describes key concepts and content to be taught, and includes daily warm ups and close tracking and monitoring of student progress and achievement.

To further address the gaps in student learning, inclusions of specific interventions to the scope and sequence were made – these included the *English Stars* program, the *Sound Waves* Spelling program and English Skills Practice which is a daily spelling, grammar and punctuation practice booklet.

Two Rocks Primary School has also developed their own 'Diamond Approach' - a 5 tier model to ensure all student's learning needs are addressed. Based on the Response to Intervention model and the reporting level, the key idea is to align student academic achievement with the appropriate instruction and/or extended support required to promote growth in student learning.



RESULTS



Two Rocks Primary School has recently been published as a Case Study in the Fogarty EDvance Case Studies for School Improvement booklet. The Case Studies booklet is available for download from the Fogarty EDvance website: <https://fogartyedvance.org.au/case-studies-booklet>

Wirrabirra Primary School

Are We There Yet?

PRIOR TO JOINING FOGARTY EDVANCE

In 2016, Wirrabirra Primary School student data indicated progress, but the gap to 'like schools' was not closing, and they were performing at or below 'like schools' in all NAPLAN areas. The leadership team believed their students were capable of more.

THE CHALLENGE

Wirrabirra Primary School's focus was on improving student outcomes, however there were challenges with achieving alignment of pedagogy and implementing consistent teaching practice. Their aim was to move from performing below 'like schools' to at or above 'like schools', and ultimately closer to the state average in all areas of NAPLAN.

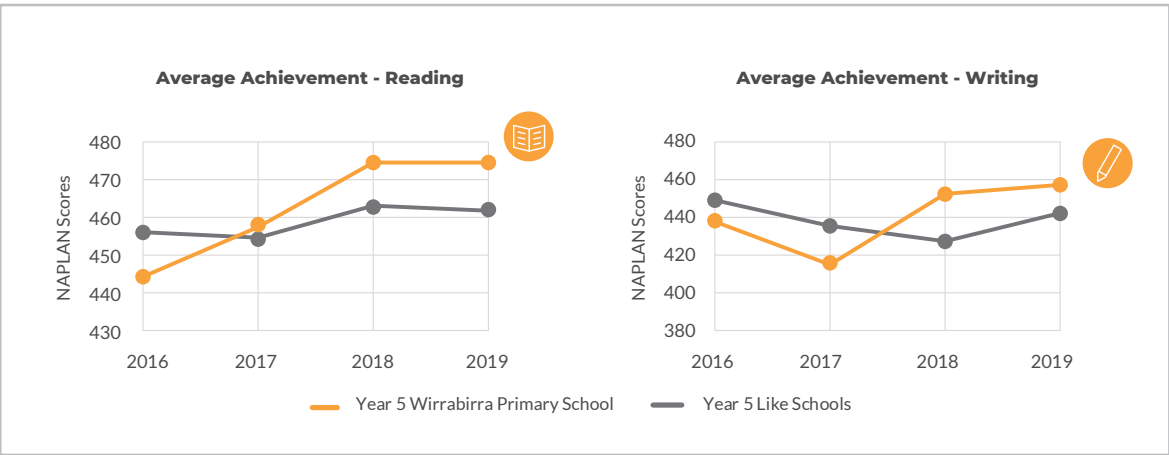
HOW THEY DID IT

Staff were engaged from the beginning in the change process, with high levels of transparency from the leadership team regarding changes that would be made. The school identified a more explicit teaching model as a way to move forward, and it was agreed that a consistent approach would be rolled out across the school.

Staff were given the opportunity to visit Balga, Dawson Park and Two Rocks Primary Schools to witness the instructional model in action, and internal professional learning was undertaken to embed engagement norms in classrooms. In 2018, Brooke Wardana was engaged as an expert to assist staff with Daily Reviews and establish an observation and coaching regime across the school. There was an initial focus on Literacy with a synthetic phonics program (K-4) and *Spelling Mastery* (5-6) implemented to support the instructional model.

RESULTS

In 2019, Year 5 student results were above like schools in NAPLAN Literacy areas, and the students also made higher progress from Year 3 to Year 5, compared to 'like schools' and the state average during this period.



WHAT'S NEXT

- ✓ Continue to develop a whole school teaching model, including a focus on the development of a guaranteed and reliable curriculum framework.
- ✓ Ongoing monitoring of students results to ensure performance remains above 'like schools' and closes the gap to the state average.

"We are continuing our journey but this is the most significant difference (improvement) I have seen at this school in 11 years."

Linda Sparks, Deputy Principal
Wirrabirra Primary School

Yale Primary School

A School's Transformation

PRIOR TO JOINING FOGARTY EDVANCE

In 2016, Yale Primary School's results in all areas of NAPLAN were consistently at or below 'like schools'. Whilst there was a focus on teaching and learning within the school it was recognised that there was an opportunity to improve student results.

THE CHALLENGE

Writing was targeted as a specific area for improvement, that could act as a catalyst to improve other areas of literacy. In 2017, the number of students below the national minimum standard for Writing was identified as being significantly higher than 'like schools'. Yale Primary School aimed to reduce this gap, and to move NAPLAN results to at or above 'like schools'.

HOW THEY DID IT

Following a consultation process with school staff, *Talk 4 Writing* was identified by the leadership team as a program that would assist staff to effectively and explicitly teach writing. To maximise the effectiveness of the program, structured professional learning was required - the Dyslexia Speld Foundation team were engaged to provide whole school professional learning. An explicit teaching framework for Writing was also introduced to guide lesson planning and ensure consistency.

A formalised collaborative planning and teaching program was embedded in all phases of learning, and Professional Learning Community sessions included moderation sessions of student writing samples.

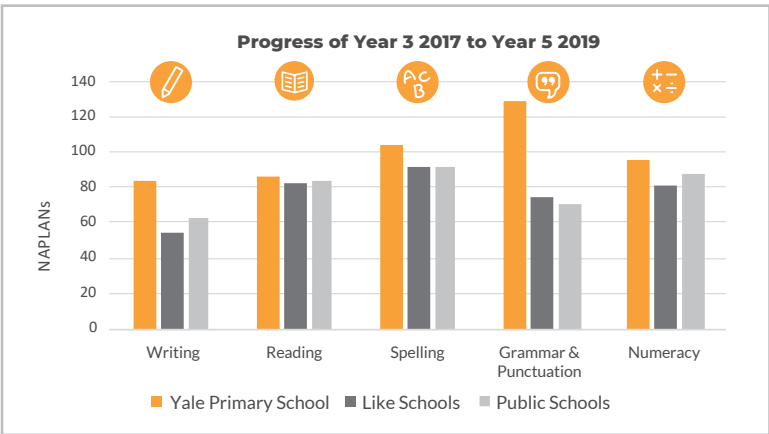
The change in teaching practice has resulted in significantly increased levels of staff collaboration. In 2019, teachers scored collaboration amongst staff at 8.1, a significant improvement from 2017*.

* Based on Tell Them from Me Survey 2017 and 2019. A 1.0-point increase is viewed as a very significant improvement over the course of 3 years

RESULTS

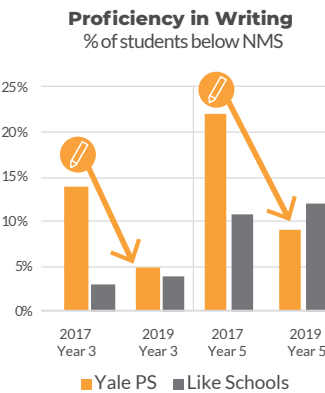
In 2019 Year 5 results in all NAPLAN areas moved to above 'like schools', and progress in all NAPLAN areas from Year 3 in 2017 to Year 5 in 2019 was above like schools and the WA Public School average.

Year 5 Spelling results are particularly encouraging - in 2018 and 2019 they were greater than one standard deviation above expected performance - the first time this had occurred since 2013.




**Voted the MOST
COURAGEOUS
school by their
Cohort 4 peers**

The number of students performing below the National Minimum Standard for Writing significantly reduced between 2017 and 2019.



NMS equates to Band 1 in Year 3 (NAPLAN score range of 0 - 269), and Bands 1-3 in Year 5 (NAPLAN score range of 0 - 373)

"Teacher collaboration and distributed leadership in the school has undergone extensive improvement. The culture of this school is so different now that it is a pleasure to work here. Staff are so positive and optimistic".

Glen Read Principal
Yale Primary School

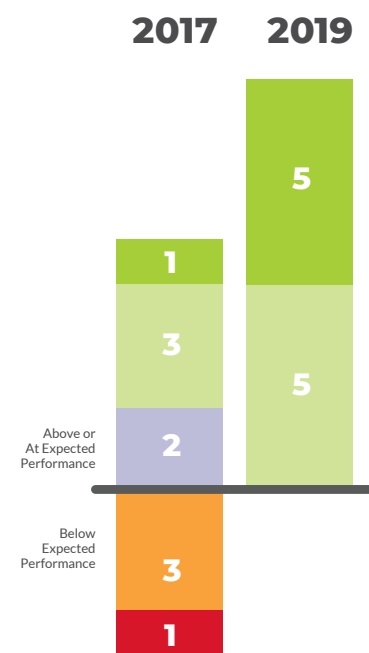
Early Impact Results

Cohort 5 (2018 - 2020)

Here's a snapshot of what a few schools in Cohort 5 have already achieved...

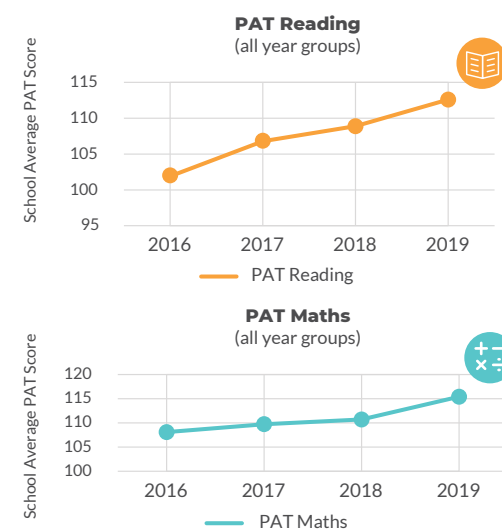
Greenfields Primary School

Greenfields Primary School
Expected Comparative Performance
Year 3 and 5 NAPLAN (all areas)



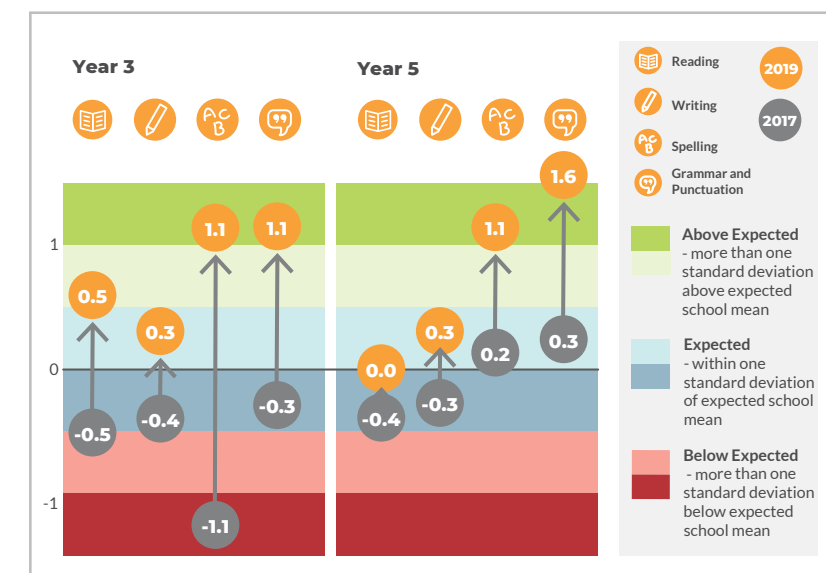
In 2019 at Greenfields Primary School in Mandurah, all NAPLAN areas were above expected performance, with 5 of these areas at least one standard deviation or more above expected performance.

These improvements are also reflected in the school's PAT (Progressive Achievement Test) results – the school average PAT for Reading and Maths has been steadily increasing since 2016.



Baynton West Primary School

Lisa Ledger, Principal of Baynton West Primary School, was awarded WA Primary Principal of the Year at the 2019 WA Education Awards



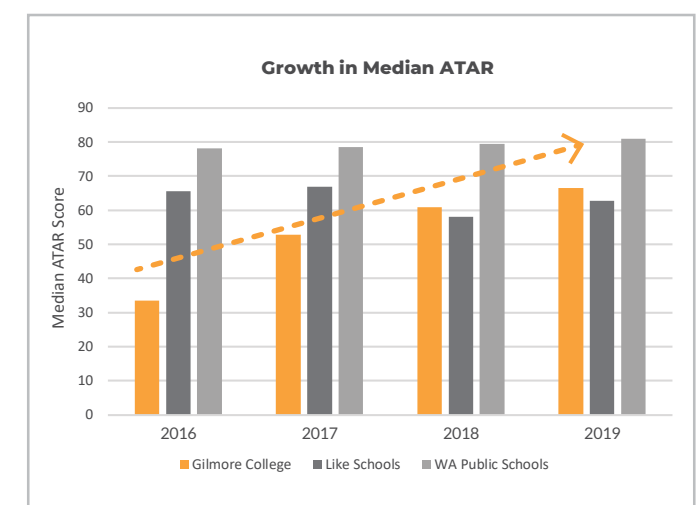
Baynton West Primary School in Karratha, have gone from below expected performance in 2017 to above expected performance in 2019, with Spelling and Grammar and Punctuation more than one standard deviation above expected performance

Gilmore College

Change in ATAR performance

Since 2016 there has been a significant trend towards ATAR growth at Gilmore College, located south of Perth in the City of Kwinana.

In 2018 and 2019 median ATAR moved above like schools and closer to the median ATAR at WA Public Schools.



Where Are They Now?

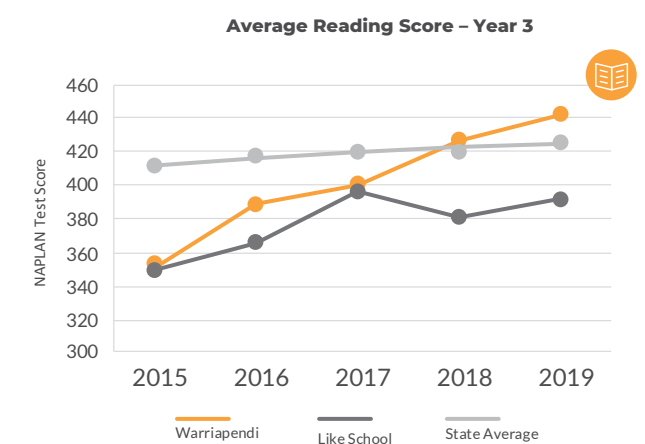
Cohort 3 (2016 - 2018)

Here's a snapshot of two of our Cohort 3 schools, and how they have continued to grow student outcomes...

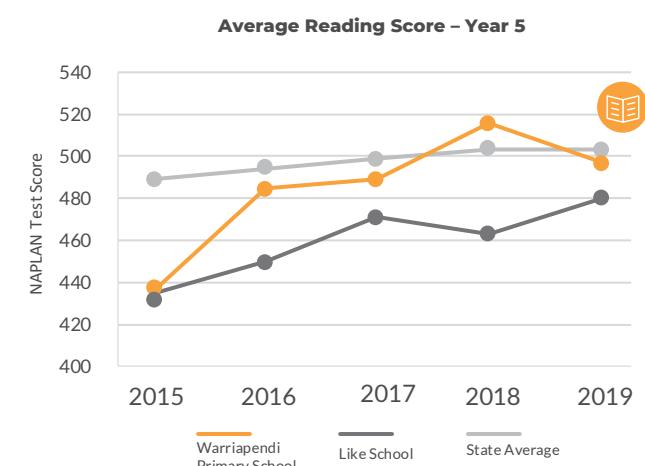


Warriapendi Primary School

From 2014 to 2019, Year 3 students at Warriapendi Primary School have lifted their reading scores by 110 NAPLAN scores, and continue to perform above the WA state average in Reading.

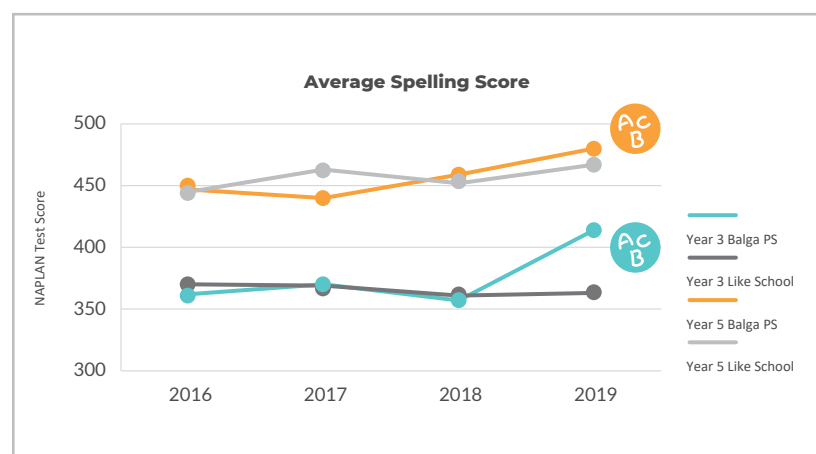


Year 5 students continue to perform above 'like schools'.



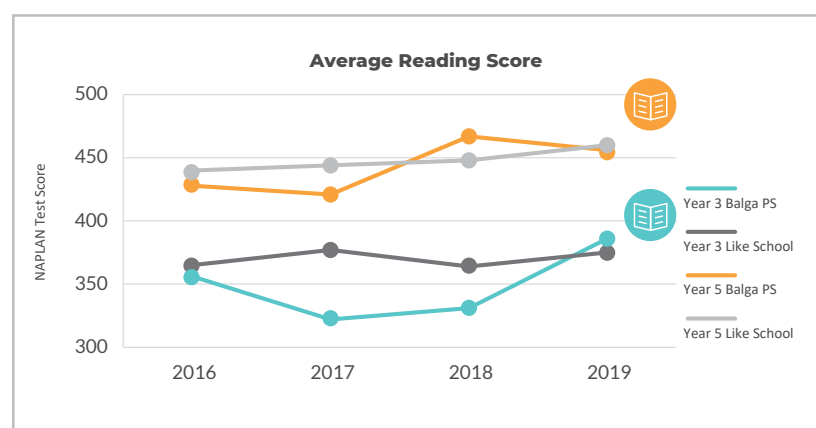
Warriapendi Primary School was recognised at the WA Education Awards 2018 as a finalist in the WA Primary School of the Year category

Balga Primary School



Balga Primary School has moved from performing (on average) below expected performance in 2016 to at or above expected performance in all areas of NAPLAN in 2019.

Balga Primary School students are showing strong progress from Year 3-5, and the Year 3 students are on the way to meeting the national average in Spelling.



Trialling New Ideas

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

FED Alumni Network

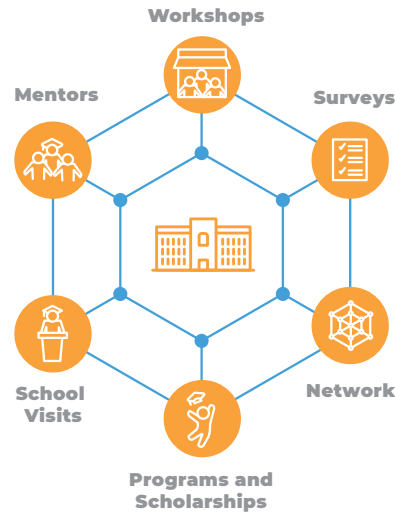
Once schools and leaders complete the School Improvement Program, they become part of the FED Alumni Network.

The FED Alumni Network provides the opportunity to stay connected to a group of like minded leaders who are passionate about improving educational outcomes for children of all backgrounds in Western Australia.

Through the FED Alumni, school leaders continue to be supported to tailor their improvement strategies to suit their individual school context, and have access to many components of the EDvance program.

We currently support 45 FED Alumni schools, who have access to:

- Transformation Framework and EDvance Program key content workshops
- School visits to other schools in the FED Network
- Mentor Bank – through the existing FED mentor pool
- OHI and TTFM surveys post-program at a discounted FED Alumni rate
- Programs such as the Secondary Teacher Leaders Program, EDvance Teaching Intensives and the EI Secondary Network
- Eligibility to apply for Fogarty Foundation scholarship offerings with our educational partners



The FED Alumni aims to foster strong relationships and inter-cohort collaborations across the FED Network.

FED Explicit Instruction Secondary Network

In 2018, Fogarty EDvance launched the FED Secondary Explicit Instruction Network, bringing together secondary classroom teachers from across EDvance schools who practice explicit instruction.

Fogarty EDvance, in conjunction with Dr Lorraine Hammond, facilitate seminars on a Saturday morning, generally once per term, where teachers have opportunities for professional learning, to view practical demonstrations, and network and share resources with teachers from other schools.

The FED team will continue to facilitate the seminars in 2020, with the Network broadening to more than 50 secondary teachers practicing explicit instruction in more than 8 secondary schools in Western Australia.



Fogarty EDvance Instructional Adviser Model

In November 2019, Fogarty EDvance launched a new initiative for EDvance primary schools entering Year 2 of the School Improvement Program – known as the FED Instructional Adviser Model.

There is a growing evidence-base for school leaders collaborating with other school leaders that have navigated a similar challenge in changing teaching practice. Other Fogarty EDvance initiatives, including school visits as part of Year 1 of the program and the FED Explicit Instruction Secondary Network, have demonstrated the impact of cross-school collaboration on improving teaching practice.

The IA model partners EDvance school leaders together with high-performing schools that have previously been part of the Fogarty EDvance program, and have successfully transformed classroom instruction. Instructional Adviser schools have completed the EDvance program and have seen a significant improvement in student outcomes. The aim of the IA model is to build the capacity

of instructional leadership in schools throughout Western Australia, enabling a greater change in more schools.

The partnership between schools is supported by FED Mentors, the FED team and requires up to 4 structured meetings at the IA school a year.

The IA schools for 2020 include:

- Balga Primary School
- Challis Community Primary School
- Ellen Stirling Primary School
- Thornlie Primary School
- Two Rocks Primary School

Case Studies for School Improvement

The EDvance program works with some of the highest achieving schools in Western Australia. Although the schools in the EDvance program are from a low socio-economic context, we believe all high performing schools share similar effective practices. The case studies are drawn from schools serving low socio-economic communities, but have relevance for all schools.

In December 2019 an updated version of the Fogarty EDvance Case Study booklet was published, and is available for download from our website.

<https://fogartyedvance.org.au/case-studies-booklet/>

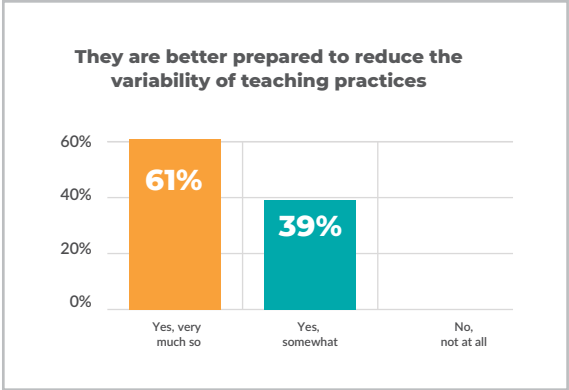


Secondary Teacher Leaders Program

In 2019, Fogarty EDvance piloted Cohort 1 of the Secondary Teacher Leaders (STL) Program with four EDvance schools: Gilmore College (Cohort 5), Thornlie Senior High School (Cohort 4), Lynwood Senior High School (Cohort 4) and Southern River College (Cohort 3).

The STL Program is a 9-month professional development program for Heads of Learning Areas (HOLAs) 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. The program is designed to support secondary teacher leaders in whole school improvement, by connecting their work to the broader school strategic plans, with the ultimate objective of improving student outcomes.

Feedback from program participants and their executive leaders, indicates that the program had a significant impact on leadership development and ability to influence subsequent changes in teaching practices, in the schools that participated in the program.

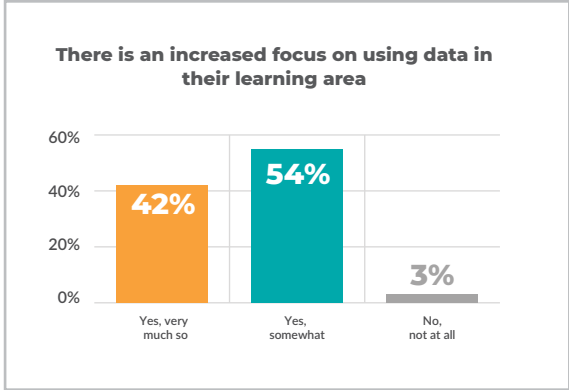


"The program was very valuable. It helped me understand school direction and my role in this transformation".

STL Program participant

The Fogarty EDvance vision is to ultimately improve student outcomes. Feedback from the school leaders confirmed that the STL Program contributed to changes in teaching practice across the four schools. School leaders observed changes in teaching practices which have an impact on driving improvements in student learning, with 50% of respondents responding with 'yes, very much so' for observed changes in teaching practice.

Given the success of Cohort 1 of the STL Program, FED will launch Cohort 2 of the STL Program in June 2020. Seven EDvance secondary schools have opted in to Cohort 2 of the program, with our impact extending to over 50 secondary teacher leaders. By the end of Cohort 2, we will have delivered professional learning to over 100 secondary teacher leaders in Western Australia.



"My leadership practice has developed a great deal during the program. I not only provide strong leadership within my own learning area but I have been able to support and influence the practice of others".

STL Program participant

100% of leaders

believed their secondary teacher leaders benefitted from their involvement in the program

100% of leaders

would recommend the program to other secondary schools that are part of the EDvance program

EDvance Teaching Intensives

The EDvance Teaching Intensives focus on high-impact instructional strategies for teaching literacy and numeracy in the early years and middle primary.

There is evidence to support the successful application of explicit and direct instruction, particularly for students from disadvantaged communities. Many practitioners are keen to develop skills in this area as part of the 'toolkit' for successful teaching.

In 2020 two EDvance Teaching Intensives were hosted concurrently at Balga Primary School (a FED Alumni School). 65 teachers and pre-service teachers participated, including teachers from Fogarty EDvance schools. The Intensives were led by Dr Lorraine Hammond and Brooke Wardana, with support from Balga Primary School staff.



Since 2018, the Fogarty Foundation and Fogarty EDvance have supported 140 teachers to learn and trial high-impact and explicit instruction. Components of the Intensives include:

- High-quality professional development by experts in the field of high-impact and explicit instruction
- In-situ coaching of the teachers during the program
- Personalised written feedback to every teacher
- Students are made available to practice the various instructional strategies on
- Teaching resources compiled by Program Leads in the form of a consolidated set of PowerPoint slides, for ongoing use by participants.
- Learning reflection and forward planning session at the conclusion of the program to facilitate the transfer of new teaching skills to regular and ongoing practice.

The program was very highly rated by all respondents

How would you rate the EDvance Teaching Intensive, compared to other PL

5/5
average rating

Overall satisfaction with the EDvance Teaching Intensive?

9.6/10
average rating

Likelihood of recommending the EDvance Teaching Intensive to colleagues?

9.9/10
average rating

"The EDvance Teaching Intensive provided ample opportunities to observe highly effective teaching complemented by a close look at the evidence based research around explicit instruction. The presenters were all experts in the fields who spoke about explicit instruction with a passion without sounding like a showy sales person. Useful materials such as the PowerPoints used were particularly valuable."

Participant, EDvance Teaching Intensive 2020

"I went back and told my Principal and other staff that it was one of the best PL's that I have ever been on and have highly recommended it to others."

Participant, EDvance Teaching Intensive 2020

Feedback from Cohort 4 School Leaders about the Fogarty EDvance School Improvement Program is overwhelmingly positive



75% of participants said the program exceeded their expectations, and ALL participants rated it 7/10, or higher

"Before engaging, I was told it would be the best professional learning I have ever done. It certainly was."
Clyde Graham – Principal, Cannington Community College

"The development of whole school strategies for improvement have been excellent through the support by the PL, mentors and the Fogarty Team. The strategies in the toolkit really sustain the process."
Steve Richards – Principal, Wirrabirra Primary School

"The timing of this program was perfect for me as I developed a new business plan in the first year. It shaped how I approached this work and the operational planning and monitoring since then. Most exciting now is the changed classroom practice developing across the school - I can't imagine what that would have looked like without the knowledge I have developed through the Fogarty Program."
Geri Hardy – Principal, Lynwood Senior High School



said they would recommend this program to other principals



said their school had benefited from the program



said they are better able to lead improvement, innovation, and change at their school



said classroom practice had changed in their school as a result of the program

An initiative of the Fogarty Foundation



We 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
WESTERN AUSTRALIA

Cohort Partners



WESTERN AUSTRALIAN PRIMARY PRINCIPALS' ASSOCIATION

AMK FOUNDATION



FED COLLECTIVE



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

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