



**Fogarty** EDvance

# Impact Report

## Cohort 5

**Fogarty EDvance  
School Improvement Program**

2018-2020

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 Fogarty 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 21 years, the Foundation has partnered with a range of organisations, while incubating initiatives to address needs in education.

The Foundation aims for excellence in education, with current programs in three 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.**



*"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 Loudén AM

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# The importance of quality education for all children

The Fogarty Foundation is a social venture that believes that a good society is one which works to provide the best opportunities for people to thrive. To do this we need quality education - because education is the basis of how we live our lives.

There is a significant number of Australian children who are not reaching minimal education outcomes and most of these children attend schools in low socio-economic communities. These children can face challenges that make it difficult for them to access quality education, so in 2012 the Foundation created the Fogarty EDvance School Improvement Program, to support and build the capacity of school leaders so they can ensure the best possible educational outcomes for their students.



The core of EDvance is a three-year School Improvement Program (SIP) that gives schools the knowledge of *what* can be done to transform schools and *how* to make it happen. EDvance continues to support the schools after the initial SIP with an Alumni Network to ensure sustained improvements.

We bring together the best of what is happening around the world in education and business to tackle the challenge of improvement. One of the reasons for the program's success is the support from people within education and across business and community sectors, many who give their time and expertise freely, as they recognise the importance of quality education and the benefits this brings to our society.

EDvance has been working with schools for ten years, to improve the educational outcomes of more than 25% of disadvantaged students in Western Australia. We are looking forward to further developing the program, continuing to build the capacity of more schools and improve school leadership across the state.

WA needs to be a smart and proactive state with an engaging and future focussed education for all. This requires high education aspirations of the schools and the students, to ensure that every child has access to the quality education they deserve.

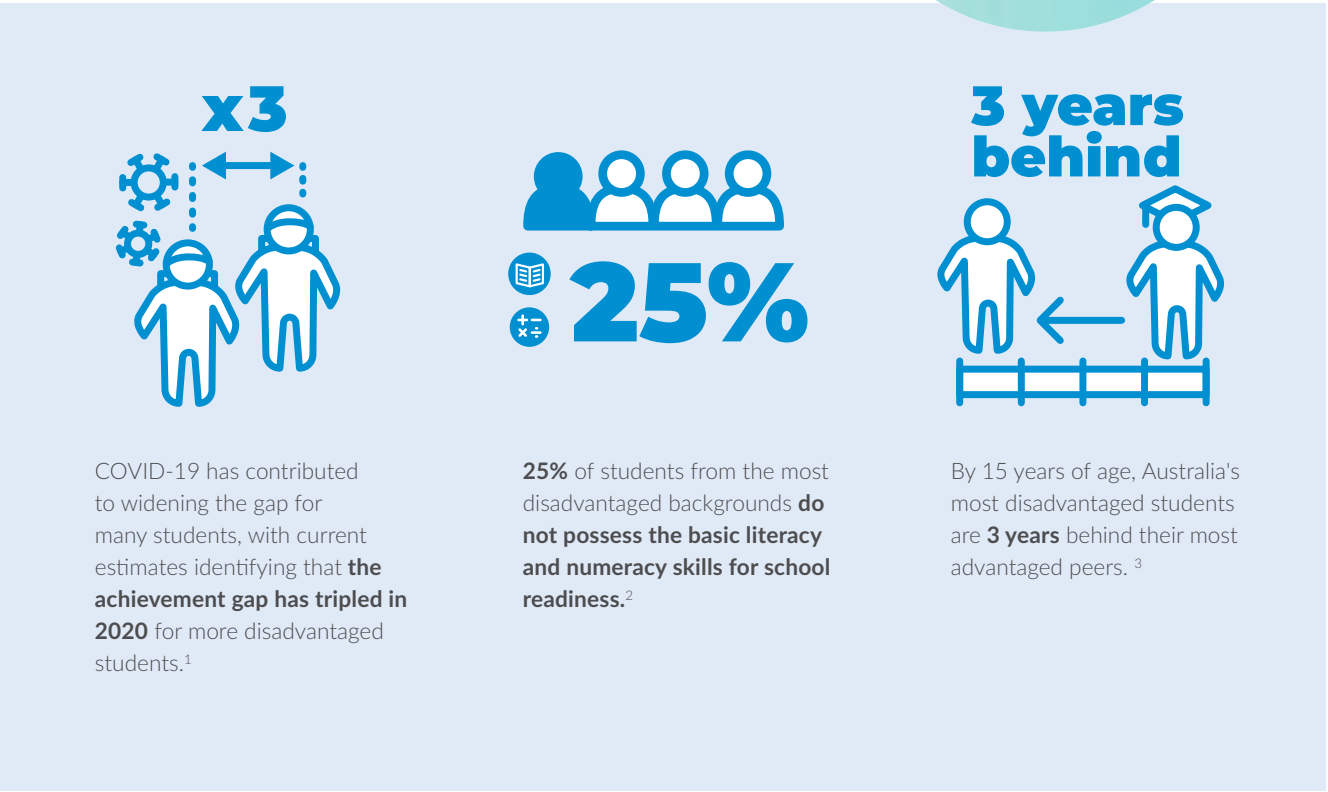


Annie Fogarty AM  
Executive Chairperson  
Fogarty Foundation

# We see a future where every child has access to high quality education, regardless of their postcode.

Education is a springboard to opportunity - providing the skills for better employment and improved life opportunities and wellbeing. The statistics and data are overwhelming, children from lower socio-economic backgrounds face numerous challenges that make it difficult for them to access a high quality education. From a system, school and classroom level, we can make a difference and close the educational gap.

*"Schools that are highly effective produce results that almost entirely overcome the effects of student backgrounds."*  
Robert Marzano (2003)



*"Australian students' declining achievement in NAPLAN, as well as in international test regimes such as the Program for International Student Assessment (PISA) and Progress in International Reading Literacy Study (PIRLS), is of concern to parents, employer groups and tertiary institutions who question the preparedness of many school leavers for adult life and the workforce."*  
Mueller & Clary (2021)

<sup>1</sup> Sonnemann and Goss (2020), COVID catch-up - helping disadvantaged students close the equity gap (Grattan Institute)  
<sup>2</sup> Lamb, et al (2020), Educational Opportunity in Australia in 2020 who succeeds and who misses out (CIREs and the Mitchell Institute)  
<sup>3</sup> 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>

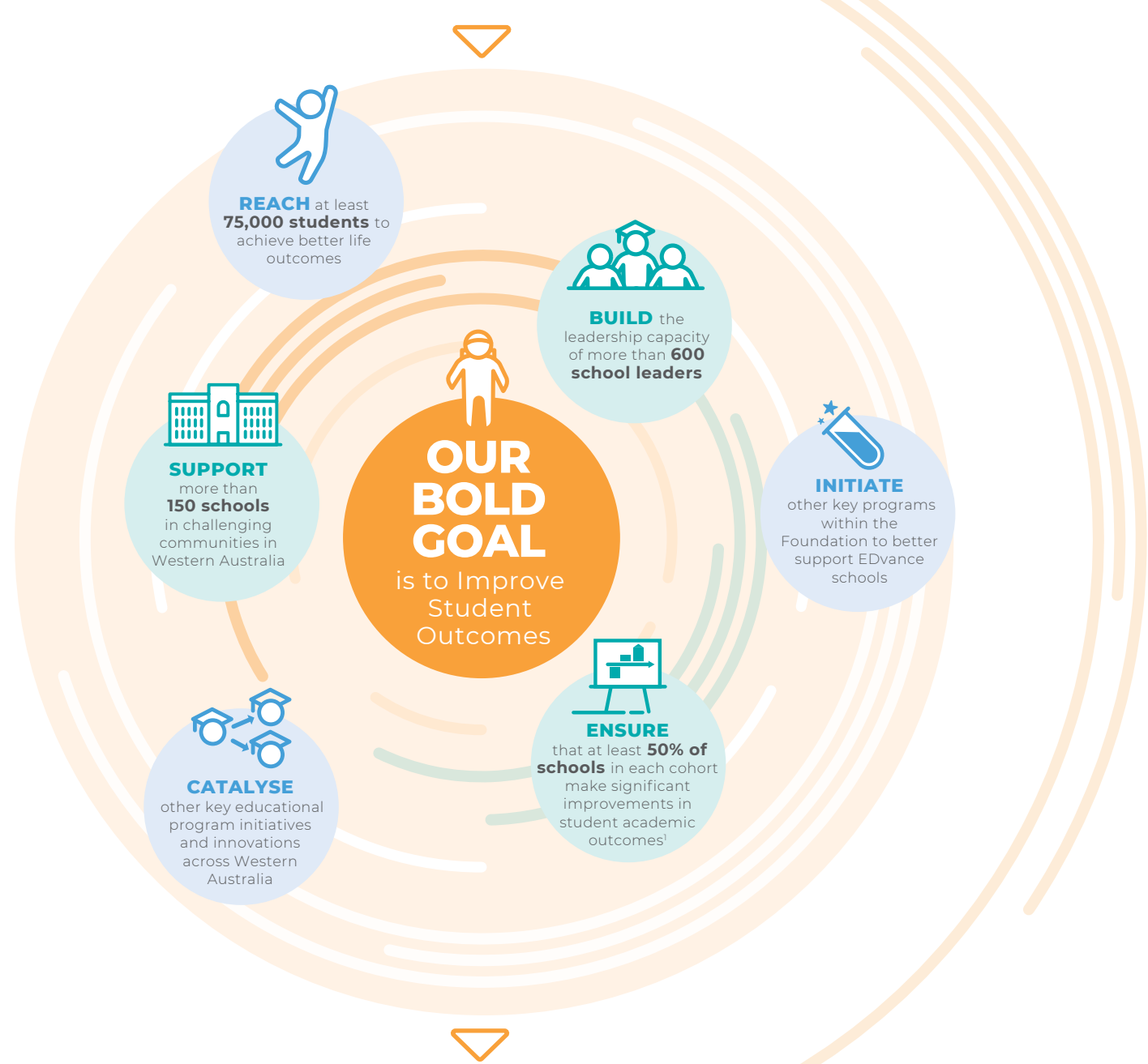


# Our Bold Goal

We want the best educational outcomes for our students in Western Australia, particularly those from more challenging contexts.

Fogarty EDvance supports schools to improve, and ultimately, sustain outcomes for students, regardless of their background.

After 10 years, we are on our way to achieving our bold goal - every cohort has made improvements to student outcomes, now...



Our Bold Goal will be realised when there has been a system-wide improvement of student outcomes in Western Australia.<sup>2</sup>

<sup>1</sup>The FED Program defines outcomes differently for primary schools and secondary schools. For primary schools, we aim for schools to significantly improve student academic outcomes in 3 years – a step change in NAPLAN. For secondary schools, we aim for schools to significantly improve clusters of student outcome measures, including targeted academic outcomes (e.g. OLN, ATAR) and behaviour and attendance. In our experience, there is a longer lead time for secondary schools to significantly improve student academic outcomes, usually around 4 – 6 years.

<sup>2</sup> As measured by NAPLAN

# An overview of the Fogarty EDvance School Improvement Program

Fogarty EDvance has a two-track agenda, namely school improvement and leadership development. The core aim of Fogarty EDvance is to build the capacity of school leadership teams to make informed evidence-based decisions, strategically plan and improve student outcomes. We bring together the best tools from education, business, philanthropy and the community sector; we share these tools and practices with our schools, and we support our schools as they translate these practices into their schools and classrooms.

### Leadership Development

We enhance strategic planning, helping leaders turn theory into action by:

- Focusing on organisational health**  
Core to the program is that a school's culture or organisational health, drives the performance of student outcomes.
- Establishing 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 and leadership**  
Through changes in personal leadership, school teams develop skills and strategies to influence school culture and performance.

### School Improvement

We support schools with:

- Best practice research and tools**  
We provide ideas, resources and processes of effective school leadership drawn from evidence.
- Professional mentors**  
Experienced mentors work with leadership teams for the three-year program. Mentors are highly regarded past principals and education leaders.
- Peer support**  
We provide access to a cohort of peers to share best practice and support effective learning. Leadership teams develop relationships that continue to support the strategic direction of the school.
- Building a rich school data set**  
Data is used to inform strategic planning. Schools target and track improvements in key areas, such as teaching and learning and leadership practice.
- Access to experts and additional programs**  
Access to experts across business and education, including high impact instruction, oral language development and other curriculum content experts.

"Participation in the Fogarty EDvance program has been the most rewarding professional learning of my career, spanning over 40 years. The opportunity to engage with expert presenters has been highly valuable. The sharing of credible research has validated the reasons for our change agenda and the implementation of best practice, to improve the education of our students."

Carolyn Lucarelli – Principal, East Maddington Primary School (Cohort 5)

# The three-year journey – what does it involve?

The three-year journey instigated by school leaders is no small undertaking. Each year of the program builds on the next, following an intensive first year of laying the foundations for school improvement through the development of a three-year strategic plan.

The subsequent years of the EDvance program focus on embedding and scaling a school's strategic plan. By the end of 3 years, almost all schools have successfully implemented their key strategic focus areas for school improvement, with results to show for it.



**Importantly, we know the journey of school improvement doesn't end after three years. At the conclusion of the program, schools can join the FED Alumni Network and continue to be supported into the next phase of their improvement journey.**





# Featured Program Tools

These two unique tools utilised in the EDvance program illustrates how we specifically support school leaders to create strategic plans that lead to improved student outcomes. These tools are highly effective in helping schools make positive change.

## The EDvance School Transformation Framework

### What is it?

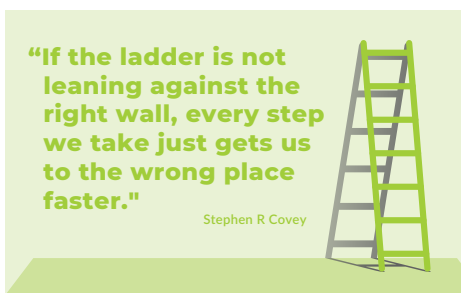
A synthesis of educational research to give school leaders the high impact levers and clusters of interventions that contribute to improving student outcomes. School improvement efforts are enhanced when leaders can select a small number of focus areas that align with their current stage of school performance.

### Why do we use it?

Given the broad range of educational research and programs, school leaders need support to navigate literature in a way that leads to coordinated action. Too often, schools can be caught in 'paralysis by analysis' with no clear way forward. The Framework enables leadership teams to develop an analytical and discerning eye to strategically plan for better student outcomes before beginning their climb to improved school performance, and ensure they have their ladder against the right wall.

### How does it help?

School leaders assess their current level of school performance (student outcomes) to make strategic decisions to align their efforts. By prioritising a small number of focus areas and lead initiatives, schools can distribute leadership and coordinate whole-school efforts that will make a surmountable difference. The tool is designed to support leaders to embed and lead ongoing cycles of school improvement.



## The Organisational Health Index (OHI)

### What is it?

An organisation's health—its ability to align around and achieve strategic goals—is critical for long-term improved performance. Many leaders overlook organisational health because they lack a clear way to measure and improve it. The Organisational Health Index (OHI) (utilised in partnership with McKinsey & Co.) applies analytical rigor to organisational health management, using quantitative diagnostics and proven recipes for success.



### Why do we use it?

School leaders need specific support in getting an accurate measure of their school culture, which they can turn into actionable steps in their day-to-day management practices. These leadership practices are necessary to build a positive school culture to drive performance (as measured by improvements in student outcomes). In short, improved organisational health can lead to improved student performance.

### How does it help?

Leaders undertake the OHI survey annually and complete detailed reflections to identify the changes they need to make to better lead the school. Day to day changes make demonstrable differences to improved overall school outcomes in areas such as alignment and direction, improved work environment and strengthened accountability.

## Leaders who improved organisational health during the EDvance program saw four common themes in actions they took:

1. **Creating and cascading** a common vision with a clear strategic road-map to achieve the goals.
2. Providing **clarity on roles and responsibilities** early in the transformation to keep people accountable.
3. **Role-modelling by leaders** to influence staff behaviours.
4. **Ongoing and active communication** (formal and informal) with the staff.

"It is critical to the school that you choose staff that are on the same journey, heading in the same direction."

OHI Focus Group Participant

"We did a lot of work around strategic clarity. I talked about the things people were doing well."

OHI Focus Group Participant

"The principal and deputies practiced daily writing review - we practiced for two months and modelled this to staff. We were experts."

OHI Focus Group Participant

The Fogarty EDvance School Transformation Framework - Primary Schools in Low - Mid SES Communities			
Fogarty EDvance			
STAGE 1 Underperforming to Fair			
STAGE 2 Fair to Good			
STAGE 3 Good to Great			
STAGE 4 Great to Excellent			
Key evidence - based interventions that schools pursue to progress to the next level of student outcomes (at each stage of improvement journey)			
Leadership & Management	1.1.1. Develop and implement a shared vision and purpose with all staff	1.1.1.1. Develop and implement a shared vision and purpose with all staff	1.1.1.1.1. Develop and implement a shared vision and purpose with all staff
	1.1.2. Build trust and respect through open and honest communication	1.1.2.1. Build trust and respect through open and honest communication	1.1.2.1.1. Build trust and respect through open and honest communication
	1.1.3. Develop a shared understanding of the school's current state and future vision	1.1.3.1. Develop a shared understanding of the school's current state and future vision	1.1.3.1.1. Develop a shared understanding of the school's current state and future vision
	1.1.4. Develop a shared understanding of the school's current state and future vision	1.1.4.1. Develop a shared understanding of the school's current state and future vision	1.1.4.1.1. Develop a shared understanding of the school's current state and future vision
Disciplined Data Capability with Evidence Base	1.2.1. Develop a shared understanding of the school's current state and future vision	1.2.1.1. Develop a shared understanding of the school's current state and future vision	1.2.1.1.1. Develop a shared understanding of the school's current state and future vision
	1.2.2. Develop a shared understanding of the school's current state and future vision	1.2.2.1. Develop a shared understanding of the school's current state and future vision	1.2.2.1.1. Develop a shared understanding of the school's current state and future vision
	1.2.3. Develop a shared understanding of the school's current state and future vision	1.2.3.1. Develop a shared understanding of the school's current state and future vision	1.2.3.1.1. Develop a shared understanding of the school's current state and future vision
	1.2.4. Develop a shared understanding of the school's current state and future vision	1.2.4.1. Develop a shared understanding of the school's current state and future vision	1.2.4.1.1. Develop a shared understanding of the school's current state and future vision
Curriculum & Teaching	1.3.1. Develop a shared understanding of the school's current state and future vision	1.3.1.1. Develop a shared understanding of the school's current state and future vision	1.3.1.1.1. Develop a shared understanding of the school's current state and future vision
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	1.3.3. Develop a shared understanding of the school's current state and future vision	1.3.3.1. Develop a shared understanding of the school's current state and future vision	1.3.3.1.1. Develop a shared understanding of the school's current state and future vision
	1.3.4. Develop a shared understanding of the school's current state and future vision	1.3.4.1. Develop a shared understanding of the school's current state and future vision	1.3.4.1.1. Develop a shared understanding of the school's current state and future vision
Conditions for Learning & Student Voice	1.4.1. Develop a shared understanding of the school's current state and future vision	1.4.1.1. Develop a shared understanding of the school's current state and future vision	1.4.1.1.1. Develop a shared understanding of the school's current state and future vision
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	1.4.3. Develop a shared understanding of the school's current state and future vision	1.4.3.1. Develop a shared understanding of the school's current state and future vision	1.4.3.1.1. Develop a shared understanding of the school's current state and future vision
	1.4.4. Develop a shared understanding of the school's current state and future vision	1.4.4.1. Develop a shared understanding of the school's current state and future vision	1.4.4.1.1. Develop a shared understanding of the school's current state and future vision
Professional Learning	1.5.1. Develop a shared understanding of the school's current state and future vision	1.5.1.1. Develop a shared understanding of the school's current state and future vision	1.5.1.1.1. Develop a shared understanding of the school's current state and future vision
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Parent & Community Engagement	1.6.1. Develop a shared understanding of the school's current state and future vision	1.6.1.1. Develop a shared understanding of the school's current state and future vision	1.6.1.1.1. Develop a shared understanding of the school's current state and future vision
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# The key challenges for school improvement

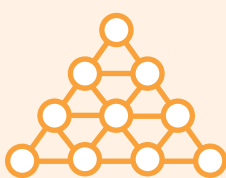
Over the course of 10 years, we have worked with **111 schools, 350+ school leaders and 50,000+ students**. We have encountered some of the challenges schools face which can significantly de-rail their best efforts for school improvement.

We wish to bring attention to these challenges and advocate for more targeted support and action. Through addressing these challenges and advocating for change we hope to improve the education system.



## Principal and school leadership turn-over

- School effectiveness and student achievement often suffer when principals leave their schools.
- Turn-over during school transformations significantly decreases momentum and often leads to schools losing their ability to embed key practices.
- Principals are pivotal to establishing and maintaining a healthy workplace culture to foster effective collaboration for improved student outcomes.
- Staff turnover is often higher in challenging schools.
- ▶ Improved school performance can be seen as early as 18 months, but often requires **at least a three to five-year commitment from a school leader for significantly improved results to be achieved.**



## Secondary schools are complex organisations

- Traditional secondary school structures and large staff numbers make the work of translating and cascading whole-school strategic plans more challenging for senior leadership teams.
- Disparate teams within secondary schools allow for pockets of variability to exist throughout the school – particularly in teaching and learning.
- It is critical that secondary schools engage the **middle level leaders** into the broader strategic direction of the school as early as possible in the transformation journey.
- ▶ **Middle level leaders are the 'lynch pins' in connecting the strategic to the operational and require capacity and skill building to fully engage and include them in school improvement efforts.**



## The reading gap contributes to educational inequity

- Many students in low socioeconomic schools are faced with a significant reading gap that hinders progress in almost all areas of student performance.
- National NAPLAN 2018 and 2019 data shows that on average, **more than 45,000 year 7 students in Australia are struggling to read**, let alone access the curriculum for their grade level.
- ▶ At a primary school level, interventions include implementing evidence-based reading programs across the whole school (including synthetic phonics in the early years).
- ▶ To address this at a secondary school level, it is important to establish a baseline for on-entry skill level of Year 7 students and an appropriate Response to Intervention (RTI) approach to target support for improving student outcomes.



## The importance of a calm and orderly learning environment

- Low SES secondary schools face further demands to ensure a calm and orderly learning environment is achieved.
- Since 2019, TTFM data from 75% of EDvance secondary schools shows **year 7 students are commencing school with increasing levels of moderate-high anxiety.**
- Nuanced data collection with indicators on student disengagement is critical for systems, school leaders and teachers to mount a more comprehensive approach to meet student cognitive, social and emotional needs in a more targeted way.
- ▶ Low SES schools struggle more than others with more disengaged and disruptive behaviour and **require extra consideration and targeted support from governing bodies\* to mitigate for overall impact on leaders and the flow on effect of teacher burnout.**

\*WA Auditor General's report, 2014.

# Our impact in regional areas

Fogarty EDvance aims to help raise the quality of leadership and teaching in metropolitan and regional schools.

Educational disadvantage experienced by schools in regional areas can be attributed to several factors:

- Low teacher retention rates
- High student transiency
- Less experience and confidence in teaching and leadership
- Reduced access to experienced teachers and mentors
- Minimal access to quality professional development opportunities
- Increased staff workload and expectations.

In 2018, **ten** regional schools joined Cohort 5 of the Fogarty EDvance program – this represents the first intake of regional schools into the Fogarty EDvance program.

Cohort 5 regional schools accessed:

**Onsite school visits from mentors**

Mentors spent significant periods of time, building strong relationships with school leaders and teams, and developing their understanding of the unique needs of the school.

**PD opportunities in regional areas**

Access to experts organised through the FED program who worked on site at regional schools.

**Regular trips to Perth**

Workshops provided off-site opportunities for leadership teams to collaborate and develop strategic plans.

**EDvance Teaching Intensives**

Are offered during the January school holidays, making it easier for regional schools to send teachers and leaders for targeted professional learning.

**Access to the Secondary Teacher Leader program and Regional Schools**

Regionals schools can split their access over two or more years, to ensure all leaders can participate.



# Program Insights

Kevin Pilkington  
Fogarty EDvance Mentor - 2012 to present

Mentors are highly regarded past principals who work directly with leadership teams for the full 3-year School Improvement Program. Mentors are selected based on their success in improving educational outcomes for children in challenging communities, during their time working as principals or team executives with the Department of Education or Catholic Education Western Australia.

Kevin Pilkington has worked with the Fogarty EDvance team since its foundation in 2012. His direction and guidance have been invaluable during this time, having worked with school leadership teams to build effective classroom practice and ultimately, help close the gap for students in challenging contexts.



"I get my greatest joy when after a couple of years of hard work, a school starts to achieve strong gains in staff culture and student outcomes because of the implementation of their change agenda, designed with our guidance and mentored through to fruition."

"It is a lot of hard work, the 'valley of despair' is deep, and it takes perseverance but the rewards for those leaders that stick it out are immense."

Kevin's thoughts on the three **most valuable aspects** of the School Improvement Program:

1. The School Improvement Program is strong. It is based upon contemporary research. It takes careful planning and awareness of what works and what doesn't.
2. Benchmarking. School culture and student performance are assessed at the beginning and throughout the journey and implementation of the program.
3. The provision of an experienced mentor to assist at all points along the journey. The mentor coming into the schools regularly and building relationships of trust and respect with the school leaders and wider staff is powerful.

Lisa Ledger  
Principal - Baynton West Primary School (Cohort 5)

School leaders have a complex role. The day-to-day running of school can be all consuming and without the support of a strong leadership team, it is almost impossible to think and act strategically. Lisa Ledger, Principal at Baynton West Primary School, understands the challenges of effective school leadership and strategic planning.

"As an experienced leader, I thought I knew how to plan and deliver school plans that would ensure student success. I aimed for 'like' school achievement and progress. The high transience rate of students and staff presented a reason for me not to entertain the notion of very high performance at Baynton West Primary School."



"Through examining research and case studies of high performance, visiting high performing schools, observing and listening to leaders who had been through the process in previous cohorts, working with experts and receiving excellent mentoring, with the exceptional Janine Milton, I changed my belief system and challenged my team, and through connected instructional leadership, led my school to high performance, improving school culture, student behaviour and staff transience along the way."

"The reality is that many of our regional school leaders are inexperienced or work in relative isolation. The high-quality mentoring has developed my leadership capacity and equipped me to lead more effectively in my context."

"The opportunities that are provided to network and learn from other principals in the program are also extremely valuable. The planning frameworks and the procedures for review are excellent. The OHI, leadership surveys, Tell Them From Me – staff, parent and student surveys, are effective tools to deeply refine both emerging and experienced leaders practice. I recommend the FED program to all principals."



# Cohort 5

## A word from the Program Directors

### Georgie Wynne and Katie Webster

It has been a privilege to lead Cohort 5 through their school improvement journeys these past three years. When we began recruiting schools for Cohort 5 of the EDvance program, we sought to broaden our reach by including regional schools for the first time. In doing so, we made a commitment to providing a quality experience without sacrificing program delivery. It really was a new chapter in the Fogarty EDvance program.

In February 2018, it was with great enthusiasm that schools from the Pilbara, South-West WA and Wheatbelt joined Perth metro school leaders to embark on their three-year school improvement journey. The high energy of this cohort was palpable, underpinned by an unwavering focus on achieving their moral purpose for their students.

As a result of the work with these 19 schools, tools and initiatives were created to further support and guide Cohort 5 school improvement. These included:

- Further development and refinement of the **School Transformation Framework**, including key insights from Cohort 5 schools as to HOW they put evidence-based practices into action
- Design of the **5As for Leading Instruction** to provide a more granular pathway for school leaders
- Commencement of the **Secondary Teacher Leader Program** – designed to build the capacity of middle leaders to connect the work from the broader school strategic plan into their own teams and learning areas
- Refinement of the expert engagement model to include further options such as the **EDvance Teaching Intensives to develop teacher classroom practice**
- Key insights about what it takes to improve and sustain **top levels of organisational health**.

The Cohort 5 journey was also impacted upon by COVID-19, where schools learned to 'pivot' and reset short-term priorities. Webinar workshops kept the cohort connected to key content and the sharing of fast-paced innovations that come with the new conditions during a pandemic. As a longer-term support for time lost due to COVID-19, a bolstered Alumni program was developed to support schools, six-months beyond the program. Schools have since transitioned to the full FED Alumni with a keen uptake of ongoing activity during 2021.

It has been a pleasure working with Cohort 5 during the EDvance program and beyond. They have bravely embraced the challenge of undertaking whole-school transformation and all that entails, for the benefit of the students in their communities.

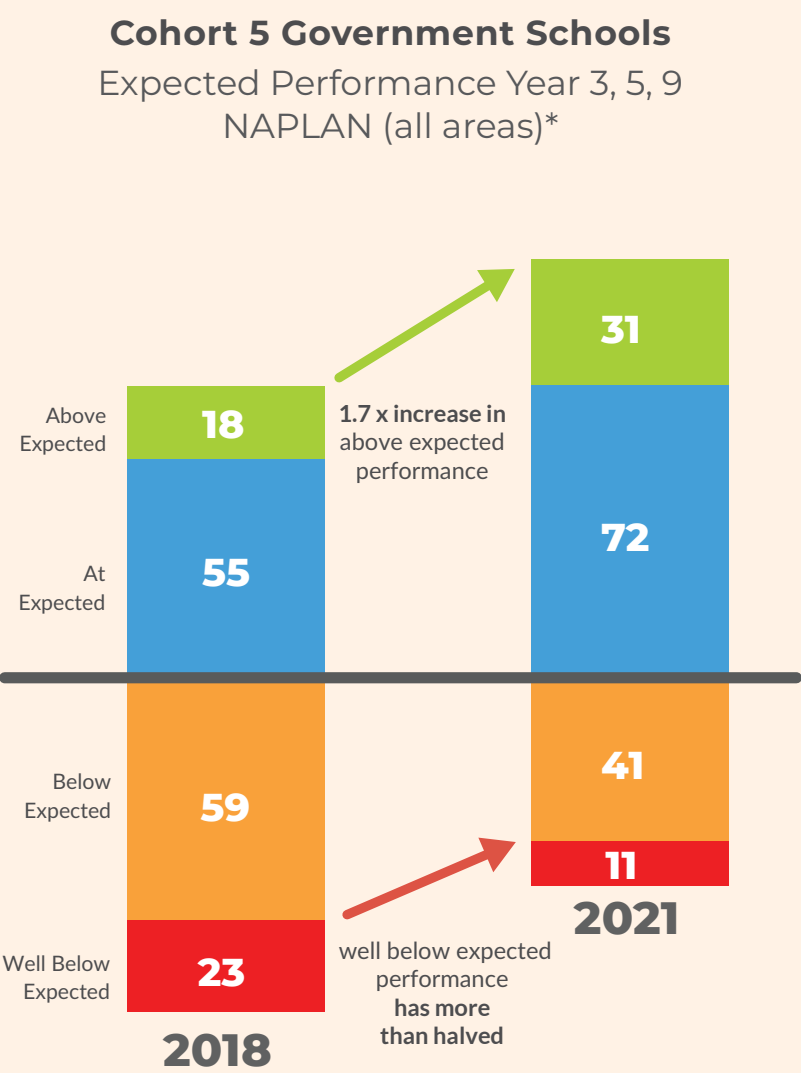
The improvements to student outcomes that Cohort 5 has made are significant. All schools have seen improvements, with 60% of schools making a significant improvement to student academic outcomes.

**Congratulations to each Cohort 5 school – you have done the hard yards and it has paid off.**



# Impact Snapshot for Cohort 5

NAPLAN areas at or above expected performance have **increased from 47% to 66%** between 2018 to 2021.



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



3 years



19 schools



75 school leaders



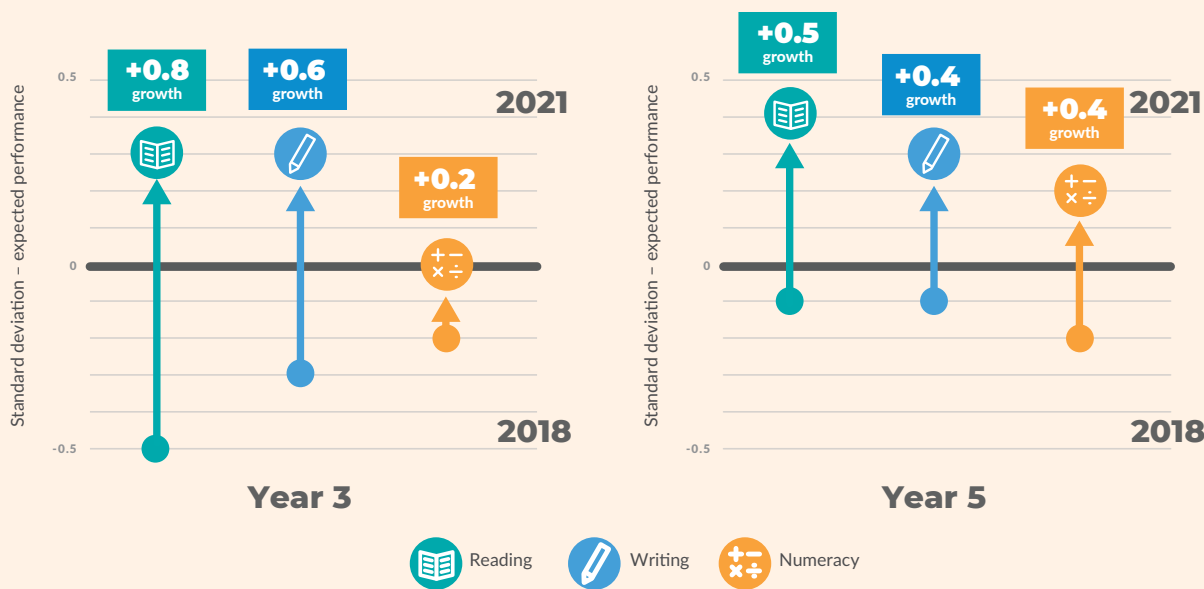
8,000+ students

## Primary Schools

### Average Against Expected Performance

Standard deviations, Cohort 5 Primary Schools\*

On average, Cohort 5 primary schools are now at or above expected performance in all areas of NAPLAN. In 2018, this cohort was below expected performance in all areas of NAPLAN except two.



\*Government Primary Schools only

## Secondary Schools

Secondary schools have seen significant improvement in a broad range of educational outcomes, including behaviour, attendance, literacy and numeracy, and WACE achievement.

**ATAR**

In the first two years of the program, one school achieved its highest ever median ATAR, well above 'like schools', with Year 12 English recognised by SCSA as one of WA's top 12 cohorts.

**Literacy & Numeracy**

The Year 9 cohort at one school have demonstrated consistently higher progress across all NAPLAN domains compared to their peers in 'like schools'.

Another secondary school observed a spike in the percentage of Year 12 students achieving the OLNA.

**Attendance**

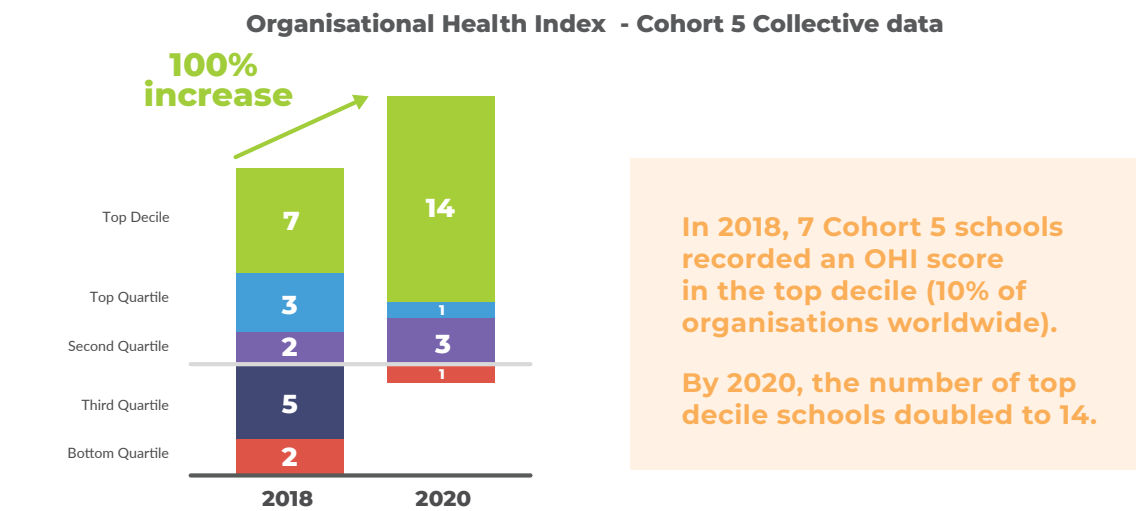
Unexplained absences at one school decreased by 69%, and regular attendance increased by 26% within 18 months of starting the program.

# Cohort 5 - Program Data Tools

## Organisation Health Index

Schools use the Organisational Health Index (OHI) to assess how their school's organisational health is tracking. In their first year of the program, Cohort 5 schools (on average) were already in the top quartile of the OHI, benchmarked against more than 900 organisations across multiple industries.

By the second year of the program, the schools had, (on average), moved into the top decile. They maintained this in the third year of the program. It is considered a substantial change to move from top quartile to top decile health. The top decile is where very high performing organisations rank across various industries.



**The schools that substantially improved or sustained their organisational health were better able to focus on improving the student outcomes in their school**

## 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 5 shows that all eight drivers improved from the 2018 baseline. With TTFM an increase of 0.4 points is a significant improvement. Improvements of **0.9** and **0.6** in the Leadership and Collaboration domains over three years are particularly significant and reflective of a focus in these areas over the course of the Fogarty EDvance program.

Eight Drivers of Student Learning*	2018	2020	'18-20
Leadership	6.6	7.5	+0.9
Collaboration	7.3	7.9	+0.6
Learning Culture	7.7	8.1	+0.4
Data Informs Practice	7.4	7.9	+0.5
Teaching Strategies	7.5	8.0	+0.5
Technology	5.7	6.5	+0.8
Inclusive School	7.9	8.2	+0.3
Parent Involvement	6.9	7.4	+0.5

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

# Cohort 5 - Stories of Impact



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**We are proud of the achievements of all of the Cohort 5 schools.**

**The following Stories of Impact capture a snapshot of the broader school improvement journey undertaken by each school.**

**Please enjoy reading each of the school snapshots**



# Baynton West Primary School

## Beyond the Rhetoric: Our Explicit Journey

### Prior To Joining Fogarty EDvance

Catering for approximately 850 students, Baynton West Primary is a K-6 school situated in a developing area of Karratha, approximately 1520 kilometres from Perth. Prior to joining the program, NAPLAN results were trending below the mean of 'like schools'. Although some whole-school procedures were in place and student data was regularly interrogated, absence of an evidence-based approach to guide pedagogical practice meant previous efforts to plan for improvement did not translate into improved student outcomes.

### Strategic Focus

Baynton West's vision is to see every child achieve academic success. The school's bold goal was to progress from performing 'below like schools' to 'above like schools' in NAPLAN, ultimately exceeding national averages in literacy and numeracy.

### Improvement Journey

Baynton West's key area for improvement centred around teaching and learning. An evidence-based instructional model which included consistency in the use of learning intentions, success criteria, explicit instruction, feedback and daily review was introduced. This whole-school approach was supported by the implementation of a low variation curriculum which unified teachers' pedagogical content knowledge and brought the added benefit of reduced teacher workload. Programs included *Let's Decode*, *Spelling Mastery* and *PR1ME Maths*. Fundamental to this change agenda was the *upskilling* of all teachers and leaders through high quality professional learning, which included multiple ongoing visits to high performing primary schools. School leaders worked toward building and maintaining a positive school culture, as well as improving their knowledge and skills as instructional leaders by introducing targeted coaching. Further to these efforts, support was given to parents and caregivers to better understand their child's education and the importance of school attendance.

### Impact

Throughout their journey, Baynton West has seen marked improvements in all areas of literacy and numeracy which are now trending above the mean of 'like schools' in NAPLAN. In 2021, the school surpassed the national average in Year 5 Spelling, Grammar and Punctuation, and Numeracy, as well as Year 3 and Year 5 Writing. Students in Year 5 also demonstrated higher progress in all NAPLAN domains compared to their peers in 'like schools' in 2021.

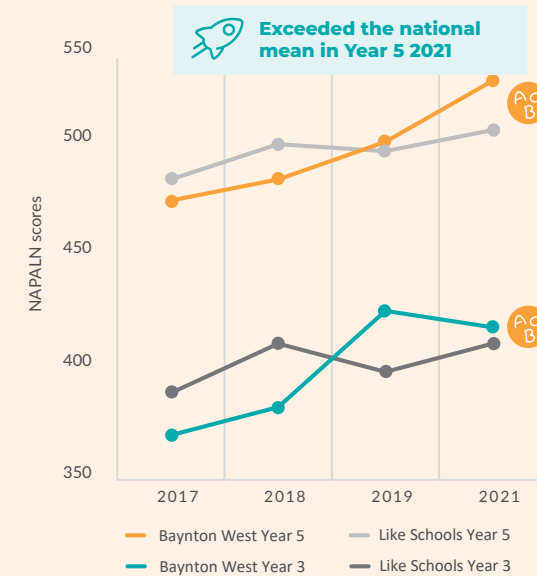
During this period of transformation, Baynton West has successfully maintained a high Organisational Health Index score, indicating a very positive school culture.



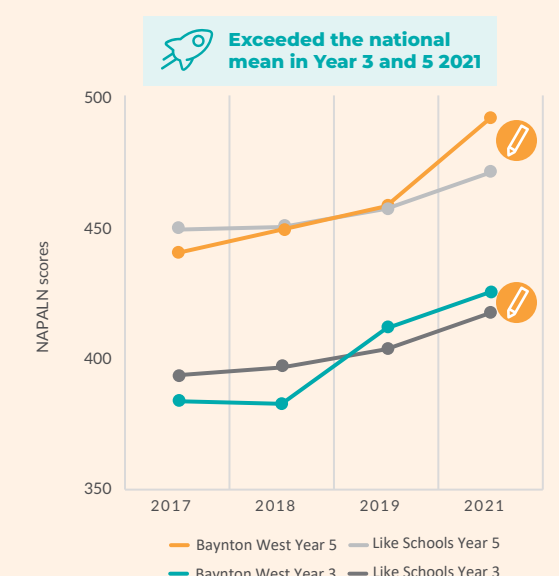
"Our students will have high literacy and numeracy levels and will not be disadvantaged by living in the Pilbara."

Lisa Ledger, Principal

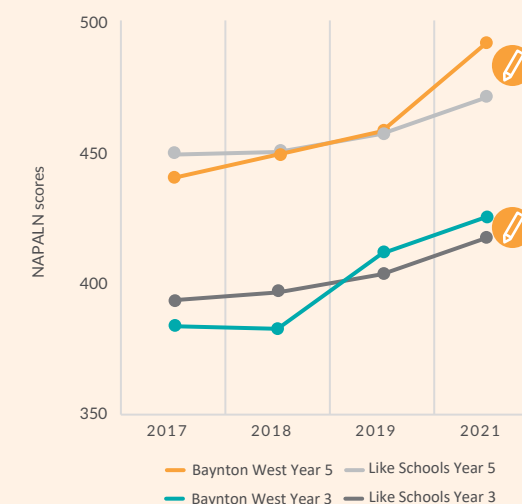
### Mean Achievement - Spelling



### Mean Achievement - Writing



### Mean Achievement - Reading



### Progress and Achievement compared to Like Schools

Year 3 2019 to Year 5 2021

- Reading
- Writing
- Grammar and Punctuation
- Numeracy
- Spelling



In 2021, Year 5 students at Baynton West demonstrated higher achievement and progress in all literacy and numeracy domains compared to their peers in Like Schools

### Future Focus

Through a well-planned induction process, Baynton West continues to upskill new staff in the whole-school pedagogical approach - now known as 'The Baynton Way'. Maintenance of the instructional leadership and coaching model, together with targeted professional learning for all staff, including Education Assistants, continues to be a priority. Baynton West also value their ongoing partnerships with experts, mentors, and the parent community as they continue their improvement journey into the future.

# Beeliar Primary School

## Becoming a School of Excellence

### Prior To Joining Fogarty EDvance

Located in Perth's southern suburbs, Beeliar Primary School offers a public education to over 500 students from Kindergarten to Year Six. Prior to joining the program, NAPLAN results had been inconsistent with student achievement trending close to the mean of 'like schools'. These results had come to be accepted as the norm by staff, whose efforts in the classroom were not translating into better student outcomes.

### Strategic Focus

Since joining the EDvance Program, Beeliar Primary has committed to being a school of excellence. High expectations for all are a major focus, with emphasis on effective lesson delivery in every classroom to maximise student achievement.

### Improvement Journey

Implementation of consistent and effective pedagogical practice informed by research has been at the forefront of Beeliar's school improvement journey. In 2018, a whole school approach for using Explicit Direct Instruction and Visible Learning was introduced across all year levels and learning areas. Coaches were appointed who led the way by modelling the new programs, including *InitiaLit* from Pre-Primary to Year 2, and *Critical Reading* and *Spelling Mastery* from Years 3 to 6. Short-term targets supported by formative assessment and feedback enabled student progress to be monitored every five weeks with intervention sought as required. Education assistants were upskilled in this area, including delivery of the *MultiLit* intervention program. Staff are also afforded one extra 'Power Hour' of DOTT per week, dedicated to professional learning and capacity building.

### Impact

Improvement in students' literacy results is reflected in both in-school and external assessment data. In the first two years of the program, effect sizes calculated from pre and post Progressive Achievement Tests in Reading indicated better than expected progress for most classes compared to the Australian Norm Reference Group.



"High quality teaching is achievable in every classroom, for every child, every day."

Louise O'Donovan,  
Principal

# Bridgetown Primary School

## The Hard Climb is Worth the Beautiful View

### Prior To Joining Fogarty EDvance

Situated 260 kilometres south of Perth, Bridgetown Primary is a regional Independent Public School with an enrolment of over 250 students from Kindergarten to Year 6. Prior to joining the EDvance Program, students' literacy was concerning with low achievement and progress in NAPLAN Writing and Spelling compared to 'like schools'. Baseline data measuring the school's organisational health was also lower than expected.

### Strategic Focus

Faced with multiple challenges, school leaders committed to achieving a positive school culture, including the development of a shared moral purpose. The need to reduce in-school variability in teaching and embed a whole-school evidence-based pedagogical approach was also identified as a key strategy to see student achievement and progress shift to above 'like schools'.

### Improvement Journey

Leaders began by constructing a detailed strategic plan to share the bigger picture with staff and explain why change was needed. Through developing teacher understanding and knowledge of the evidence-base for high impact instruction, staff contributed to the development and agreed implementation of the Bridgetown Primary School Instructional Model. Distributed leadership expanded, including appointment of an instructional coach specialising in *Letters and Sounds*. Further emphasis was placed on improving writing through explicit teaching of sentence structure, vocabulary development and daily review of key content. To support these initiatives, the school engaged a pedagogy expert, Brooke Wardana, who provided high-quality professional learning for all staff incorporating lesson demonstrations with the students. Teachers then participated in classroom observations with rounds of instructional coaching and feedback from leaders and peers. Teacher self-reflection and sharing of best practice and resources has now become the norm, promoting accountability and collaboration amongst staff.

### Impact

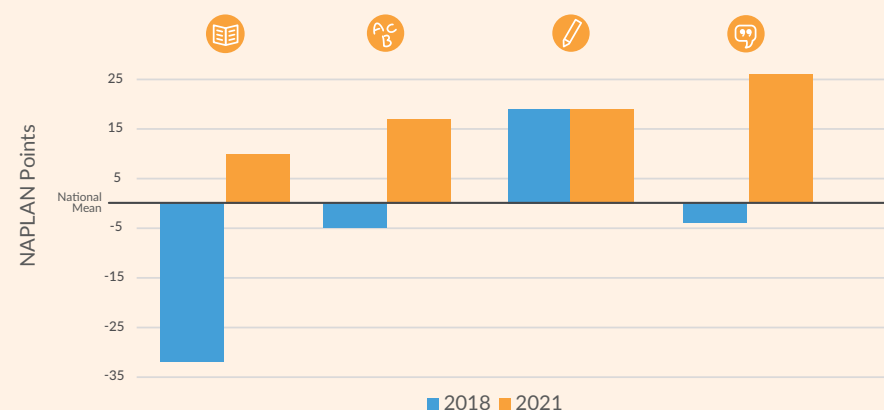
Between 2018 and 2020, Bridgetown Primary saw a significant shift in school culture with staff indicating clearer strategic direction, role clarity, personal ownership, and greater motivation.



"We work in a collaborative partnership with our community to ensure success for every student through continuous improvement."

Judith Dadson,  
Principal

Year 3 NAPLAN Achievement – Gap to the National Mean

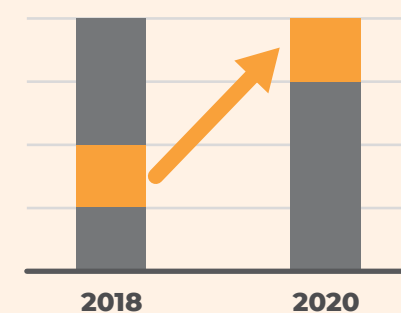


By 2021, Beeliar Primary School had closed the gap to the national mean in all literacy domains.

### Future Focus

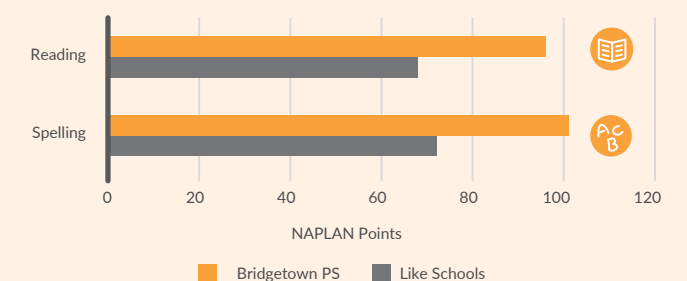
Beeliar Primary continues to strive for excellence through the ongoing development of leaders and teachers, ensuring programs are consistently embedded across the school and rigour around delivery is maintained. To ensure a guaranteed and viable curriculum in literacy and numeracy, the school is finalising scope and sequences. Future focus on the General Capabilities of the Australian Curriculum aim to further enhance Beeliar's pedagogical approach for deep learning.

Organisational Health Index



Over their three-year journey, Bridgetown Primary moved from the third quartile to the top quartile of organisational health

Progress Year 3 2019 To Year 5 2021



Bridgetown Primary has made over a 100 point gain in NAPLAN Spelling

### Future Focus

Embedding the Bridgetown Primary School Instructional Model continues to be a whole-school focus, together with ongoing development of teachers, leaders, and education assistants to build data literacy, instructional capacity, and collective efficacy. To ensure sustainability, the school will continue to expand its distributed leadership model across all year levels.



# Dudley Park Primary School

## Creating Success for All



"We will continue to challenge the mindsets of staff, students and families by ensuring we hit the targets we set and by raising expectations to really embed the belief that anything is possible."

Christine Prandl,  
Principal

### Prior To Joining Fogarty EDvance

Dudley Park Primary is located approximately 70km south of Perth in the city of Mandurah. The school caters for more than 450 students from Kindergarten to Year 6. Prior to starting the program, the school was performing close to the mean of 'like schools' in all areas of NAPLAN; however, these results were below the national cohort. In terms of progress, Reading was consistently low, and PM Benchmark data indicated a significant proportion of students performing below the benchmark for their age.

### Strategic Focus

Dudley Park aspired to raise student achievement and progress above 'like schools' and closer to the national mean. A data-informed decision was made to initially focus on Reading, particularly by paying attention to the early years. Priority was placed on developing cohesion in teaching and learning through implementation of a school-wide instructional model, complemented by a consistent use of evidence-based programs across all classrooms.

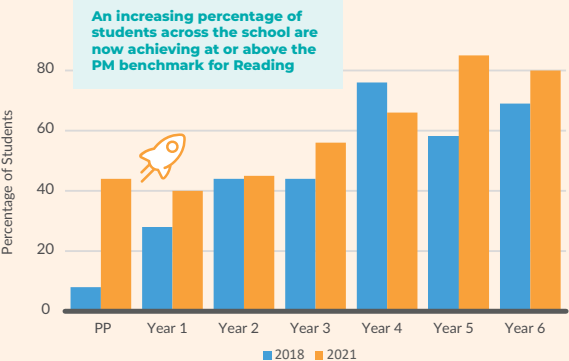
### Improvement Journey

Establishing a strong evidence base was an important first step in helping teachers understand why change was necessary. Development of a shared moral purpose provided a clear direction for the school resulting in an agreed whole-school approach for teaching literacy using the *Fleming Effective Teaching Model*. Staff engaged in a three-year professional learning and coaching program delivered by John Fleming and several expert teachers to upskill in explicit instruction, warm-ups and lesson design following the sequence 'I Do, We Do, You Do'. Teachers focused on the *Reading Hierarchy*, practising the 'Big 4 of Reading' daily and used a consistent approach to explicitly teach writing and language conventions. To ensure low variability in instruction, expectations were clearly communicated by the distributed leadership team and staff were supported through professional learning, resources, coaching and feedback. Teachers' timetables were modified to provide staff up to two hours per week to meet and work collaboratively with year level leaders. A culture of data analysis to identify and address student needs was developed through these meetings, with staff engaging in disciplined dialogue around student data, including *PM Benchmarks*, *Burt Word Recognition*, NAPLAN, and *Brightpath* formative writing assessments.

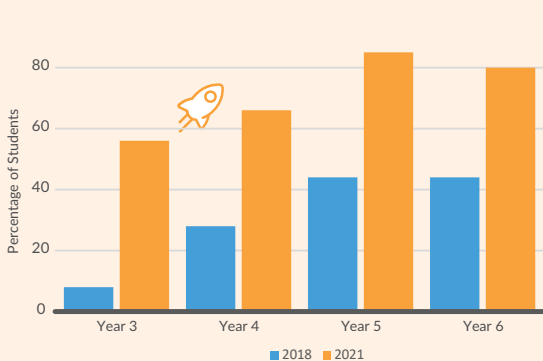
### Impact

Reading results have continued to improve at Dudley Park Primary since beginning the program. **The school has consistently seen increasing percentages of students achieving at or above the PM Benchmark in each year level, and progressively for each cohort.** The percentage of Year 5 students achieving at or above the National Minimum Standard for NAPLAN Reading also increased by 5% over three years, and in 2021 is higher than 'like schools'.

Percentage of Students in Each Year Level Achieving At or Above the PM Benchmark Reading



Percentage of Students from the Same Cohort\* Achieving At or Above the PM Benchmark Reading



\*For example, students in Year 3 2021 were assessed as PP students in 2018

### Future Focus

Dudley Park Primary continues to refine and embed their school-wide approach to explicit instruction across all learning areas. Plans to extend students' success in Reading and Writing through implementation of school-wide strategies in Spelling and Numeracy are underway.

# East Maddington Primary School

## Making a Difference



"We are committed to providing high quality education suited to the needs of each child."

Carolyn Lucarelli,  
Principal

### Prior To Joining Fogarty EDvance

Located in Perth's south-eastern suburbs, East Maddington Primary caters for over 400 students from Kindergarten to Year 6. Longitudinal analysis of NAPLAN data in 2018 indicated students were achieving below or close to the mean of 'like schools', and well below the state mean in all areas of literacy and numeracy.

### Strategic Focus

East Maddington Primary aimed to accelerate student progress to raise achievement above the mean of 'like schools' and closer to the average of WA schools in all NAPLAN domains. To realise this aspiration, the school prioritised building teacher and leadership instructional capacity and data literacy to guide planning. Attention was given to reducing curriculum variation and ensuring a consistent approach to an agreed pedagogical framework using evidence-based, whole-school programs.

### Improvement Journey

Establishing a shared moral purpose, a healthy working and learning environment and a clear understanding of what effective teaching and learning looks like were key factors influencing East Maddington's improvement journey. Through engaging staff in the Science of Learning and providing opportunities to observe high-impact instruction in EDvance Alumni schools, a strong evidence-base for an agreed instructional framework was built. Based upon the *Madeline Hunter Lesson Plan Model*, the East Maddington Primary School Explicit Teaching Lesson Design was implemented across all classrooms. School-wide programs including *Letters and Sounds*, Rosemary Simpson's oral language program, and PR1ME Maths were also introduced ensuring further consistency in instruction. High expectations of staff and students were clearly communicated by school leaders and excellence in teaching was supported through ongoing targeted professional learning, engagement with experts, classroom observations, feedback, and coaching. Development of a consistent data collection cycle continues to guide planning to ensure the best educational outcomes for all students.

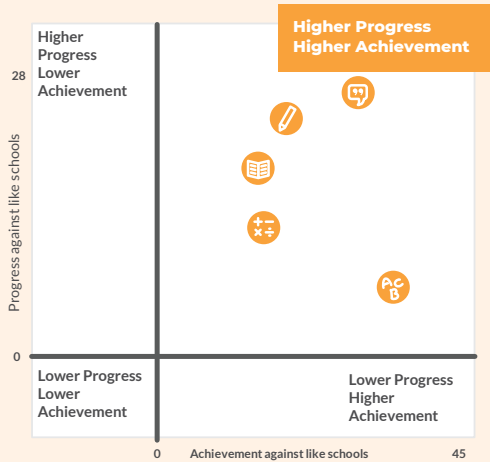
### Impact

In 2021, Year 5 students at East Maddington demonstrated higher achievement compared to their peers in 'like schools' across all NAPLAN domains, as well as greater levels of progress compared to 'like schools', WA Public Schools, and the national cohort.

### Progress and Achievement compared to 'like schools'

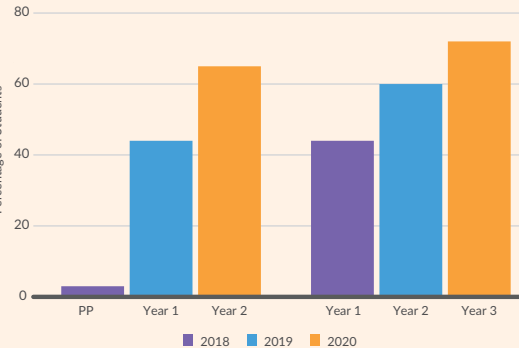
Year 3 2019 to  
Year 5 2021

- Reading
- Writing
- Grammar and Punctuation
- Numeracy
- Spelling



Progress in Reading is further evidenced by increasing percentages of students from the same cohort achieving at or above the PM Benchmark each year.

Percentage of Students from the Same Cohort Achieving At or Above the PM Benchmark Reading



### Future Focus

To keep their strategic plan on track, the school has committed to the ongoing use of EDvance tools including the Placemat, Milestones and KPIs. Continuing to embed whole-school programs through the East Maddington Primary School agreed approach and prioritising staff feedback as an improvement strategy will be an ongoing focus.



# Gilmore College

## Moving On Up – 2020 Remix

### Prior To Joining Fogarty EDvance

Catering for more than 1200 students from Years 7 to 12, Gilmore College is located in Orelia, an outer south-western suburb of Perth. Inconsistent NAPLAN results, low OLN prequalification rates, annually low median ATAR and concerning student attendance presented school leaders with an urgent case for change.

### Strategic Focus

Driven by high expectations, Gilmore College aspired to raise the school's overall academic performance to a standard above similar schools evidenced by NAPLAN, WACE and OLN data. Equal emphasis was placed on equipping all students with the necessary skills to successfully navigate life beyond school.

### Improvement Journey

To guide their improvement journey, Gilmore College began by developing a shared moral purpose – to transform positive relationships into meeting the unique learning needs of every student. Previous work to create a calm and orderly learning environment was returned to the fore with the launch of the *Positive Behaviour Support* strategy for students. The SOAR initiative (Supportive, Organised, Aspirational and Resilient) ensured clarity around non-negotiable behaviours and standards. With the conditions for learning in place, focus was turned to developing an evidence-based whole-school instructional model – the Gilmore College Model for Teaching. Mobilisation of human agency was an important factor influencing staff buy-in to this pedagogical approach.

Distributed leadership practices and an open invitation to opt-in to key working parties in literacy, numeracy and whole-school improvement empowered all staff to participate in decision-making processes. Heads of Learning Area, who were upskilled through the EDvance Secondary Teacher Leaders' Program, also engaged in disciplined dialogue around school data to inform planning. To further enhance a focus on instruction, some staff participated in the *Teach Well* Masterclass, and a two-stage classroom observation and feedback program was established to embed high-impact instruction at the school. To bridge the gap for the most vulnerable students, evidence-based literacy and numeracy intervention programs, *Corrective Reading* and *Corrective Mathematics*, were implemented.

### Impact

In the first two years of the program, Gilmore College achieved its highest ever median ATAR, well above 'like schools', with Year 12 English recognised by SCSA as one of WA's top 12 cohorts. By 2020, a spike in the percentage of Year 12 students achieving the OLN was also observed. The College now demonstrates a greater proportion of students achieving above the National Minimum Standard, and in the highest bands, compared to 'like schools' in most areas of NAPLAN literacy. In 2021, Year 9 students at Gilmore experienced greater success than their peers in 'like schools' with higher achievement and progress in Reading, Writing, and Grammar and Punctuation.



"We wanted our school community to know that we believed in them and that they could achieve great things."

Rohan Smith,  
Principal

# Harrisdale Senior High School

## Going from Strength to Strength

### Prior To Joining Fogarty EDvance

Harrisdale Senior High School is an Independent Public School in Perth's south-eastern corridor. The school opened in 2017 with a Year 7 cohort of 212 students and will reach Year 12 in 2022. To set a strong foundation for student learning right from the start, Harrisdale took up the opportunity to join the EDvance program.

### Strategic Focus

Harrisdale's aspiration to be a school of excellence in learning and teaching is driven by a commitment to high standards and high expectations for all. The school's focus on embedding an evidence-based school-wide pedagogy centred on explicit instruction underpins its ambitious vision and includes goals to achieve at or above 'like schools' in all areas of literacy and numeracy.

### Improvement Journey

The unique position of beginning the program as a foundation school enabled Harrisdale to clarify their vision and shared moral purpose early on. Strong preconditions for learning were set by foundation staff and students, who developed a set of characteristics and expectations known as 'The Harrisdale Way'. These standards are introduced to new students and staff as part of the school's orientation program and revisited at the beginning of each year. As the school has progressively expanded, specialist teachers and support staff have been recruited who are passionate about the school's goals and values, and demonstrate the capacity and commitment to enact the whole-school high-impact instructional model on a day-to-day basis.

To ensure low variability across classrooms, teachers apply strategies set out in Hollingsworth and Ybarra's publication, *Explicit Direct Instruction: The Power of the Well-Crafted, Well-Taught Lesson*. Support for this approach is provided through ongoing access to high quality professional learning and instructional coaching. The school is also committed to rigorous analysis and application of student data to monitor and analyse individual and school performance, and to plan for improvement. To address the needs of underachieving students, literacy and numeracy specialists teach intervention classes with an emphasis on direct instruction.

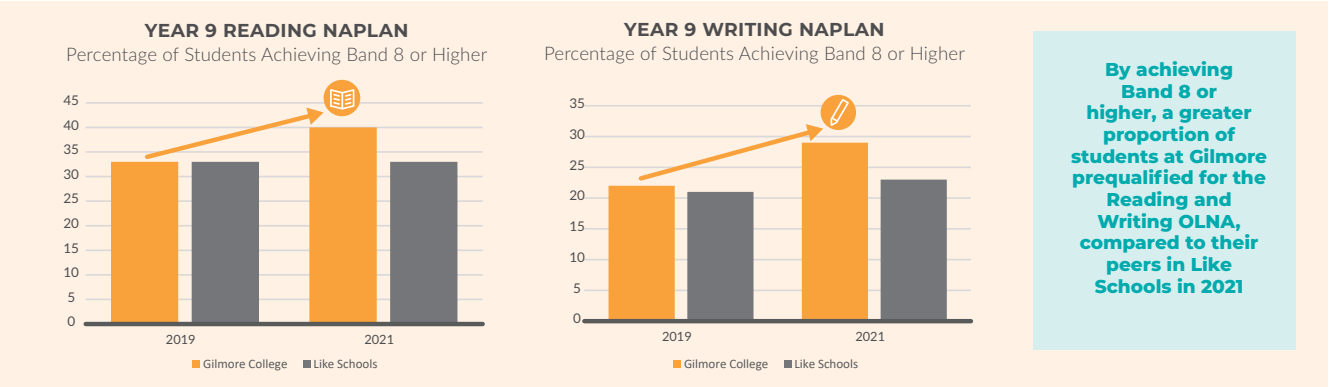
### Impact

In the first two years of the program, Harrisdale laid a strong foundation for student achievement. In all areas of literacy and numeracy, students demonstrated higher average progress compared to students with the same starting score and similar background. **Continued strength across all NAPLAN domains is evidenced by mean achievement above 'like schools' in 2021, confirming the positive impact of the school's model of explicit, direct instruction on students' educational outcomes.**



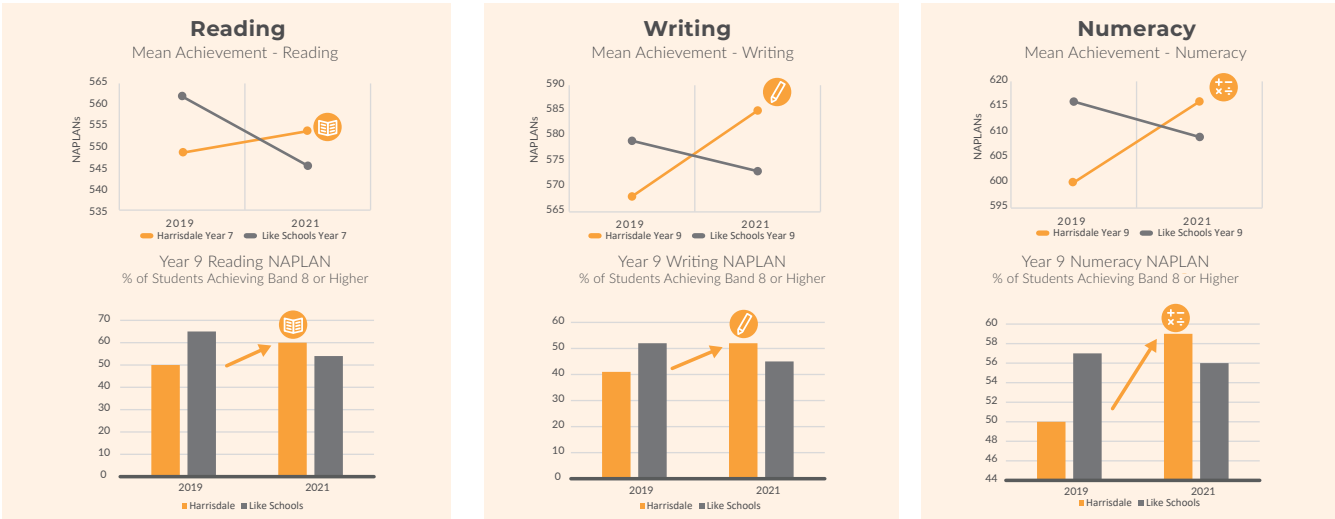
"We leave nothing to chance... We are data driven and informed by the evidence of what works to improve students' lives through learning and achievement."

Leila Bothams,  
Principal



### Future Focus

Given the recent change in leadership, Gilmore opted to join Cohort 6 to complete a fourth year of the program, to further embed and refine their strategic plan for 2021 – 2023. The College maintains their commitment to provide a safe and supportive environment and continues to address the challenge to improve student attendance. Ensuring full staff engagement in the whole-school instructional model through targeted professional learning and observation and feedback program is an ongoing focus.



### Future Focus

On target to achieving its bold educational goals for all students, Harrisdale Senior High School remains focused on maintaining the school-wide approach of high-impact instruction. Evidence of the extent to which this strategy is strengthening student outcomes will continue to be reviewed by members of the distributed leadership team.

# Greenfields Primary School

## Gaining Ground



"We believe that our students can and will succeed."

Shannon Wright, Principal

### Prior To Joining Fogarty EDvance

Located in Mandurah, 80km south of Perth, Greenfields Primary School caters for approximately 400 students from Kindergarten to Year 6. Prior to 2017, literacy and numeracy results were shifting inconsistently above and below the mean of 'like schools'. Whilst most staff held high expectations for attendance and academic performance, some teachers did not support the school's pedagogical direction.

### Strategic Focus

Greenfields Primary aspires for students to consistently meet national averages in all areas of literacy and numeracy. To achieve this aspiration, the school has maintained an unrelenting focus on improving the quality of instruction, implementing evidence-based programs, and creating a safe and supportive school environment.

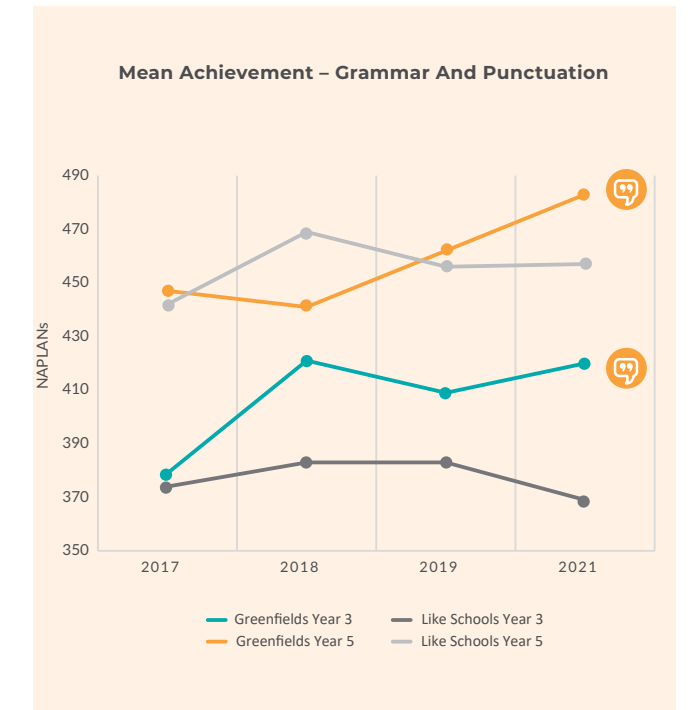
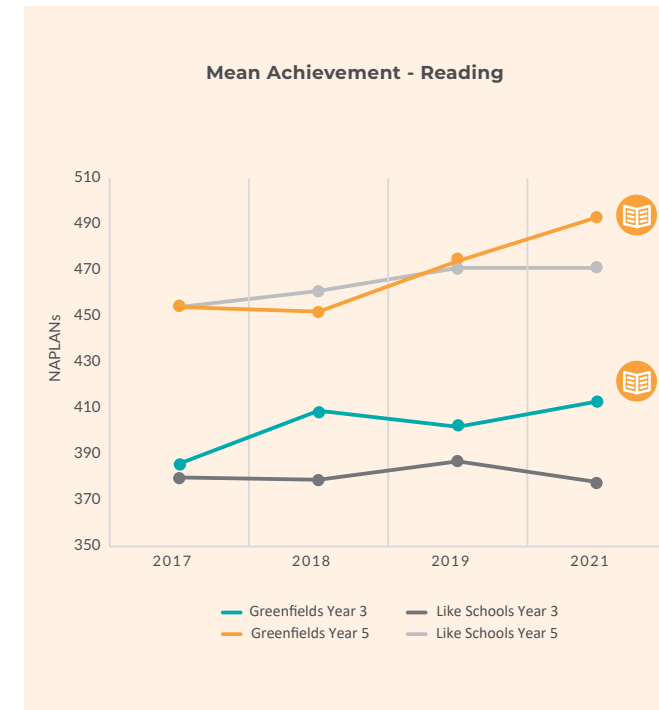
### Improvement Journey

Early in the journey, Greenfields Primary undertook significant work to establish high expectations and conditions conducive to learning. The leadership team ensured staff had a clear understanding of the direction of the school, the importance of daily attendance was widely communicated to parents, and implementation of the *Positive Behaviour Support* program set high standards for student behaviour. The most important step of Greenfield's school improvement journey occurred in 2017 when all staff believed that because of their work, students could achieve at high standards. To significantly improve student outcomes, a whole school approach to teaching and learning, with an emphasis on warm-ups and explicit instruction was decided. To support the implementation of these high impact strategies, the school engaged with pedagogy expert, John Fleming who provided support through professional learning and coaching.

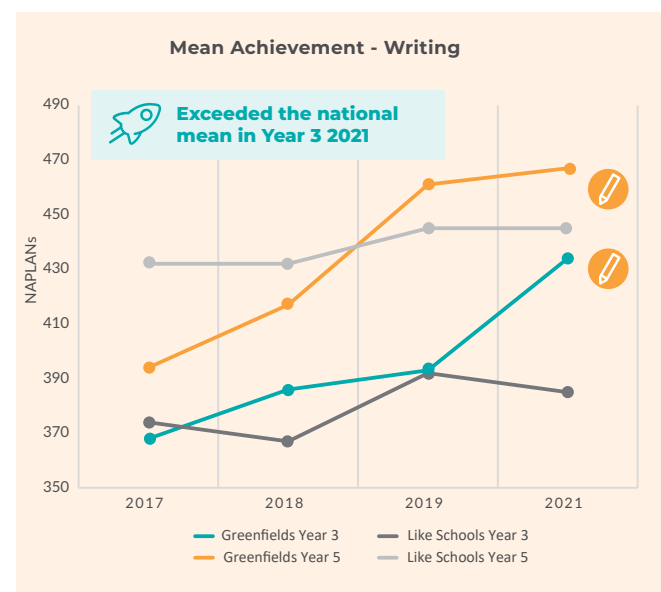
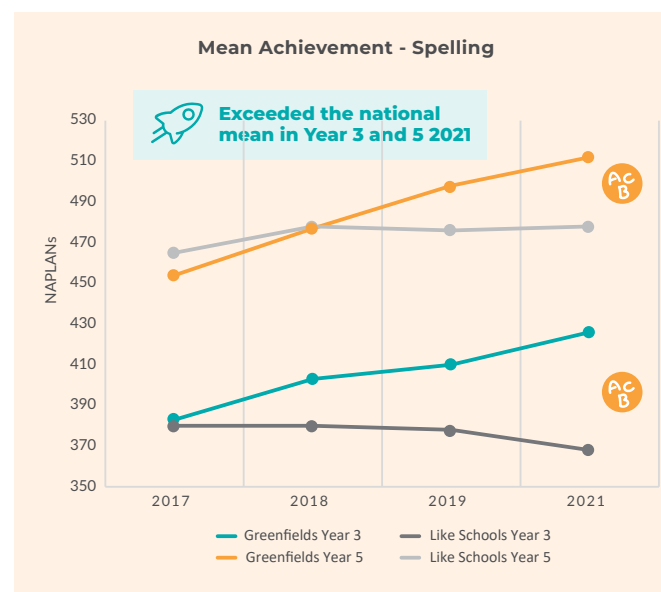
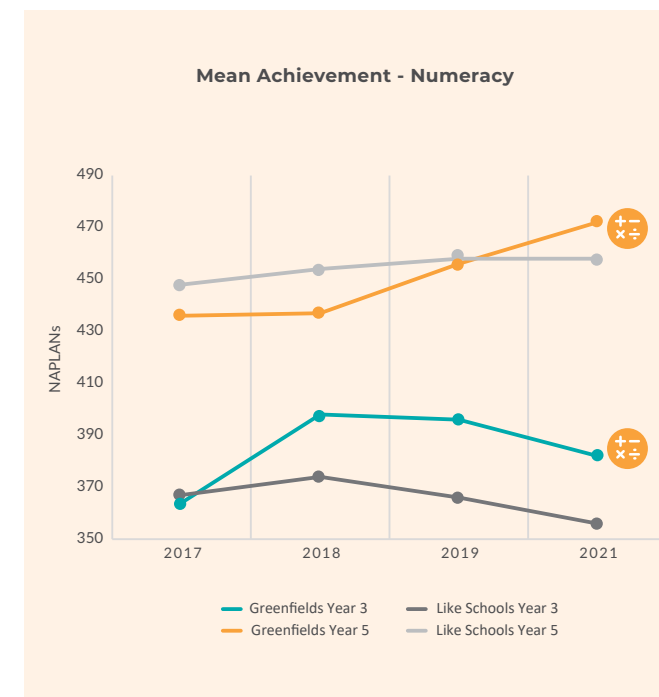
The leadership team were proactive in modelling the agreed practices for staff and spent time observing in classrooms and providing regular feedback to teachers. To create a more consistent approach to literacy and numeracy teaching, clear scope and sequences, a synthetic phonics program, literacy and numeracy blocks, guided reading and programs including *Cars & Stars*, *Sounds Write*, *Spelling Mastery* and *PR1ME* were embedded across the school. Rigorous data analysis to inform targeted teaching, including early intervention is also now part of the culture.

### Impact

Over the past four years, Greenfields has demonstrated significant progress and consistent upward trends in all areas of literacy and numeracy, evidenced by in-school data, including PAT-R and PAT-N, as well as NAPLAN. For the first time in 2021, the school exceeded national averages for Year 3 and 5 Spelling, and Year 3 Writing.



Greenfields Primary is now trending above the mean of Like Schools across all NAPLAN domains



### Future Focus

Greenfields Primary continues to refine delivery of its school-wide instructional model, literacy and numeracy scope and sequences, and feedback and coaching strategy. The school also aims to bring greater consistency to the writing program using *Brightpath* formative writing assessments. Strategies for increasing student attendance and engagement are an ongoing priority.



# Harvey Senior High School

## A Planned Attendance Strategy



"We have achieved significant gains through a unified and strategic focus on attendance, with everyone knowing their role and responsibilities, and continuous monitoring"

Diane Ray,  
Principal

### Prior To Joining Fogarty EDvance

Approximately 140 kilometres south of Perth, Harvey Senior High School offers a secondary education to over 200 students from Years 7-12. With many potential students bypassing the school and travelling to the regional centre of Bunbury, there was a need to become a school of choice. Concerning attendance and inconsistent results in all areas of literacy and numeracy provided a further case for change.

### Strategic Focus

A planned attendance strategy was identified as a key area of focus linked to improved student engagement and better academic outcomes. Through this approach, the school aims to raise all areas of student achievement above the mean of 'like schools'.

### Improvement Journey

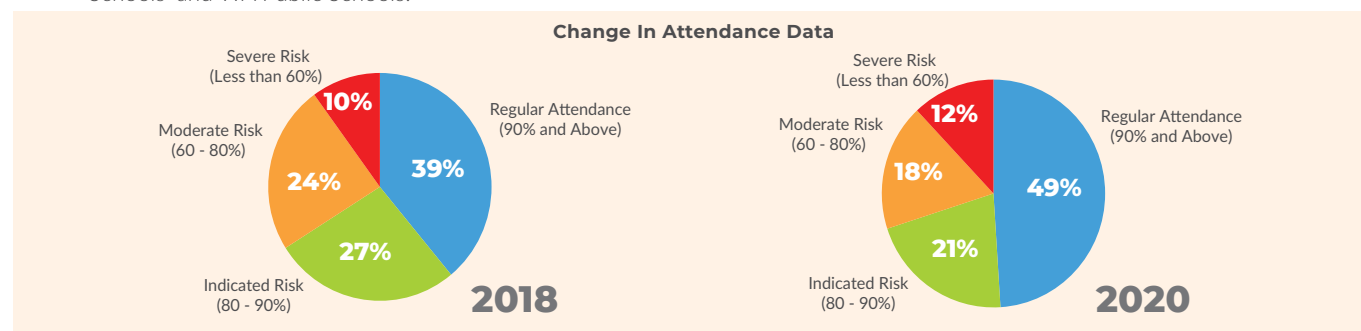
To drive their improvement journey, Harvey SHS began by developing a shared moral purpose with a focus on student achievement, progress, and success. Attendance was identified as an essential pre-condition for learning, and the Leadership Team developed a rigorous *Five-Point Attendance Plan* to re-engage students. This plan provided clear roles for staff to build relationships with families, proactively gather information, and hold students and parents accountable for explained absences. Early on, the school widely communicated the importance of maintaining regular attendance to families. Form teachers followed up unexplained absences until a note was received. In cases where absences were still unresolved after one week, support was provided by the Attendance Coordinator. Two rounds of letters were sent to families who were non-compliant before assistance was sought from the Department of Education Participation Team. Throughout the process, the school was able to gather valuable data which led to the exploration of social and emotional programs to support students who struggle with the school environment and peer conflict.

Use of effective, timely and consistent management of student behaviour with clear consequences, and the *Positive Behaviour Support* program, which includes prize incentives and reward activities, were also used to reinforce student engagement and create an environment conducive to quality teaching and learning. To this end, development of a whole-school pedagogical framework commenced in 2018 with a team of teachers visiting several schools in Perth to investigate the use of Explicit Direct Instruction (EDI). In 2019, an EDI Committee was formed with members leading the way in high-impact instruction, daily reviews, and classroom observations.

### Impact

Harvey SHS has seen success in re-engaging students who have been at educational risk due to non-attendance. Within the first 18 months of the program, unexplained absences decreased by 69%, and regular attendance increased by 26%, despite the undesirable impact of COVID-19 seen in other schools.

The effects of improved attendance on academic outcomes are emerging with Year 9 students in 2021 demonstrating better progress in NAPLAN Spelling, Grammar and Punctuation, and Numeracy compared to their peers in 'like Schools' and WA Public Schools.



### Future Focus

Harvey SHS continues to focus on improving student attendance to re-engage students and enhance learning outcomes. The progress which has been made in this space has facilitated the prioritisation of a consistent school-wide approach to EDI, enabling the school to move into the next stage of their improvement journey.

# Karratha Primary School

## The Future



"Our vision drives our actions and our school priorities so every child is provided with a pathway to a successful future"

Kate Lyon  
Principal

### Prior To Joining Fogarty EDvance

Located in the Pilbara region of Western Australia, Karratha Primary School serves approximately 300 students from Kindergarten to Year 6. Inconsistency in teaching and learning was reflected in significant differences in NAPLAN data, with student transiency and irregular attendance posing additional challenges for the school leadership team.

### Strategic Focus

Karratha Primary aspired to see improvements across the board in all areas of literacy and numeracy. To achieve this goal, the need to implement a low-variation, high-impact whole-school pedagogical model was identified. A focus on building instructional capacity and collective efficacy was integral to this process.

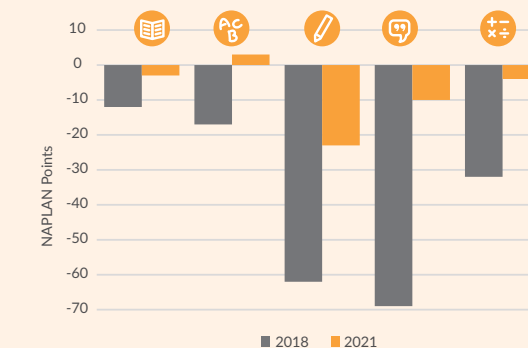
### Improvement Journey

Karratha Primary's improvement journey has been one of transparency, collaboration and consultation. Early on, the leadership team engaged staff with evidence and research, sharing and discussing best practice gleaned through professional readings. A working party was then formed to draft a whole school instructional model and trial the design before gaining feedback from colleagues. The model gradually evolved to include engagement norms, processes to check for understanding, visible learning, formative assessment, feedback, and daily review. To support staff in the implementation of the model, professional learning became a key focus. Teachers attended Explicit Direction Instruction (EDI) workshops with pedagogy expert, Joe Ybarra, visited schools to observe best practice, and engaged with coaching through the Dyslexia Speld Foundation. Spelling was identified as a focus area where improvement could occur, and implementation of the *Spelling Mastery* program for Years 3 to 6 quickly established consistency in teaching within the school. Staff used *Spelling Mastery* assessments to track student progress and target teaching to raise the number of students achieving at the age-appropriate level. Another key strategy was the development of a distributed leadership model. Phase of Learning Leaders were identified and given additional release time each week to provide ongoing support to the teachers in the implementation of the instructional model.

### Impact

Since 2018, the achievement gap to Like Schools has decreased in all areas of literacy and numeracy, with Spelling results above Like Schools in 2021.

### Year 5 NAPLAN Achievement – Gap to Like Schools

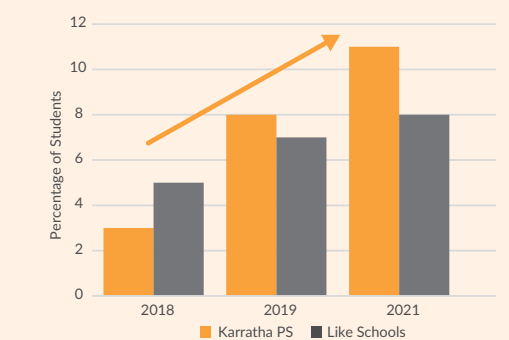


### Future Focus

Karratha Primary will continue to embed the school-wide instructional model and refine high-impact teaching practices. Professional learning, observation, feedback to ensure consistency, and the development of emerging leaders will be an ongoing focus. The school also recognises the need to improve data literacy to inform targeted teaching.

An increasing proportion of Year 5 students have also been achieving in the highest bands for NAPLAN Spelling since 2018.

### NAPLAN SPELLING % of Year 5 Students Achieving in Bands 8 to 10





# Leschenault Catholic Primary School

## On the Write Track

### Prior To Joining Fogarty EDvance

Located in Australind, 160km south of Perth, Leschenault Catholic Primary School caters for approximately 370 students from Pre-Kindergarten to Year Six. Prior to joining the program, student achievement was trending below 'like schools' in all areas of NAPLAN. Although the school was staffed by a team of dedicated and knowledgeable teachers, inconsistent programs and teaching approaches hindered students' progress.

### Strategic Focus

Leschenault Catholic Primary's shared moral purpose is to be a CHRIST centred community that inspires every individual to think, learn and strive for excellence. While the school aimed to improve students' capacity in all areas of literacy and numeracy, top priority was placed on raising progress and achievement in writing.

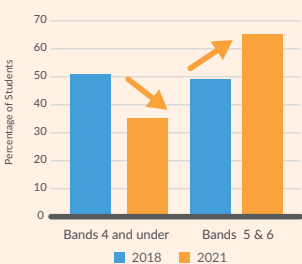
### Improvement Journey

With a clearly defined moral purpose and complementary conditions for learning in place, the team at Leschenault Catholic Primary moved straight to deciding on an evidence-based whole-school approach to improve students' writing. Based on the principles of how people best learn, the school set about implementing Pie Corbett's *Talk for Writing* program across all year levels. Staff were supported through targeted professional learning provided by Pie Corbett, as well as the Dyslexia SPELD Foundation. Key teachers were identified as part of a distributed leadership model to create whole school documents for teaching writing. A common language and tools, including magpie walls, toolkits, rules kits and story kits, were also used throughout the school. Shared teacher release sessions provided opportunities for staff to collaborate when planning as well as engage in disciplined dialogue around students' learning and development.

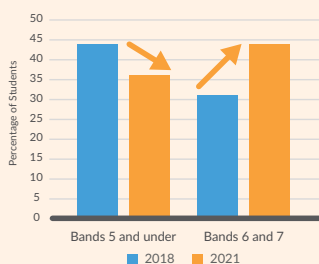
### Impact

Since 2018, Leschenault Catholic Primary has seen a growing percentage of students in Years 3 and 5 achieving in the highest NAPLAN bands for Writing, with Year 5 cohorts progressing over time. **In 2021, Year 5 students exceeded the mean progress of all Catholic schools, gaining more than three-years growth over a two-year period** according to effect size calculations. This cohort also demonstrated higher progress across the full range of abilities compared to their national peers.

Achievement in Writing Bands – Year 3



Achievement in Writing Bands – Year 5



A greater proportion of students in Years 3 and 5 have achieved in the higher bands of NAPLAN over time, with a lesser proportion achieving in the lower bands.

### Future Focus

To build on the success of the *Talk for Writing* Program, the school plans to investigate *Brightpath* formative writing assessments. This online tool enables students' writing to be accurately compared within and across schools and provides teachers with detailed information about students' progression in writing and what students need to work on to achieve at the next level. Future focus will also be directed in the areas of reading and numeracy.



"We are committed to providing a quality education program through aligned pedagogy and collaboration so our students achieve to the best of their ability."

Kerry Hewitson,  
Principal

# Northam Primary School

## Our Journey

### Prior To Joining Fogarty EDvance

Located in the Wheatbelt, 95km northeast of Perth, Northam Primary School serves approximately 290 students from Kindergarten to Year 6. Prior to joining the program, the school lacked a coherent approach to literacy and numeracy, reflected in highly variable NAPLAN results.

### Strategic Focus

To empower students to succeed academically, Northam Primary aimed to raise achievement in all areas of literacy and numeracy. In addition, the need to create a positive school environment to support student learning and high quality teaching were identified as key focus areas.

### Improvement Journey

In the first year of the program, Northam set out to develop a shared moral purpose and a strategic plan for school improvement. The school's progress towards achieving their goals, however, was significantly affected by a period of transient leadership with three Principals and five Deputy Principals in less than two years. Despite the additional challenges brought about by the COVID-19 pandemic, stabilisation of the school leadership team in 2020 saw a renewed focus on school improvement. The new principal laid strong foundations for learning by setting high expectations in all areas of the school, including regular attendance, improved behaviour, and quality teaching. Following interrogation of student achievement data and a review of existing school programs, a planned response with a strong focus on literacy and numeracy was developed. The explicit teaching of phonics within Early Childhood, using the *Heggerty Program*, became the school's highest priority. Spelling was explicitly taught from Pre-primary to Year 2 using *Letters and Sounds* and for Years 3 to 6 using *Spelling Mastery*. Whole-school literacy and numeracy blocks, and explicit instruction lesson design features were also implemented. Targeted professional learning was provided to support staff, and Literacy and Numeracy Leaders were assigned to model lessons, as well as observe and provide feedback to teachers on the effectiveness of their instruction.

### Impact

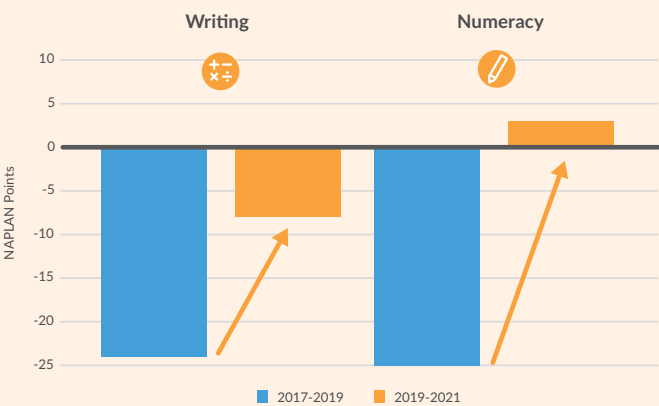
Data collected from the 2020 *Organisational Health Index Survey* indicated staff felt more involved in decision-making and understood their role in achieving the school vision, reflecting confidence in the new Leadership Team. The impact of the school's renewed pedagogical approach continues to emerge. In 2021, Year 5 students at Northam Primary demonstrated higher levels of achievement and progress in Writing compared to their peers in 'like schools'.



"With guidance from the EDvance Team we have seen some fantastic results, setting the foundation for further success."

Mark Donaldson,  
Principal

Year 3 to Year 5 Progress - Gap to Like Schools



The progress gap to Like Schools has continued to close in Numeracy and Writing since 2019.

### Future Focus

Northam Primary School will continue to embed its school-wide approach to explicit teaching using evidence-based programs. The development of fine-grain scope and sequence documents as comprehensive planning tools in all areas of literacy and numeracy are underway. Professional learning will be an ongoing priority for staff.

# Onslow School

## Transformational Change

### Prior To Joining Fogarty EDvance

A remote school in the Pilbara region of Western Australia, Onslow School caters for approximately 120 students from Kindergarten to Year 12. When the school joined the program, student achievement and progress had been consistently below 'like schools' in all areas of literacy and numeracy. Transiency and attendance rates were also concerning and a top priority for the leadership team.

### Strategic Focus

Onslow aspired to raise student achievement above the mean of 'like schools' and closer to the state average. Improving consistency in teaching and adopting a whole-school approach to the delivery of literacy and numeracy were identified as key areas of focus to realise this goal, particularly given the school's K-12 context.

### Improvement Journey

The school leadership team at Onslow began its journey of school improvement by reviewing and assessing their existing approaches. Some of the programs used by the school, which data indicated were having little to no impact on student achievement and progress, were discarded and replaced with evidence-based programs, including *Let's Decode*, *Spelling Mastery* and *Oxford Math*. These programs were trialled by teachers who assessed the impact on student learning and shared the data back with staff. At the same time, the decision was made to adopt Explicit Direct Instruction (EDI) as a school-wide pedagogical approach. Initially, there was a focus on literacy with plans to roll out the philosophy and lesson design of EDI in numeracy and other learning areas. Professional learning and coaching were provided by Dr Lorraine Hammond, and a literacy coach was appointed within the school to support teachers through classroom observations and feedback. To enhance parent involvement, the school parents to visit classrooms to witness student engagement with the new learning programs. Maintaining sound conditions for learning has been an ongoing focus at Onslow. The school has worked in partnership with parents to ensure students and families understand the importance of regular attendance to maximise student engagement and learning. Continued implementation of *Positive Behaviour Support* has also contributed to a safe and supportive environment for students.

### Impact

In the first 18 months of the program, Year 3 students performed above 'like schools' in NAPLAN Writing, Spelling and Numeracy, while Year 5 students performed above 'like schools' and above the national average in Reading, Grammar and Punctuation, and Numeracy. **Throughout their journey, Onslow has seen a reduction in the percentage of students achieving at or below the National Minimum Standard in all NAPLAN domains.**



# Pegs Creek Primary School

## We're On Our Way!

### Prior To Joining Fogarty EDvance

Serving approximately 220 students from Kindergarten to Year 6, Pegs Creek Primary School is located in Karratha, 1600km north of Perth. When the school joined the program, NAPLAN results were below the predicted school mean and trending below Like Schools in most areas of literacy and numeracy.

### Strategic Focus

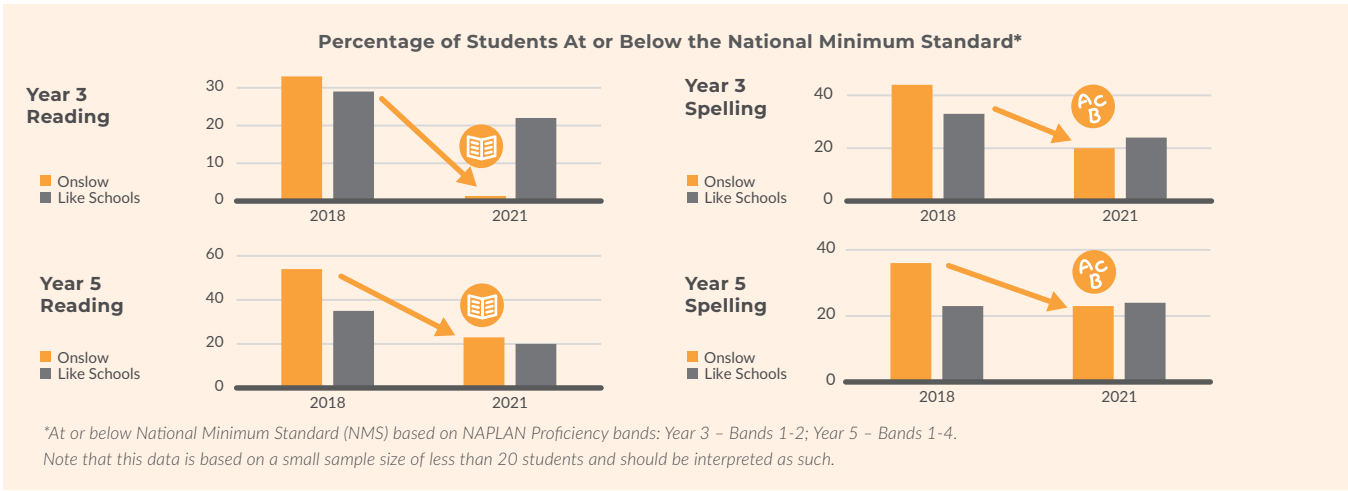
Pegs Creek identified that improving students' fluency and reading comprehension was the key to accelerating achievement across all areas of the curriculum. The school therefore sought to introduce a consistent evidence-based approach to teaching reading in all classrooms.

### Improvement Journey

Significant work to build a safe and supportive learning environment, including a focus on regular attendance and student behaviour, as well as clear communication to ensure expectations are met, led to sound conditions for learning. Development of a whole-school reading approach began in 2018 with the appointment of an English Development Coach who headed a newly established Reading Working Party. The team was tasked with researching evidence-based practice to develop the model. Underpinned by Explicit Direct Instruction (EDI), the Pegs Creek Instructional Model was introduced to staff using professional readings to create shared understanding. Teachers engaged in workshops to build capacity and confidence in EDI lesson design and delivery, use of engagement norms, and TAPPLE to check for understanding. Whole-school programs including *Letters and Sounds*, *Words Their Way* and *Reciprocal Reading* complemented this approach. Further support was provided through modelling in classrooms, lesson observations and feedback, and additional DOTT to engage in coaching. To develop data literacy, staff were given access to professional development and a data component was introduced to the Performance Development process. This requirement involves teachers engaging in disciplined dialogue around student profiles, PAT Reading data and targeted teaching to address areas of need.

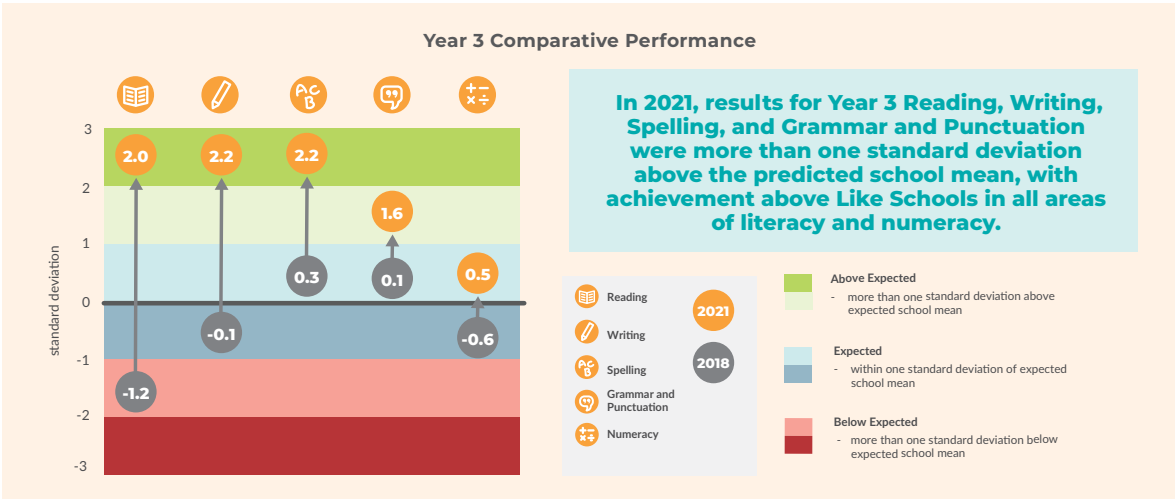
### Impact

Since beginning the program, students at Pegs Creek Primary School improved in expected performance in 9 out of 10 NAPLAN domains.



### Future Focus

Onslow School will continue to embed the whole-school pedagogical philosophy of EDI and build staff capacity through targeted professional learning and refinement of the coaching model. Accountability for teacher performance and ensuring the right staff are recruited will be an ongoing focus. The next stage is to develop and embed a whole-school guaranteed and viable curriculum, to ensure further consistency in teaching and learning across the school.



### Future Focus

Reading continues to be a focus for the future. Coaching will concentrate on building content knowledge and capacity in implementing Pegs Creek EDI Model, including daily reviews in reading lessons which were implemented in 2021. *Spelling Mastery* has also recently been introduced for Years 3 to 6, and ongoing work will occur to embed this program.



# Redcliffe Primary School

We Inspire, We Nurture,  
We Succeed

## Prior To Joining Fogarty EDvance

Redcliffe Primary School caters for approximately 290 students, 10km east of Perth. Prior to joining the program in 2018, the school experienced low rates of student attendance and achievement which was trending below the mean of 'like schools' in all areas of literacy and numeracy.

## Strategic Focus

Redcliffe's overall aspiration was to raise student achievement above the mean of 'like schools'. To accomplish this goal, implementation of a consistent approach to high-impact instruction was identified. Improved conditions for learning including daily attendance, a safe and supportive learning environment, parent engagement and staff collaboration were of equal priority.

## Improvement Journey

The leadership team began by setting a clear direction for the whole-school community. Information and feedback from staff, student and parent surveys was used to inform actions to establish strong conditions for learning, including a message sent to families emphasising the important link between regular attendance and educational outcomes. Guided by research, Redcliffe developed a shared understanding of high-impact pedagogical practice, and teachers committed to a consistent approach to teaching using explicit and direct instruction - with a focus on daily review and strategies for visible learning. Programs invested in by the school including *Spelling Mastery*, *Cars & Stars*, and *Stepping Stones Mathematics*, are now used consistently across all classrooms together with common assessments, including *PM Benchmarks* for Reading, *Brightpath Writing*, and *PAT Reading, Maths & Science*. To provide time for collaborative planning, programming and data analysis, the timetable was modified for teachers to meet in Phases of Learning Teams. A coaching, observation and feedback model was also introduced to maintain high quality teaching, and opportunities for distributed leadership, including Leader of Curriculum, Teaching and Learning, and Data Analytics Leader, have been provided to build capacity and ensure sustainability of the school-wide pedagogical approach.

## Impact

Redcliffe Primary has seen steady improvement across all areas of literacy and numeracy over their journey. Within the first two years, student achievement in Year 5 Reading, Spelling and Writing surpassed the 'like schools' mean, and by 2021, Year 3 results across all NAPLAN domains were trending above 'like schools', with a greater proportion of students making high to very high progress in Reading and Numeracy.



"We knew where we wanted to be. Once we had a shared vision and a shared moral purpose, we had the motivation and impetus to get us there. Then, for us, positive change began."

Mark Hendon,  
Principal

# Serpentine Primary School

Making Progress

## Prior To Joining Fogarty EDvance

Serpentine Primary offers classes to approximately 180 students from Kindergarten to Year 6. The school was one year into their improvement journey when they joined the program in 2018. Prior to this time, significant variance in teacher effectiveness and limited use of data were reflected in inconsistent results in most NAPLAN domains. Achievement for Year 3 Reading and Numeracy, and Year 5 Writing was particularly low, trending below the mean of 'like schools'.

## Strategic Focus

Serpentine's moral purpose is to ensure all students achieve academic success to enable better life outcomes. Their aim is for student achievement to exceed the mean of 'like schools' and the national average in all areas of literacy and numeracy. To realise this goal, the school focused on developing strong pre-conditions for learning, high standards of teaching and shared leadership to drive an evidence-based, whole-school pedagogical approach.

## Improvement Journey

Early in the journey, Serpentine Primary established a clear moral purpose and high expectations. A whole-school behaviour model based on *Positive Behaviour Support* facilitated a school climate where staff could focus on quality teaching and students could focus on learning. Drawing on extensive research, Serpentine developed an agreed whole-school instructional model using explicit teaching strategies and a common lesson design, including learning intentions and success criteria, warm-ups, the model of gradual release and plough backs. Inclusion of this school-wide approach in Serpentine's *Teaching and Learning Handbook*, together with a fine-grained literacy and numeracy curriculum, has helped to ensure clarity and consistency across all classrooms.

Staff have been supported through professional learning provided by pedagogy expert, John Fleming and participated in the *Teach Well Masterclass*, as well as through a performance development process involving regular coaching sessions, lesson observations, video reflections and goal setting. To provide staff with a clear pathway for improvement and to acknowledge and celebrate teacher expertise, a matrix outlining levels of teacher proficiency and a teacher recognition program were also introduced. Improved data collection and analysis using *GradeXpert* has enabled tracking of student growth, and publication of quarterly progress maps supported by parent-teacher interviews has encouraged greater levels of parent engagement in their children's learning.

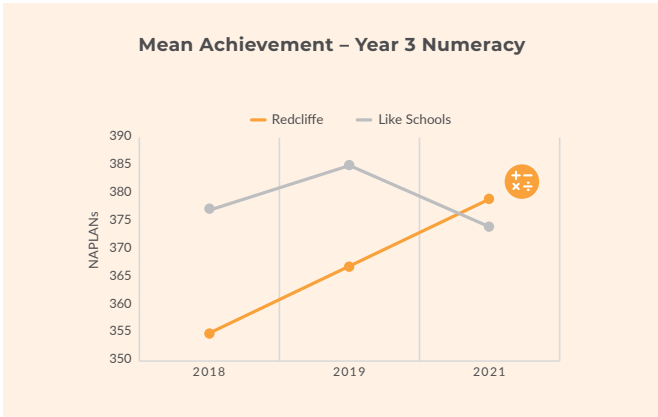
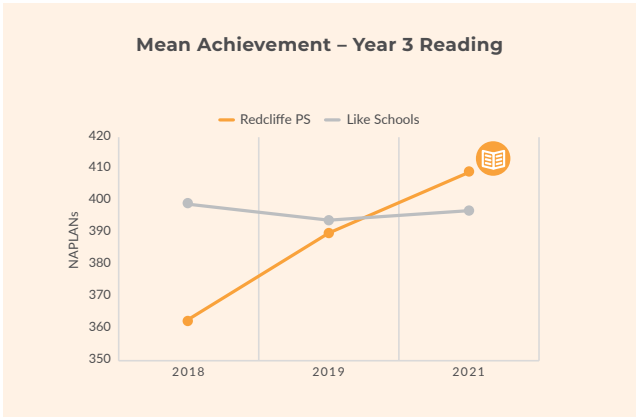
## Impact

Over the course of their journey, Serpentine Primary has seen a significant reduction in behavioural incidents and a corresponding improvement in student engagement and learning outcomes. The school has been particularly successful in raising achievement in Year 3 Reading, which now exceeds the mean of 'like schools', and Year 5 Writing where students outperformed their national counterparts for the first time in 2021. Over the past three years, Year 5 students have also demonstrated sustained higher progress than their peers in 'like schools' across all NAPLAN domains.



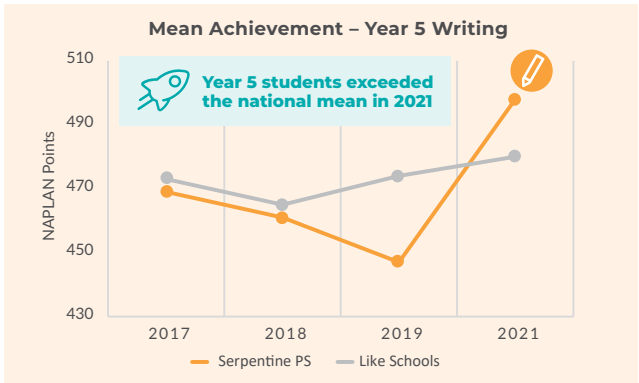
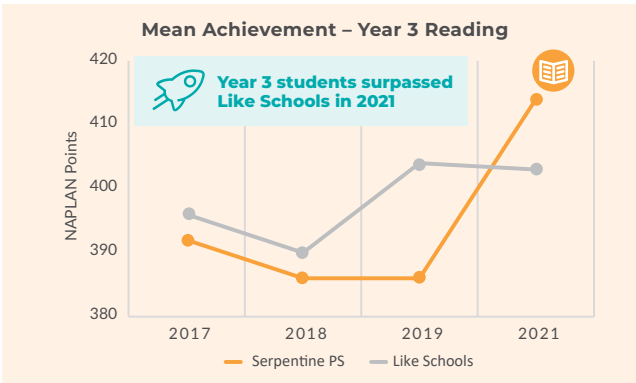
"The belief that all students can be high achievers and that every child matters every day is fundamental to our approach. It is what we do every minute, every hour of every day that makes the difference."

Kendall Lange,  
Principal



## Future Focus

Redcliffe Primary seeks to maintain student achievement above the mean of 'like schools' and move closer to state and national averages. To ensure consistent program implementation and application of the pedagogical model, the leadership team continues to develop and support staff through ongoing professional learning and use of the coaching model.



## Future Focus

Serpentine Primary will continue to refine their whole-school instructional model and staff development initiative. Areas of future focus include identification of lead teachers in key learning areas who can be developed to take on coaching roles; and opportunities for student feedback on teaching and learning.



# St Mary's Catholic Primary School Donnybrook

## Innovative Gradual Success

### Prior To Joining Fogarty EDvance

St Mary's School in Donnybrook provides a Catholic education to approximately 140 students from Kindergarten to Year 6 with a focus on developing the whole child. Although a differentiated curriculum catered for the individual needs of each student, the school was trending below the average of 'similar schools' and the nation in all areas of NAPLAN, with little to no representation in the top 20% of student achievement.

### Strategic Focus

St Mary's goal was to raise student achievement above the mean of 'similar schools' in all areas of literacy and numeracy. To achieve this aspiration, the need to improve professional practice and reduce in-school variability in teaching phonics and numeracy was identified. The school also aimed to increase family participation and support for the learning process.

### Improvement Journey

St Mary's began their improvement journey with a shared moral purpose and sound conditions for learning already in place. High levels of student and parent satisfaction regarding curriculum delivery, safety and care of students was reflected in the *Tell Them From Me* Survey, while the *OHI* survey revealed the school was operating in the top decile of organisational health. The strong sense of collegiality, dedication and commitment from staff facilitated the introduction of a whole-school instructional model, including agreed lesson structures using evidence-based programs. Students from Kindergarten to Year 3 engaged in the *Letters and Sounds* phonics program while *Soundwaves* was used to teach spelling in Years 4 to 6. In addition, *PR1ME Mathematics* was introduced across all year groups. Staff were supported in the implementation of these programs through provision of ongoing professional development, lesson demonstrations, observations and feedback. Program workshops held for parents were well attended and acquisition of new resources to support learning was supported by the Parents & Friends and School Board.

### Impact

In the NAPLAN domains of Spelling and Numeracy, Year 5 students demonstrated higher levels of progress compared to the state and national cohorts. **The greatest impact has been for the lowest achieving students who are now performing well above their state and national peers.** The closing gap between the highest achieving students at St Mary's and the national mean for Spelling is also evident.



"Through our commitment to evidence-based data-informed reflective practice, we are committed to providing a quality Catholic education which meets the individual needs of our students."

Andrew Gammon,  
Principal

# Tambrey Primary School

## Nurture, Aspire, Achieve

### Prior To Joining Fogarty EDvance

Situated in the Pilbara region of Western Australia, Tambrey Primary School caters for approximately 680 students from a diverse range of social and cultural backgrounds. Prior to 2016, leadership was transient, staff morale was low and academic achievement well below expectations. Stable leadership since this time has offered a more consistent approach across the school.

### Strategic Focus

In consultation with the school community, Tambrey committed to embedding a culture of continuous improvement underpinned by strong leadership, trusted relationships, and data-informed evidence-based practice. To raise student achievement to at or above the state average in NAPLAN Reading, Writing and Numeracy, the school focused on implementing a high-impact low variation instructional model.

### Improvement Journey

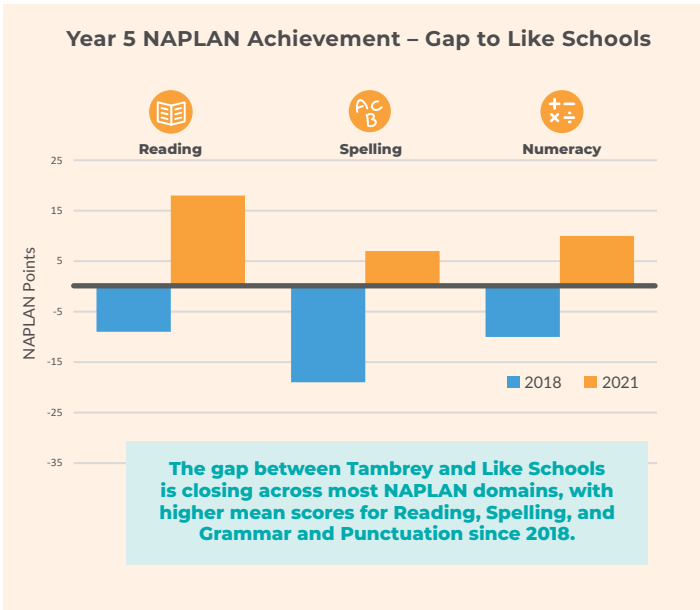
By investing in an orderly and engaging learning environment through *Positive Behaviour Support*, *Classroom Management Strategies* and *Restorative Practice*, the school set a strong foundation for the implementation of an agreed pedagogical approach – Tambrey Explicit Direct Instruction (TEDI). To build teacher capacity for delivering this high-impact model, pedagogy expert, Joe Ybarra, was invited to engage with the Professional Learning Community. A collaborative coaching culture was established with staff engaging in observation, feedback, and professional development to improve their practice and ensure consistency in lesson design. Through the formation of committees, opportunities for distributed leadership were provided. Team members researched, upskilled and trialled literacy and numeracy programs, including *Letters and Sounds*, *Spell-It*, *Talk 4 Writing* and *Envision Maths* which are now embedded across the school. Greater focus on data analysis has enabled tailoring of learning opportunities to facilitate student progress, and this information is now included on school reports which emphasise growth rather than performance.

### Impact



"Tambrey's culture is strong and positive. With robust whole school approaches, data informed practice and supportive community partnerships, staff and students are proud to say, 'We are from Tambrey!'"

Shiona Hobart, Principal



### Future Focus

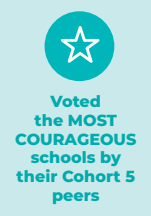
The school is refining the whole-school pedagogical approach, including breaking down the 'I do, we do, you do' instructional model. PLC focus in 2021 has been on auditing existing reading practices and implementing high-impact evidence-based reading instruction, and literacy intervention through *MiniLit* and *MacqLit*. Ongoing development of staff to deliver whole-school programs including *Talk for Writing* continues to be a focus at St Mary's.

### Future Focus

Tambrey will maintain a consistent approach to the TEDI model, including lesson design, and ensure decision-making is informed by data. The school will continue to invest in coaching and staff professional learning through *Talk for Writing*, *MultiLit* and *Top 10 Maths*. A school-wide focus on *Positive Behaviour Support* and attendance is ongoing.

# Woodland Grove Primary School

## Success for Every Student



"Setting high expectations for students is critical for our teachers at Woodland Grove."

Ashley Mottershead,  
Principal

### Prior To Joining Fogarty EDvance

Located in Perth's south-eastern suburbs, Woodland Grove Primary was established in 2017 as an Independent Public School and currently caters for approximately 630 students from Kindergarten to Year 6. Initial assessment of student achievement through PAT Reading and Mathematics, NAPLAN and On Entry data indicated that students were, on average, performing below expected performance. In particular, reading was an area requiring attention.

### Strategic Focus

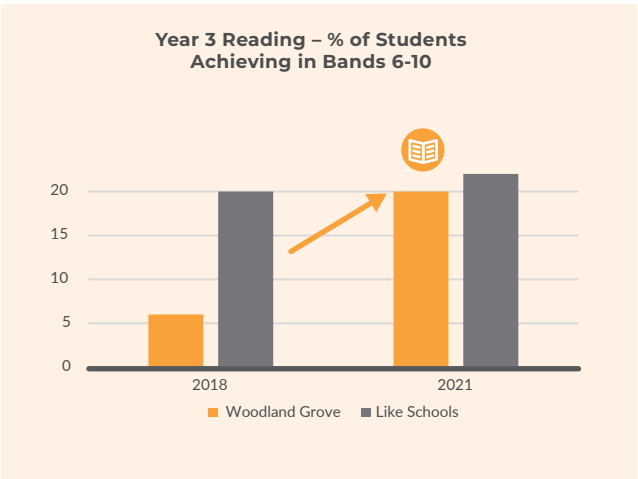
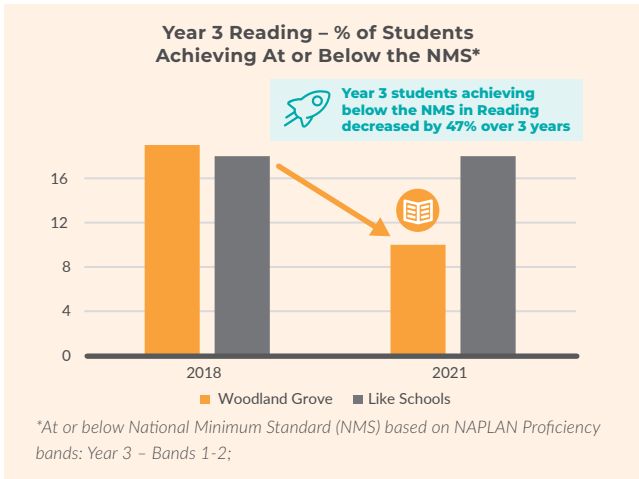
Woodland Grove's aspiration is for all students to reach their full academic potential. With a dual focus on student wellbeing and academic excellence, the school aims to achieve more than one year's growth over a 12-month period, resulting in high progress and high achievement compared to like schools in all areas of literacy and numeracy.

### Improvement Journey

Crucial to Woodland Grove's improvement journey was a shared moral purpose which placed students at the centre of all decision-making. An orderly and supportive learning environment has been achieved through implementation of Trauma-Informed Practice, explicit teaching of social skills and restructuring of the timetable which provides optimal opportunity for learning. Staff now have more time to focus on what matters most – implementation of a high-impact, evidence-based instructional model designed to maximise student engagement and learning. Through opportunities provided by Fogarty EDvance and the *Teach Well* Masterclass Series, staff have been upskilled in an explicit approach to teaching, including daily review, which is now used consistently across the school. Emphasis has been on developing core skills in literacy and numeracy, with particular focus on the critical elements of reading, early intervention using *MiniLit*, implementation of *Spelling Mastery* and *Letters and Sounds*, use of decodable readers and attention to the early years. Staff regularly engage in disciplined dialogue to triangulate student data, track progress and set targets. Ongoing teacher development through learning sprints, self-reflection of classroom practice using peer observation, coaching and feedback is supported by a strong distributed leadership team.

### Impact

Improvement in reading has been particularly strong. Data from Progressive Achievement Tests (PAT) indicate a closing gap between students at Woodland Grove and the Australian norm over the three-year period. The school has also seen a significant decrease in the percentage of Year 3 students achieving at or below the National Minimum Standard in NAPLAN Reading, with a greater proportion of students making very high progress compared to 'like schools' in 2021. A significant increase in the percentage of students achieving in the top bands for Reading is also evident.



### Future Focus

Woodland Grove Primary is in a strong position to continue their school improvement journey. Raising student achievement by drilling down into classroom practice and fine-tuning the application of evidence-based high-impact teaching strategies across all learning areas will be an ongoing focus.



# Where are they now?

Here is a snapshot of two Fogarty EDvance Alumni schools who have continued their School Improvement journey, and continue to be actively involved in the Fogarty EDvance Program as an EDvance Instructional Adviser Host School

## Warriapendi Primary School

### Cohort 3 (2016 – 2018)

How have you continued your school improvement journey since completing the three-year program?

We have solidified our reputation and are now the school of choice in our community. Even though our leadership team has changed roles and new members have joined, we have a united vision of school improvement across our entire school and continue to develop whole-school approaches and programs that are evidence-based.

We have developed a coaching role to ensure there is consistency in teaching approaches across the school. We are now mentoring other school and sharing our journey so they can be as successful as we are.



## Ellen Stirling Primary School

### Cohort 4 (2017 – 2019)

What three key areas did you focus on during your three-year Fogarty EDvance school improvement journey?

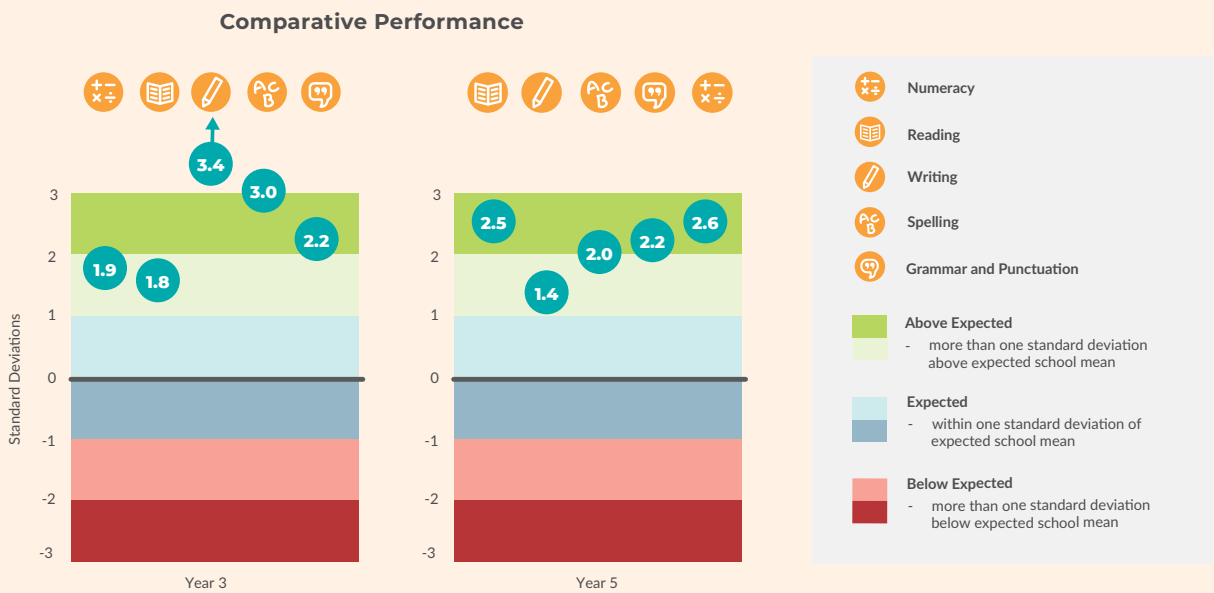
1. Quality Teaching - pedagogy change for all teaching staff to implement high-impact practices
2. Evidence-based teaching programs - implemented Spelling Mastery, Let's Decode, CARS & STARS
3. Distributed leadership - improved role clarity and developed a Leadership, Review and Coaching team

Our school improvement continues to focus on the three major areas, and we have also incorporated the six domains reviewed in the WA Public School formal review.

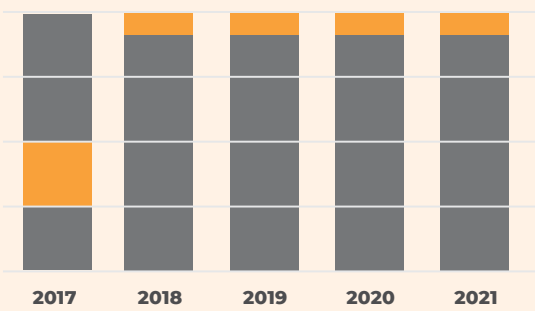
How have you continued your school improvement journey since completing the three-year program?

We continue to use the EDvance planning documents and created our own ESPS hybrid plan, to maintain momentum and by continually reviewing key actions and regularly checking the progress of initiatives. The planning and review process has also been very helpful when showing evidence as part of a formal school review process.

**In 2021 Warriapendi Primary School achieved more than one standard deviation above expected performance in all areas of NAPLAN, with 7 out of 10 areas 2 standard deviations or more above expected performance!**



**Organisational Health Index  
Ellen Stirling Primary School**



Ellen Stirling Primary School moved into the top decile of the Organisational Health Index in their second year of the program, and have **maintained** this score over the last four years.

Schools that continue to use the strategic plan and review process after finishing the Fogarty EDvance program are more likely to improve or sustain a healthy culture, which is linked to long term sustained improvements in student results.



"As an Instructional Adviser Host school we are excited to show other low SEI schools that it is possible to make a difference for these students and their families. It is an opportunity for us to reflect on our journey and the next steps during these conversations. We see this as another learning opportunity to collaborate with like minded schools."

Natasha Doyle, Principal Warriapendi Primary School



**EDvance  
Instructional  
Adviser Host  
School**

"Our school staff are very keen to share their experiences with other school on similar school improvement journeys – the opportunity to see a school who is a bit further down the path is a valuable experience that we wanted to showcase to other EDvance schools. The visits by our Instructional School partners allow our staff to showcase their own development and expertise in a variety of ways. The whole school is very proud of our gains since the beginning of our Fogarty EDvance journey"

Dr Dean Goldspink, Principal Ellen Stirling Primary School



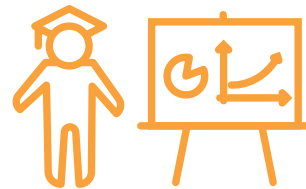
# EDvance Initiatives

## FED Instructional Adviser Model

During the second year of the EDvance program, primary schools are offered the opportunity to work with a high performing school who has previously been part of the Fogarty EDvance Program to focus on developing their instructional leadership capacity. In 2021, the number of IA host schools has expanded in line with an increased uptake from Cohort 7 schools with **80%** of primary schools from this cohort participating in the IA program.

The evidence-base for schools learning from each other as part of a school improvement journey is significant. In the US, the Bill and Melinda Gates Foundation established the **Networks for School Improvement** initiative as a way for schools to network about what's working and with whom.

*"While no two schools and classrooms are the same, there's a lot we can learn together about how to solve the problems that we're facing because when schools learn, students learn."*



- Beeliar Primary School
- Challis Primary School
- Ellen Stirling Primary School
- Greenfields Primary School
- Two Rocks Primary School
- Warriapendi Primary School

Schools work in conjunction with their FED program mentor for up to 4 structured meetings per year with the IA host school. Key discussions and actionable next steps from each meeting have included the following:

- Lesson demonstrations of explicit teaching and the level of involvement of school leaders
- Development of processes to develop, support and sustain whole-school teaching practices across a range of ability levels
- Observation and work-shadowing of instructional coaches to develop in-school coaching skills, including meetings, observation protocols and proformas, including feedback
- Deeper insights into selection and implementation of specific programs for reading, maths and writing
- Lesson design and delivery componentry and how to implement across the school incrementally
- Implications of school improvement journey on the professional learning for all staff.

*"This has been a valuable meeting as we have reflected upon information and processes shared with us. We have been able to re-think our data processes and how we can improve the way in which we involve and engage staff in the school improvement journey."*

Cohort 7 School Leader

*"The discussion, reflection and future planning was specific in supporting leading teaching and learning. It allowed opportunities to look at different strategies, options and styles. A very powerful process."*

Cohort 7 School Leader

*"Observing the visiting teachers working with our own children reinforced the effectiveness and showed everyone, we can do this too."*

Cohort 7 School Leader

## Secondary Teacher Leaders Program

The STL Program is offered during the second year of the EDvance School Improvement Program and focuses on strategic planning, increasing leadership capacity and developing a deeper understanding of the research-base in school improvement.

The Secondary Teacher Leaders (STL) Program is a 9-month professional development program for Heads of Learning Areas (HOLAs) and Level 3 teachers in EDvance secondary schools. The program is designed to support secondary teacher leaders in whole school improvement, by connecting their work to the school's strategic plan, with the ultimate objective of improving student outcomes.

Schools involved in 2020/2021:

- Aveley Secondary College (C6)
- Coodanup College (C6)
- Dalzellup College (C6)
- Hampton Senior High School (C6)
- Harvey Senior High School (C5)
- Rockingham Senior High School (C6)
- Tom Price Senior High School (C6)
- Warnbro Community High School (C6)

## STL Program Impact



As part of the STL Program, participants are required to complete a **Story of Impact**, detailing the progress and change the teacher leaders made in their learning areas/departments. Common themes of the impact of the STL program identified by participants were:

- ✓ Leaders were able to **implement robust strategic plans** which allowed them to lead change in a staged approach
- ✓ Leaders had **increased confidence in decision-making**, aligning them with the research and evidence base in school improvement
- ✓ Leaders were more able to **engage in challenging conversations**, through the tools presented for effectively leading and managing a team
- ✓ **Improved data literacy** in analysing student achievement to inform decisions about teaching and learning, and strategic planning.

*"I was new to my leadership role when we began this program and I struggled with confidence, knowledge and my communication with other leaders. Now, 12 months later, I feel like a different person and leader. I am more organised, structured, confident and able to lead my learning area in a way that I feel proud about. I also have an increased knowledge base to share with my team."*

STL program participant Cohort 6

*"The STL program helped me refine and apply the leadership qualities I wanted to instil, giving me the foundations to do so. It gave me a far greater understanding of the 'big picture' when it comes to whole school improvement and the role of trusted, informed and committed leaders within this context."*

STL program participant - Cohort 6

**The third intake of the STL program commenced in Term 2, 2021, comprising 10 schools from existing and alumni EDvance schools. This group will complete the STL program in Term 4, 2021.**

# EDvance Teaching Intensives

The EDvance Teaching Intensives provides a full week of professional development focusing on the theory and practice of high-impact instructional strategies. Research supports that successful application of high-impact instruction in terms of lesson design and delivery, serves to improve student outcomes, which leads many practitioners eager to develop skills in this classroom practice.

In 2021, the **EDvance Teaching Intensives expanded to include a secondary intensive** due to a growing appetite for implementing high-impact instruction in secondary schools, allowing more than 100 teachers across early childhood, primary and secondary to participate. The Intensives were hosted in partnership with **Dawson Park Primary School** and were led by Dr. Lorraine Hammond – Associate Professor at Edith Cowan University, and Brooke Wardana, an early years literacy expert. These experts are instrumental in the program design and delivery and are supported by a group of expert teachers and coaches in the delivery of lesson demonstrations, coaching, the provision of teaching resources, and individualised support.

Since 2018, the Fogarty Foundation and Fogarty EDvance have supported **250 teachers** to learn and trial high impact instruction through the EDvance Teaching Intensives. Components of the Intensives include:

- High-quality **professional development** by experts in the field of high-impact instruction
- **In-situ coaching** of the participant teachers during the program
- Several rounds of personalised **written feedback** to every teacher
- **Students made available** for teachers to practice high-impact instruction strategies in a classroom setting
- **Teaching resources** compiled by expert teachers for ongoing participant use
- **Reflection and action planning** sessions to facilitate the transfer of new skills into the classroom post-Intensive



# FED Alumni Network

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

Through the FED Alumni Network, school leaders continue to be supported to tailor their improvement strategies. Fogarty EDvance is actively working with over 60 Alumni schools.



In 2021 Cohort 5 schools transitioned to the FED Alumni Network. With their School Improvement journey impacted by COVID-19, a bolstered Alumni program was offered to Cohort 5 schools, with a number of these opportunities made available to the wider network.

## FED Alumni support in 2021:

- Mentor support for an **additional 6 months** (Cohort 5 schools)
- Access to the **Organisational Health Index (OHI)** and **Tell Them From Me (TTFM)** surveys at a discounted FED rate
- **Alumni-specific workshops:**
  - Guaranteed and Viable Curriculum
  - OHI Masterclass (face-to-face and online)
  - Transformation Framework Masterclass (face-to-face and online)
- **Karratha Schools visit**, to present Guaranteed and Viable Curriculum workshop
- **Targeted Professional learning opportunities:**
  - High-Impact Instruction workshops (Primary and Secondary)
  - Instructional Coaching Workshops
  - EDvance Teaching Intensives
- Access to the **Secondary Teacher Leaders Program** as an Alumni school.

**26** FED Alumni Schools participated in the OHI survey



**197** School leaders attended tailored Alumni workshops and webinars



**68** School leaders and teachers from Alumni schools attended FED PD sessions



**80** Additional Mentor hours accessed by Cohort 5 schools



“Our Cohort 5 schools now have access to a range of EDvance alumni activities through the FED Alumni Network. This will allow them to stay connected to ongoing professional learning and supports from the EDvance program, including a group of like-minded leaders who are passionate about improving education outcomes for children of all backgrounds in Western Australia.”

Georgie Wynne, Fogarty EDvance Program Director.





An initiative of the



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

### 2. Reach out to discuss becoming a partner

Email or call us to learn more about partnership opportunities.

### 3. Follow us and learn more about our results

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

**Contact Details: [info@fogartyedvance.org.au](mailto:info@fogartyedvance.org.au) | Ph: +61 8 6316 1600**



