



Fogarty EDvance

Impact Report

Cohort 6

**Fogarty EDvance
School Improvement Program**

2019-2021



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 Western Australian community.

The Foundation identifies areas of focus, and supports and develops programs that deliver educational opportunities and have wide impact. Over the past 22 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 school leaders, school principals and teachers 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 Louden AM

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The importance of quality education for all children

Every child deserves a quality education, as education provides the opportunity for individuals to learn about their world, develop their abilities and lead purposeful lives. Collectively, a well-educated society is one that is more productive and cohesive, with meaningful employment and more assistance for those in need.

A good society is one that provides opportunities for people to thrive, and to do this we need quality education for all. Even in a wealthy country like Australia, with free K-12 schooling, this is not always the reality.

Australia's educational performance is declining, not only in relation to other countries. The reading, maths and scientific literacy scores of our 15-year-old population have declined significantly since 2000, equivalent to nearly a full year of schooling.

We also have a long tail of underachievement with a significant number of students not reaching minimal education outcomes: 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 Fogarty 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.

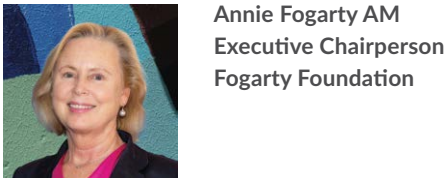
Having now worked with 125 schools across Western Australia, we know that schools need a common moral purpose where all staff members are working to ensure that their students are progressively learning. This includes using evidence-based instruction, particularly in the foundations of learning - literacy and numeracy.

EDvance gives schools the knowledge of **what can be done** and **how to make it happen**, and provides continuing support to schools after their initial 3-year program, through the Alumni Network, to ensure sustained improvements.

We have been working with schools for ten years. All the schools have made improvements in student outcomes, with 60% having made significant progress.

As a foundation, we have been able to bring together people from across the education, community and business sectors who recognise the importance of quality education and the benefit it brings to our whole society.

We have so many opportunities here in Australia - and to make the most of these we need to ensure that all Australian children can access quality education.

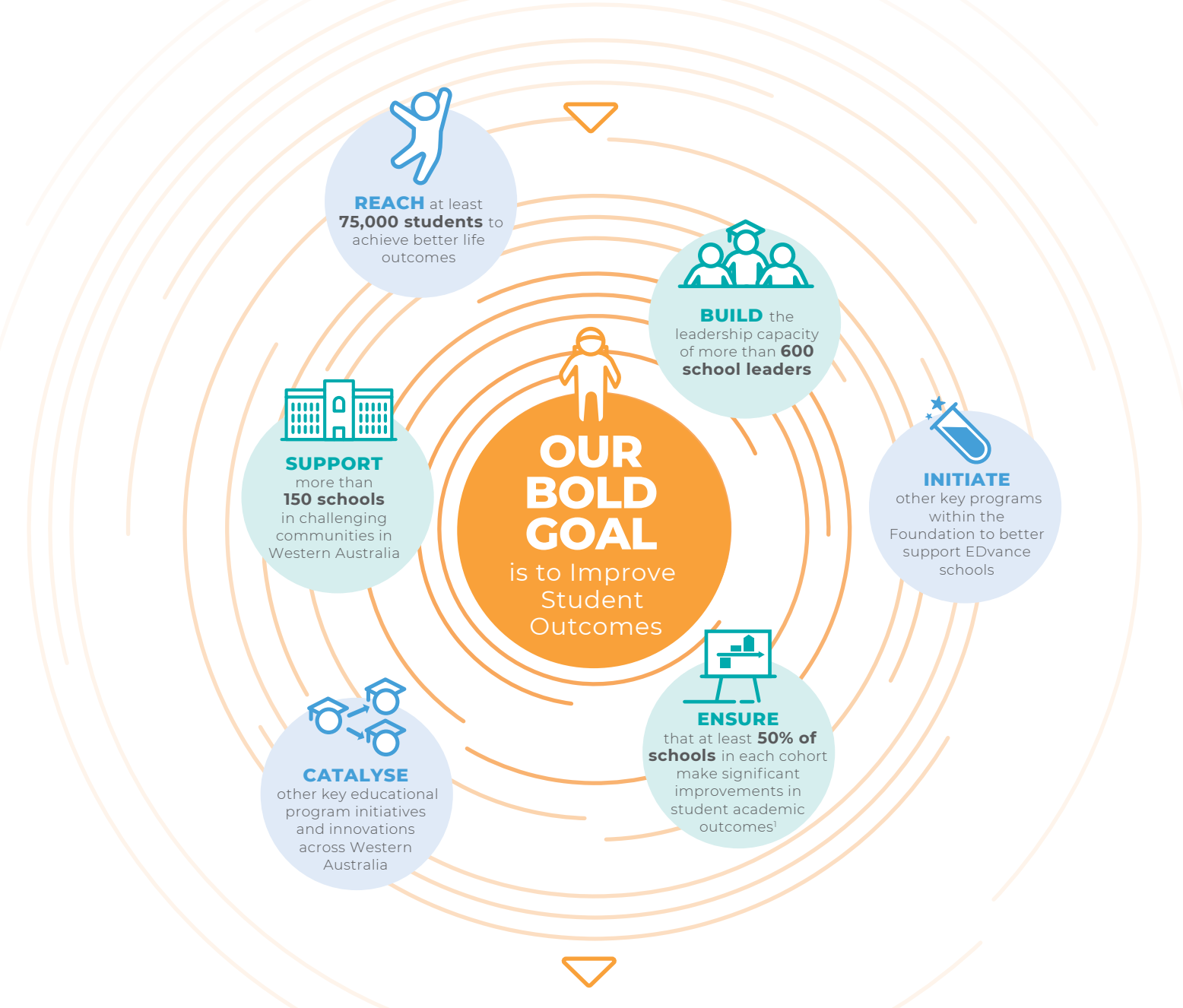


Our Bold Goal

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.²

¹The 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.

² As measured by NAPLAN

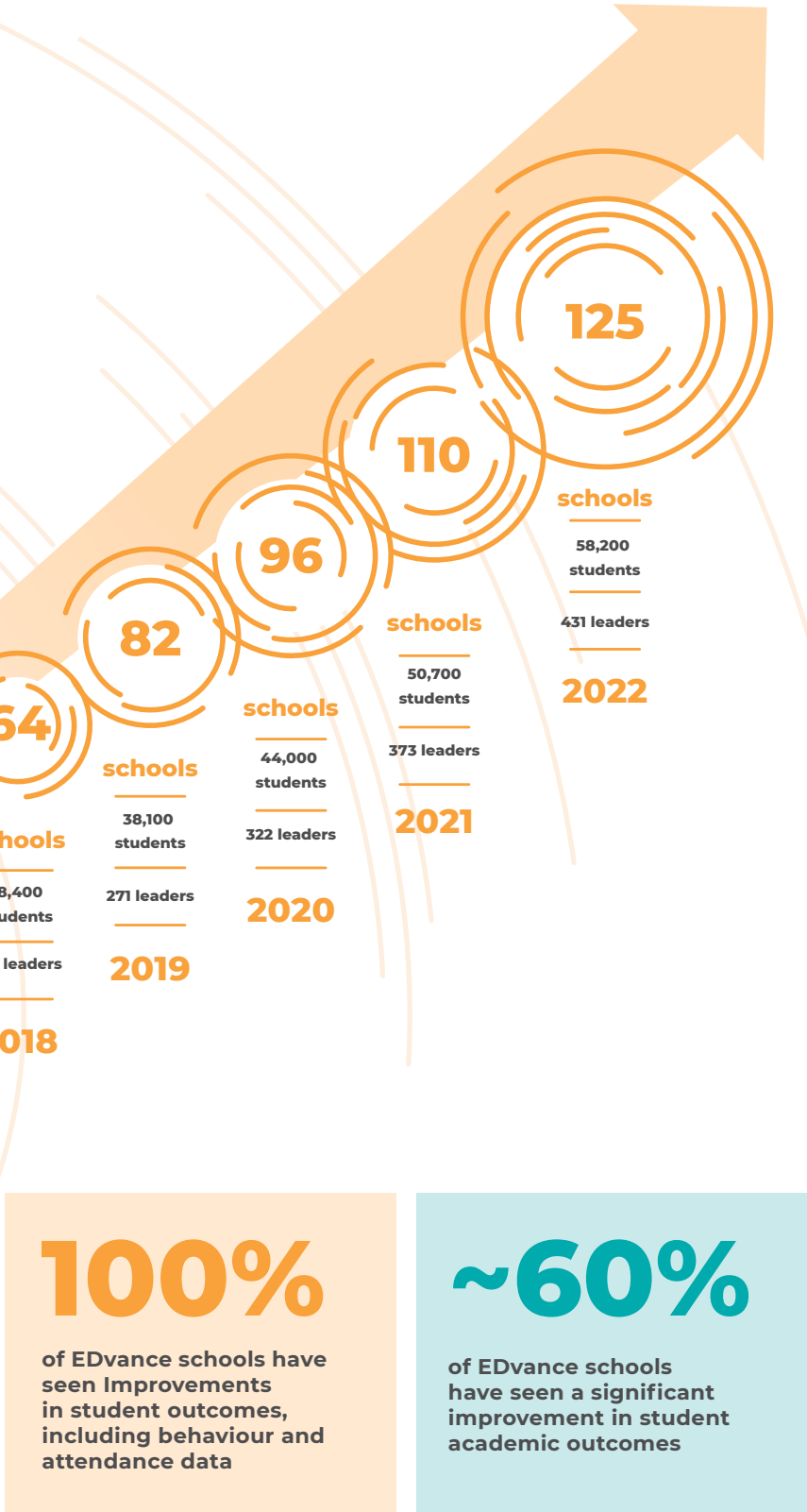
Program Impact over 10 years

9 Cohorts

125 Schools

58,000+ Students

400+ School Leaders



An overview of the Fogarty EDvance School Improvement Program

The Fogarty EDvance School Improvement Program supports and builds the capacity of school leaders so they can ensure the best possible educational outcomes for their students.

Fogarty EDvance has a two-track agenda: **School Improvement** and **Leadership Development**. The core aim 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 the education, business, philanthropy and community sectors; we share these tools and practices with our schools, and we support schools as they translate these practices into their schools and classrooms.

The three-year journey – what does it involve?

The three-year journey embarked upon 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.



Participating Schools - Fogarty EDvance Program

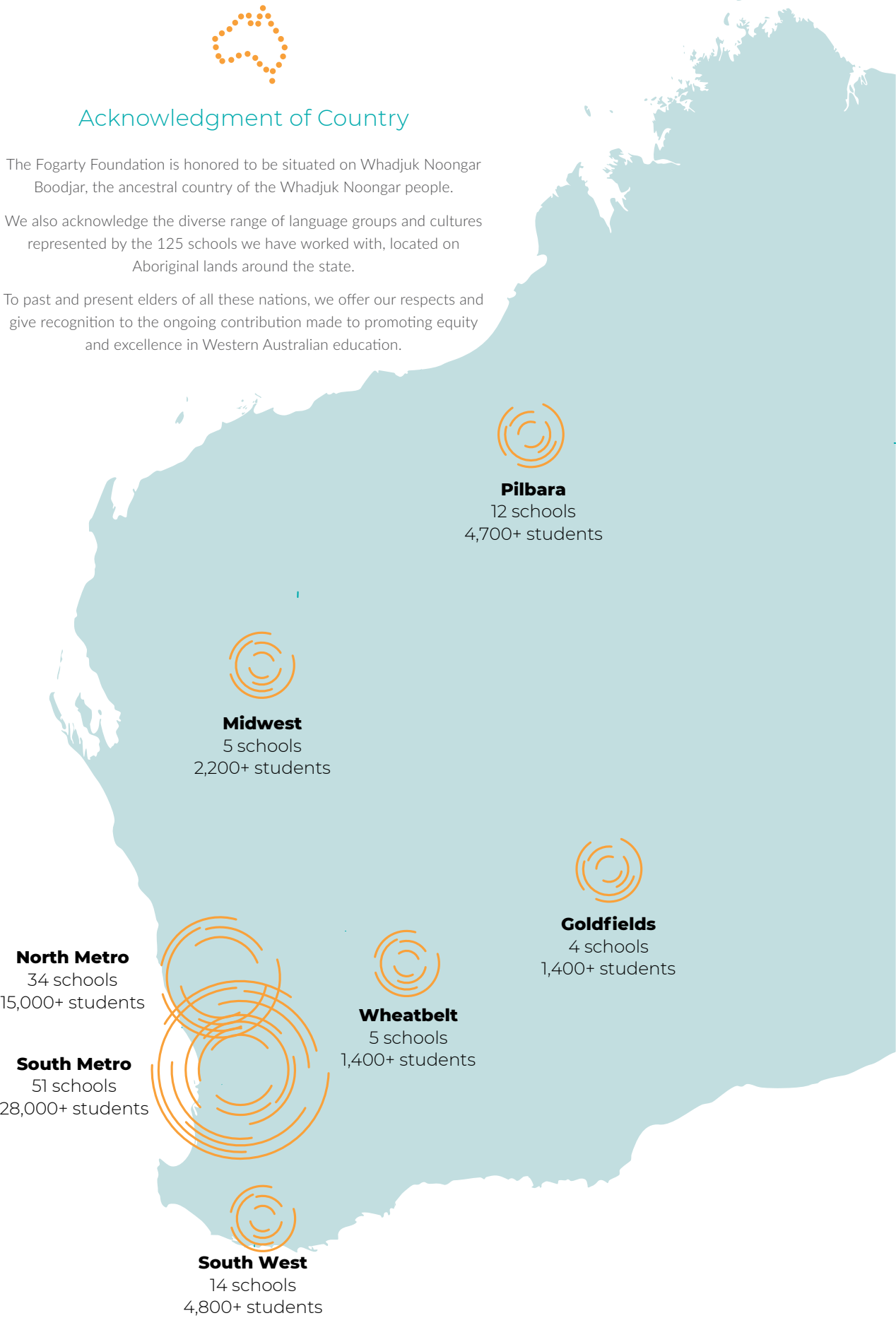


Acknowledgment of Country

The Fogarty Foundation is honored to be situated on Whadjuk Noongar Boodjar, the ancestral country of the Whadjuk Noongar people.

We also acknowledge the diverse range of language groups and cultures represented by the 125 schools we have worked with, located on Aboriginal lands around the state.

To past and present elders of all these nations, we offer our respects and give recognition to the ongoing contribution made to promoting equity and excellence in Western Australian education.



Cohort 6

Program Director's Report

Georgie Wynne

From the commencement of Cohort 6 in 2019, it was clear that this group of leaders from 18 schools were determined to work hard to make a positive difference for the students they serve. From the outset they established strong relationships with their EDvance mentors, who became a key support during their EDvance journey.

The reach of the EDvance program into the regions of Western Australia has continued to grow, with schools in this cohort coming from as far afield as the Pilbara, Goldfields, and South-West, to join with school leaders from the Perth Metro area to participate in the program. In particular we were able to support a cluster of three schools from Tom Price including the two primary schools and secondary school from this Pilbara town.

This cohort also had **a larger than usual complement of secondary schools**, comprising 50% of the group - which was more than double the number of secondary schools who have joined the program in previous years. The inclusion of such a large group has enabled the EDvance program to further develop support structures and gain critical insights into the strategic and operational challenges faced by these schools.



Tom Price school leaders and their EDvance mentors

Secondary schools are complex organisations and it takes a longer lead time to make significant improvements to student outcomes. In particular:

- 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.

What has become very clear is that the 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 secondary schools in Cohort 6 engaged fully in the Secondary Teacher Leaders Program, a key EDvance initiative to support these critical middle leaders. The schools have continued to access this program as a foundational professional development opportunity for their middle leaders as they have transitioned into the EDvance Alumni program.

Despite the impact of Covid-19, the **Cohort 6 schools adapted to the ongoing challenges of the pandemic**, to manage the journey of school improvement under such challenging circumstances. They were able to flexibly transition to online learning mode and still continue their learning and school improvement journey. Skills gained through the School Improvement Program proved invaluable when schools needed to make changes to meet the challenges presented by the pandemic.

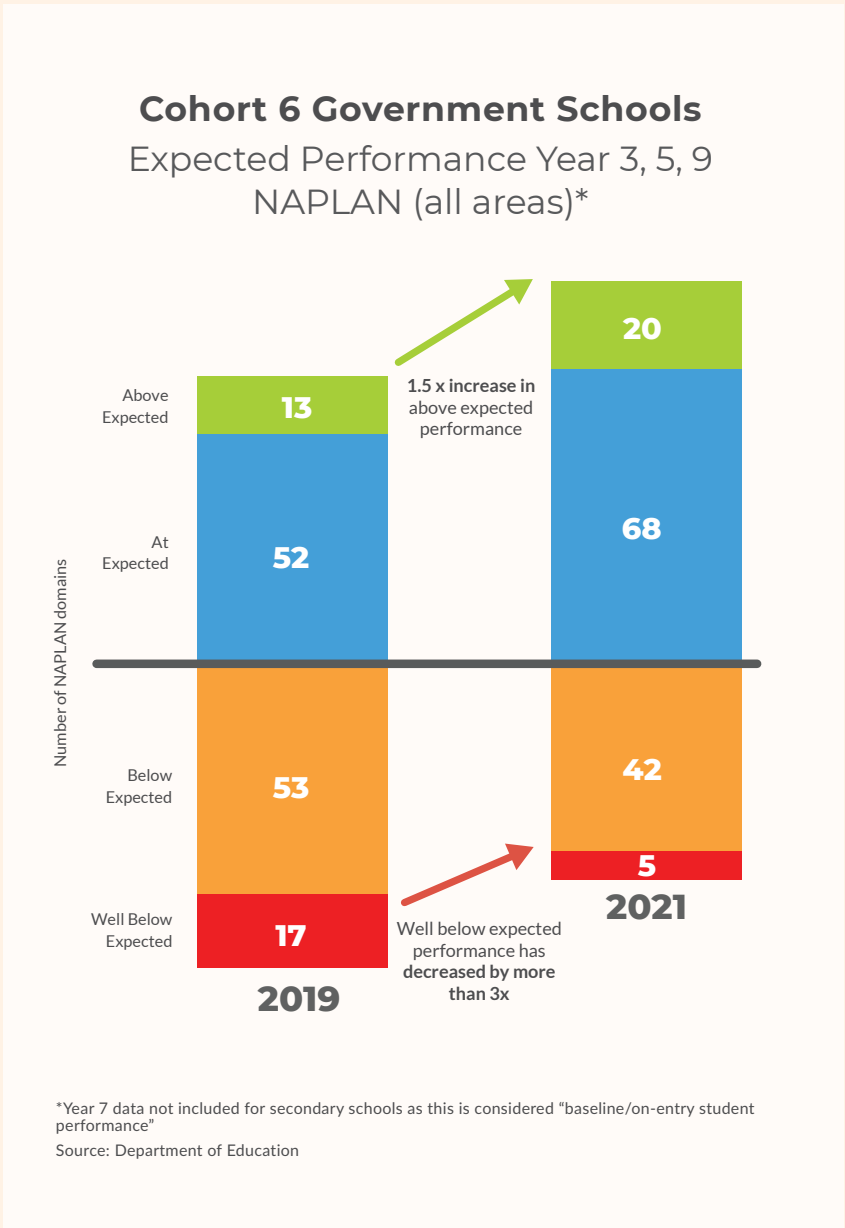
We are proud that **a number of Cohort 6 Schools are now hosting other EDvance schools to share their school improvement journey** and showcase teachers at various stages of implementing high impact instruction. As they continue this important work, they also are contributing to the learning of the current schools in the program and continue to 'pay it forward'.

It has been a pleasure and a privilege working with Cohort 6 during the EDvance program and beyond into the EDvance Alumni program. 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 6 has made are significant. All schools have seen improvements, with ~50% of schools making a significant improvement to student academic outcomes. Congratulations to each Cohort 6 school – we are proud of your achievements – for every student at your school.

Impact Snapshot for Cohort 6

NAPLAN areas at or above expected performance increased from **48% to 65%** from 2019 to 2021



Expected performance is a Western Australian Department of Education measure of a school's expected performance against their predicted school mean.



3 years



18 schools



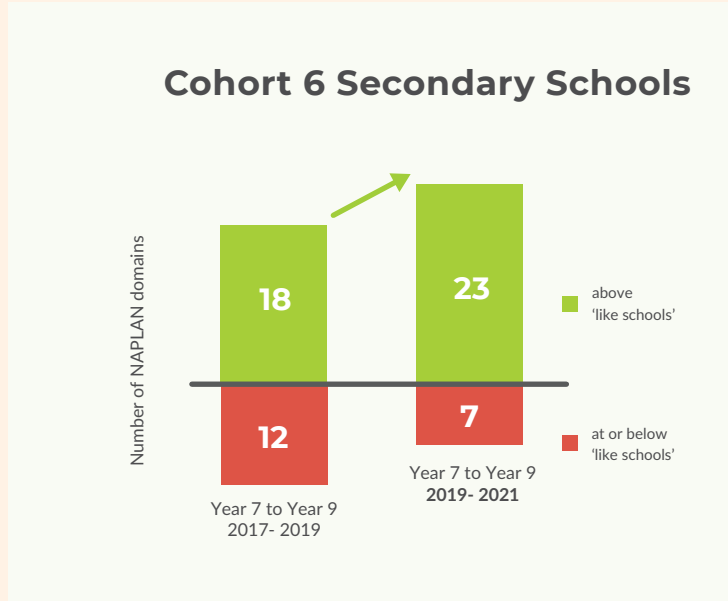
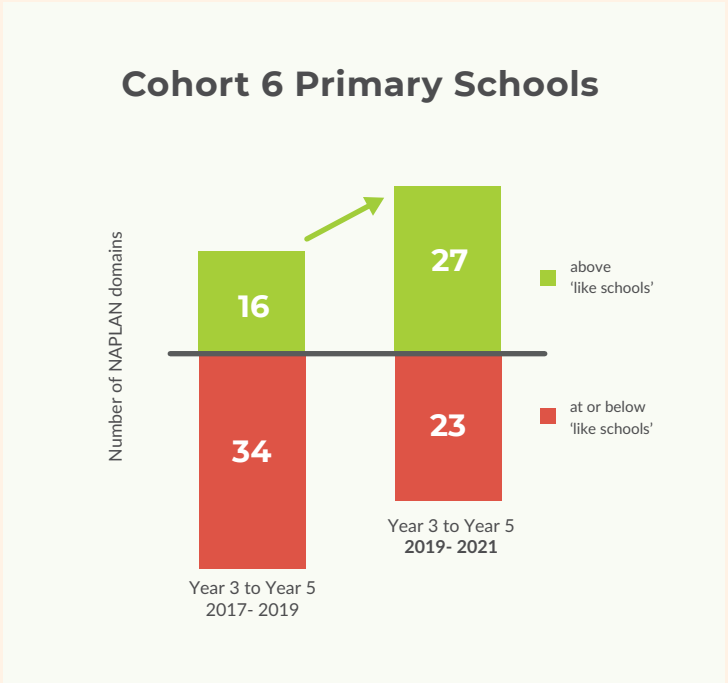
75 school leaders



9,500 + students

Student progress compared to ‘Like Schools’

Cohort 6 schools collectively saw improvements in NAPLAN progress compared to ‘like schools’



The annual NAPLAN results enable us to compare student progress across Australian schools, using the ‘like school’ comparison. Progress shows how much the same students learn as they move through school and tells us about the added learning impact the school contributes.

Using this data, we have produced an aggregated comparison of the Cohort 6 schools ‘like schools’ in all 5 NAPLAN domains, from the commencement of the EDvance Program, to 2 years later.

To make the comparison of students who have a similar background, a calculation is made taking into account the collective background of parental education levels and employment types, geographic location, and the Indigenous status of each school’s students.

“The best schools in Australia are not those with the highest NAPLAN scores. The best schools are those that enable their students to make the greatest progress in learning. Wherever a student starts from on the first day of the year, he or she deserves to have made at least a year’s worth of progress by the end of it.”

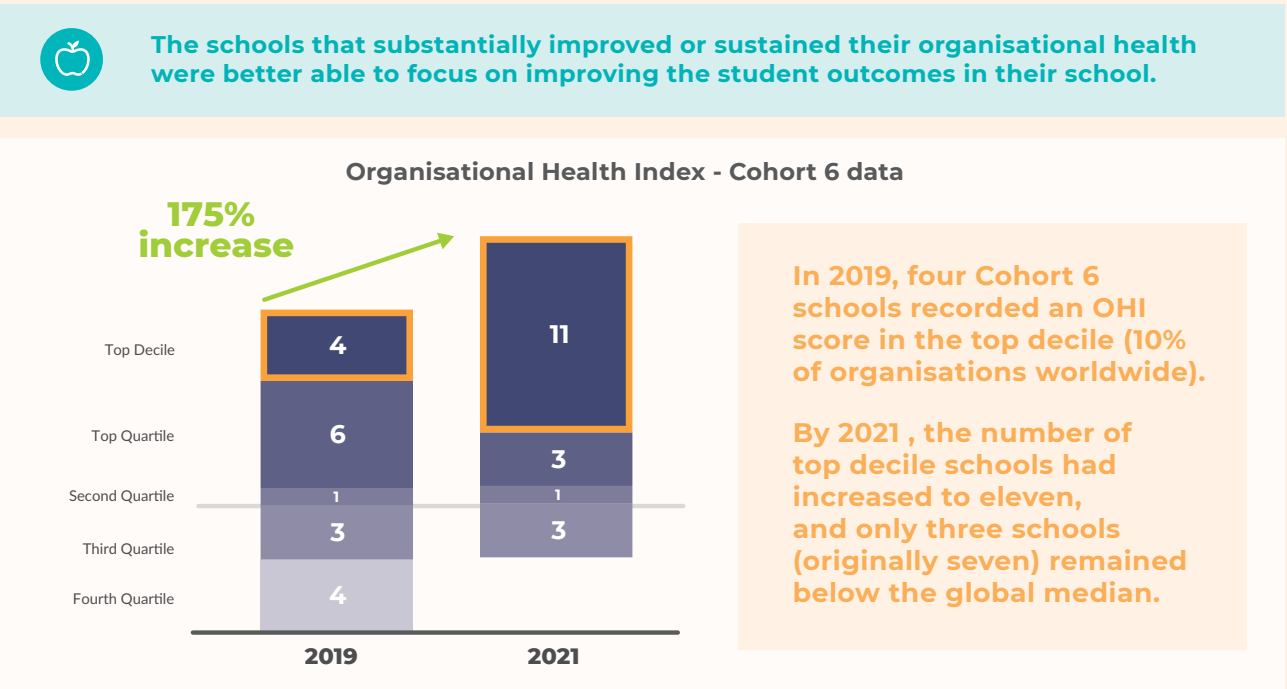
Measuring Student Progress, Grattan Institute, 2018

Cohort 6 - Program Data Tools

Organisational Health Index

Schools use the McKinsey & Co Organisational Health Index to assess how their organisational health is tracking. In their first year of the program the average of Cohort 6 schools was in the second quartile of the OHI, benchmarked against more than 900 organisations globally, and across multiple industries. By the second year of the program, the schools had, on average, moved into the top quartile, which was maintained in the third year of the program.

It is considered a significant change to move from the second quartile to top quartile health, particularly in only 12 months. **The top quartile is where high performing organisations rank across various industries.**



Tell Them From Me® Surveys

Tell Them From Me (TTFM®) is an online survey tool that assists schools to capture the views of students, teachers and parents. This suite of TTFM surveys developed by The Learning Bar 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 6 showed all eight drivers of student learning improved or were maintained when compared to the 2019 baseline. With the TTFM teacher survey an increase of 0.3 or 0.4 is considered a significant improvement. An improvement of **0.5** in the Leadership domain is particularly significant and reflective of a focus in this area over the course of the Fogarty EDvance program.

TTFM Teacher Survey

Eight Drivers of Student Learning*	2019	2021	'19-21
Leadership	6.4	6.9	+0.5
Collaboration	7.4	7.7	+0.3
Learning Culture	7.7	8.0	+0.3
Data Informs Practice	7.6	7.8	+0.2
Teaching Strategies	7.6	7.8	+0.2
Technology	6.1	6.1	0.0
Inclusive School	7.8	8.0	+0.2
Parent Involvement	6.6	6.8	+0.2

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

Cohort 6 Stories of Impact



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We are proud of the achievements of the Cohort 6 schools.
The Stories of Impact capture a snapshot of the broader school improvement journey undertaken by each school.

Glossary of Terms

ACARA	Australian Curriculum and Reporting Authority
ATAR	Australian Tertiary Admissions Rank
DI	Direct Instruction – a teacher-directed instructional model, using a script, often commercially produced
DOTT	Duties Other Than Teaching – time allocated for teachers to perform duties other than face-to-face teaching
EA	Education Assistant – a member of the non-teaching staff in a school who assists teachers in delivering planned education programs
EDI	Explicit Direct Instruction – high impact strategies for teachers to deliver effective lessons that maximise student learning, developed by Dr Silvia Ybarra and John Hollingsworth
Expected performance	A Western Australian Department of Education measure of a school’s expected performance against its predicted school mean
‘Like Schools’	WA Schools with students from statistically similar backgrounds – WA Education Department
HOLA	Head Of Learning Area - middle level curriculum leader in a secondary school
NAPLAN	National Assessment Program in Literacy and Numeracy
National Minimum Standard (NMS)	A nationally agreed minimum standard a student is expected to demonstrate at a given year level for each NAPLAN domain
OLNA	Online Literacy and Numeracy Assessment - provided for Western Australian students in Years 10, 11 and 12 to meet the WA requirement of meeting the minimum standard of literacy and numeracy
PAT	Progressive Achievement Tests – external assessment tool for Years 1-10, provided by Australian Council of Educational Research (ACER)
PLC	Professional Learning Community – groups of teachers working collaboratively to improve student outcomes
SCSA	School Curriculum and Standards Authority – responsible for K-12 curriculum, assessment, standards, and reporting for all Western Australian schools
‘Similar Schools’	Australian Schools with students from statistically similar backgrounds – ACARA
STLP	Secondary Teacher Leaders Program – offered to middle leaders in secondary schools during the second year of the EDvance program
WACE	Western Australian Certificate of Education – awarded to students who satisfy the requirements for secondary school graduation



Aveley Secondary College

Aveley Aspire

“Our moral purpose ‘success for every child every day’ drives us, gives us focus and a deep sense of unity and coherence.”

Stephen Pestana, Principal

Prior to joining Fogarty EDvance

Located in Ellenbrook, Aveley Secondary College opened in 2018 with 260 Year 7 students and will reach Year 12 in 2023. Work was undertaken by the foundation leadership team to develop a whole-school pedagogical model and establish solid conditions for learning. The Fogarty EDvance program provided the opportunity for the school leaders to develop a deep understanding of best practice in school improvement and embed a structured approach from the outset.

Strategic Focus

Data provided from feeder primary schools indicated that a high proportion of foundation students enrolled at the College were performing below benchmark levels. Driven by the school’s moral purpose ‘Success for every child every day’, a focus was placed on building staff capacity and embedding a whole-school instructional approach, with the aim of raising student achievement from near ‘like schools’ to at or above the state mean.

Improvement Journey

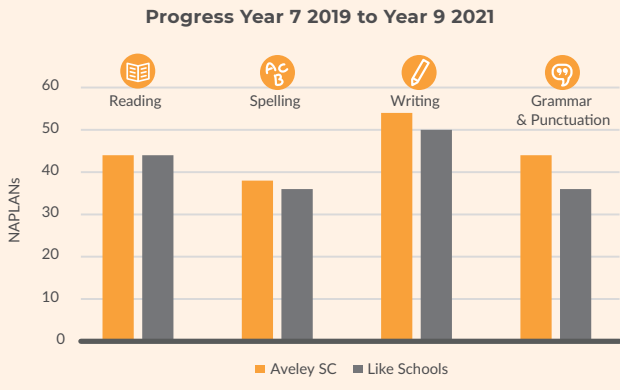
As a new school Aveley SC was able to establish good practices from the beginning to set up the best environment for students to learn. A Positive Learning Framework was created collaboratively with foundation staff and students, and an Explicit Direct Instruction (EDI) model was implemented as a whole-school approach. Appointment of philosophically aligned teachers, and a clear induction strategy, including training in Classroom Management Strategies and Explicit Direct Instruction, aimed to ensure consistent schoolwide practice. To support students not achieving benchmark levels, a Response to Intervention model was put into place and supported by Education Assistants. Students involved in this stream undertook a Direct Instruction program and attended before school targeted lessons.

Placing high value on professional learning and staff capacity building, the school established Professional Learning Communities (PLCs) for teachers to develop shared curriculum, EDI lessons, presentations, and resources, and engage in regular analysis of student data to drive improvement. This collaborative culture was further supported by the implementation of a robust coaching model. High performing teachers with the capacity to coach others in EDI lesson design and delivery, were released from some classroom commitments, to work shoulder to shoulder with their colleagues to improve classroom practice. Middle-level leaders also participated in the *Fogarty EDvance Secondary Teacher Leaders Program* to build their capacity to lead school improvement.

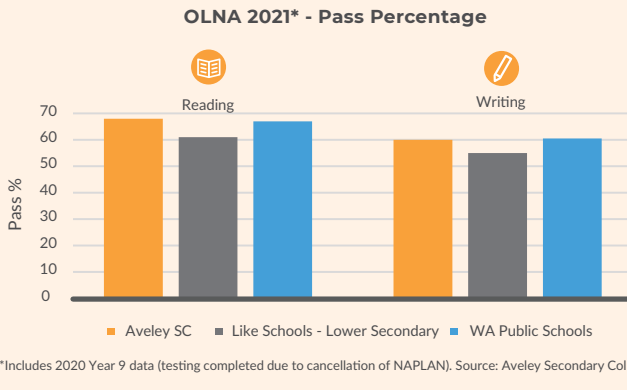
Impact

As a new school, Aveley SC received progress data for NAPLAN for the first time in 2021.

Aveley SC Year 9 students demonstrated the same or **higher progress** over two years compared to their peers in 'like schools' across all literacy domains.



In 2021 OLNA results for Literacy, the percentage of students with a pass in Reading and Writing were above 'like schools', and in line with WA Public Schools.



In addition, Aveley SC is contributing to broader system impact through sharing of best practice. The school’s instructional and coaching model is recognised and valued by external stakeholders with educators from within and outside the WA education system regularly attending classroom visits. Aveley staff have also been employed as expert teachers and coaches for the EDvance Teaching Intensives.

Future Focus

As Aveley Secondary College moves to a full cohort of students in 2023 they will continue to establish and consolidate practice through all year groups. There will be an ongoing focus on the optimal operation of Learning Area PLCs to ensure consistency and the use of data to drive improvement in teaching and learning.

Belmay Primary School

Journeying Together

Prior to joining Fogarty EDvance

Belmay Primary School in Cloverdale caters for over 200 students in Years K-6. Whilst teachers were working hard, with a wide variation in teaching practice across the school, student progress and achievement was limited. NAPLAN data was trending below 'like schools' and declining Year 5 achievement was particularly concerning.

Strategic Focus

The school sought to improve student achievement in NAPLAN to at or above 'like schools'. To achieve this change, Belmay's School Improvement Team focused on implementing an evidence-based, low variability teaching model.

Improvement Journey

Prior to implementing changes the team spent time researching whole-school programs and visiting other schools who had been on a similar journey.

A fundamental change was the establishment of Teacher and Learning Conversation groups (TLCs) based on ECE, Middle and Upper Primary clusters. TLCs met three times a term to discuss professional readings, engage in professional learning, and to review and input into the school's strategic planning documents. Time was also allocated for strategic planning updates during staff meetings and development days, to ensure all staff were regularly informed and updated on the progress of the change agenda.

To catalyse the change process, implementation and embedding of whole-school programs, supported by professional learning, were critical. Initially, following a research and consultation process *InitialLit* (PP to Year 2), and *Spelling Mastery* (Years 3 to 6) were rolled out across the school. All staff, including EAs, undertook PL to build a shared understanding of high impact instruction, to then apply across all literacy areas.

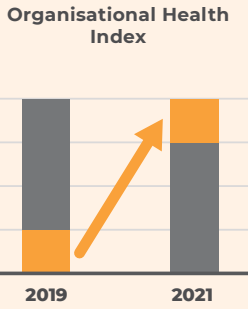
To support an increased focus on literacy blocks, timetable modifications were made, and staff given additional planning time to collaborate in their TLCs. A data tracking system was also implemented, resulting in increased accountability and targeted conversations around student learning to inform teaching practice.

"Belmay Primary School staff have always been committed to providing quality education for each child. The EDvance Program has given us the skills, tools, and confidence to continue to improve the quality of that education."
Sarah Durham, Principal

As part of the strategic execution, a carefully considered communication strategy around the change provided key stakeholders the ongoing narrative to the school improvement journey. The school leaders also deliberately enhanced the opportunities and quality of collaboration among staff to ensure that conversations were centered on improving student learning.

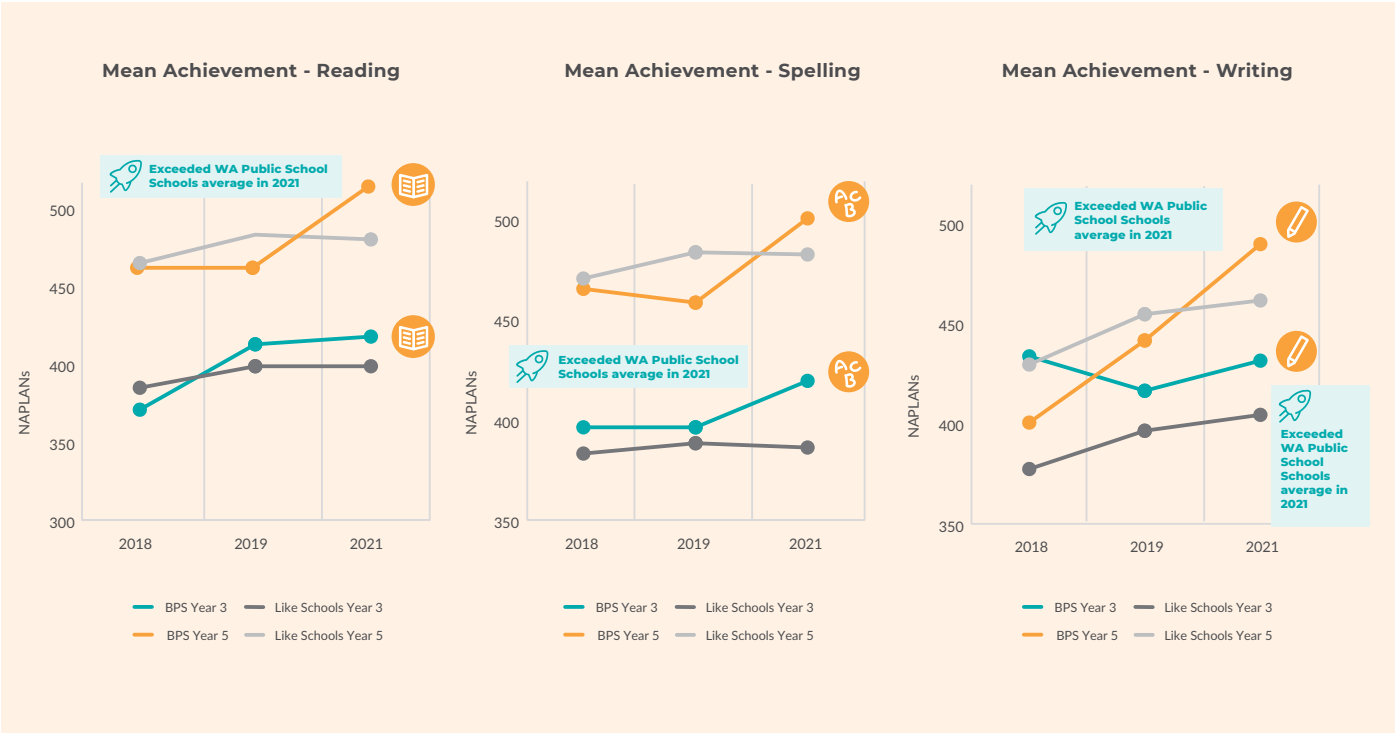
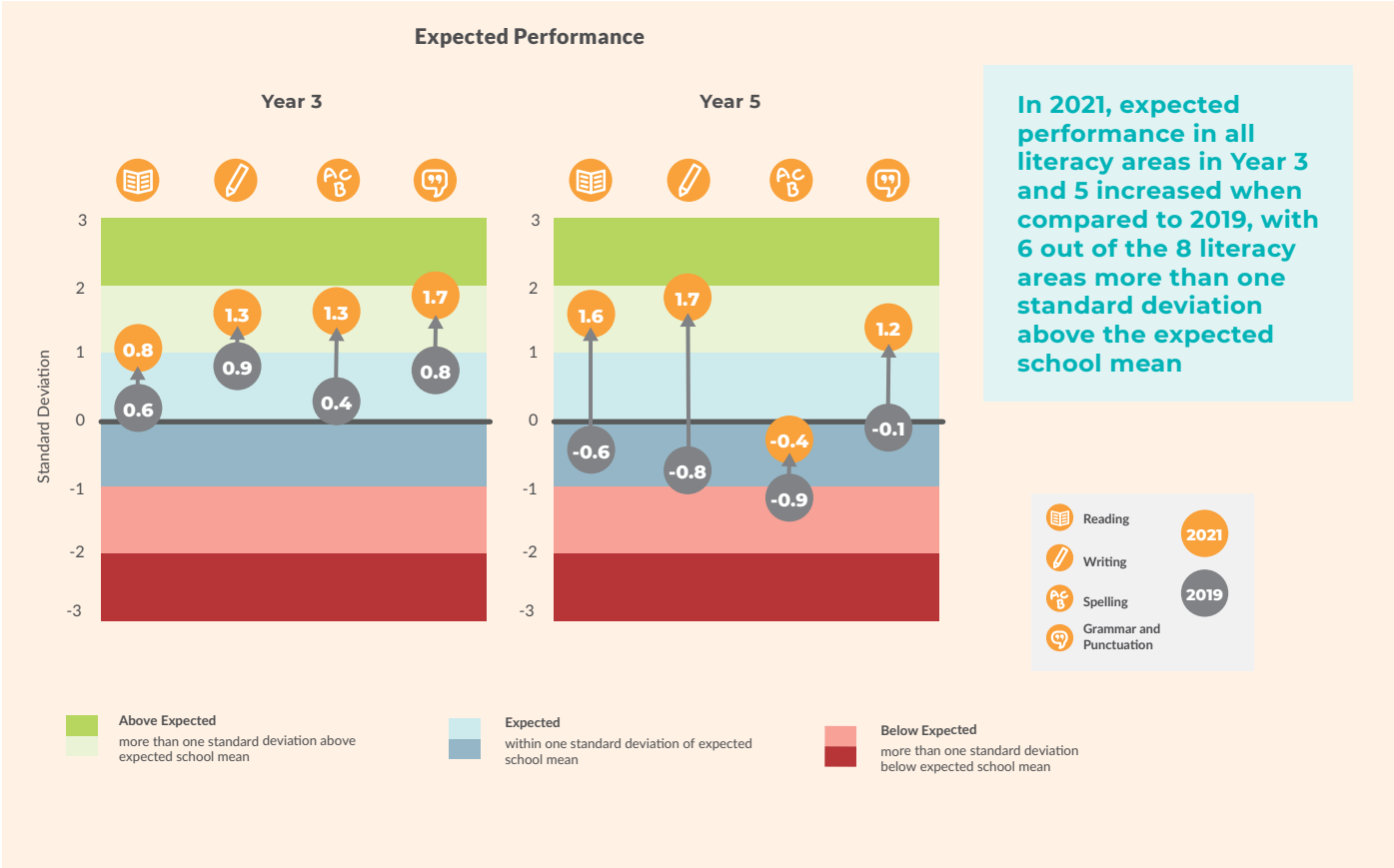
This sustained focus on aligning the work of the staff on school improvement efforts was reflected in significantly improved organisational health results.

By the second year in the program, Belmay moved from the bottom quartile to the top quartile of organisational health, which was sustained in 2021.



Impact

In 2021 students at Belmay Primary School **were at or above expected performance in all NAPLAN domains** for Years 3 and 5. Achievement levels were above 'like schools' in **all areas** of literacy and numeracy.



Future Focus

With strong literacy programs now in place, the focus at Belmay Primary School will turn to improving student outcomes in numeracy. Planning for Mathematics daily reviews and automaticity schedules is underway.

Coodanup College

The Rising

Prior to joining Fogarty EDvance

In the City of Mandurah, Coodanup College caters for more than 800 students from Years 7 to 12. The school was working hard to develop conditions for learning, but students were not meeting their academic potential. Large numbers of students were not achieving at their expected level across subjects and more than 40% of Year 12 students were not meeting minimum literacy or numeracy standards – an increased academic focus was required.

Strategic Focus

The College Leadership Team aspired to raise students' literacy and numeracy achievement above 'like schools' and in line with the state mean. As significant work had already been undertaken to create a safe and supportive learning environment, the next area of focus was on establishing high expectations around student achievement and implementing consistent school-wide practices. It was also important to ensure that the increased focus on student achievement did not detract from the work already undertaken to establish and sustain strong conditions for learning.

Improvement Journey

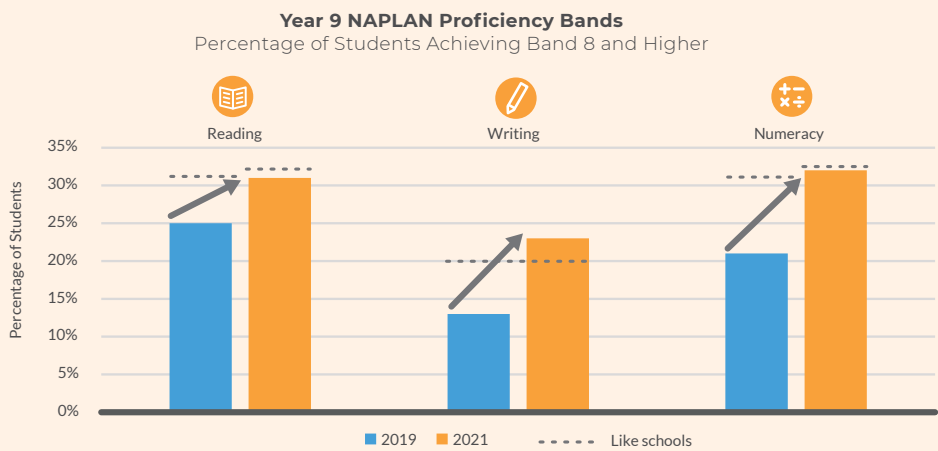
The core focus was to implement more consistent practices across all Learning areas. Following a period of research and discernment, the leadership team made the decision to implement a schoolwide explicit teaching model including a formalised lesson plan template. Selected teachers were upskilled through the *Teach Well Masterclass Series* and an explicit teaching approach was initially introduced in Years 7 and 8.

The leadership team set, and role modelled high expectations for teaching and learning, including collective staff ownership of students' results. To ensure staff accountability, HOLAs used class performance data to set targets with teachers, and regularly met for discussion with the school executive. An increased focus on leadership and the introduction of a distributed leadership structure, including explicit clarity around staff roles and expectations, increased the culture of accountability across the school.

As part of this process, the College's middle leadership team participated in the *Fogarty EDvance Secondary Teacher Leaders Program*. Learning Area Improvement Plans were developed to align with the school's strategic plan and included an increased focus on analysis of student data to inform instruction. Actions taken as a result of this analysis included: a commitment to more consistent teaching practices in each learning area, explicit teaching of key concepts in literacy and numeracy and a process to review assessment and grade distribution practices. Between 2019 and 2021, Coodanup College significantly decreased the number of students achieving D and E grades in school-based assessments for English and Mathematics.

Impact

There was a significant increase in the proportion of students achieving Band 8 and higher in NAPLAN Reading, Writing and Numeracy, closing the gap to 'like schools' in the Reading and Numeracy domains, and **exceeding** 'like schools' in Writing.



A higher proportion of Year 9 students achieving Band 8 and higher means more students are meeting the WACE literacy and numeracy requirement and will not need to undertake the OLNAs in Years 10, 11 and 12

"The Fogarty EDvance program has allowed Coodanup College to grow and achieve genuine improvement around our shared moral purpose. The guidance and support we received to lead staff through the implementation of research-based best practice was invaluable."
Mark Utley, Principal

Future Focus

An ongoing priority will be placed on further embedding consistent schoolwide practices, so student progress is sustained and is carried forward into the senior years of schooling. Key best-practice structures and processes learned during the EDvance program will support the ongoing school improvement journey.

Dalyellup College

Dream, Believe, Achieve!

Prior to joining Fogarty EDvance

Catering for over 700 students from Years 7 to 12, Dalyellup College is located in the Bunbury-Capel region of Western Australia. The school leaders were facing high rates of disruptive behaviour, including pronounced suspension rates, and the school achievement data was trending below 'like schools' in all NAPLAN areas.

Strategic Focus

The school leaders aimed to raise overall student performance to above 'like schools', whilst making it a priority to improve the school culture and establish a calm and orderly learning environment. To support these aspirations, the leaders sought to provide structures for staff to better collaborate and align teaching practice across the College.

Improvement Journey

Developing a shared moral purpose with the whole staff was a critical starting point for driving all discussions and decisions for improvement. Raising teachers' expectations of student potential in particular, revealed some core beliefs and mindsets that were critical for improvement.

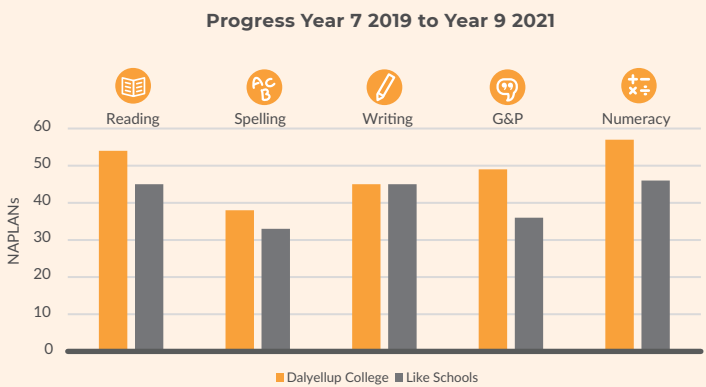
Use of the McKinsey and Co. *Organisational Health Index* (OHI) tool provided school leaders with key cultural data, which enabled a sharper focus on strengthening and aligning leadership and management structures and processes, and raising accountability practices.

A key emphasis early on was ensuring effective conditions for learning. The structures and processes for Student Services underwent review and workstreams were undertaken to improve regular attendance and promote positive behaviour and student wellbeing. Concurrently, the improvement agenda focused on embedding high-quality teaching in every classroom. A significant number of teachers were provided with professional learning in high impact instructional strategies through *Teach Well*. Staff have also been supported through development of professional learning communities and an ongoing observation and coaching culture.

Within departments, teams of teachers developed banks of curriculum resources to help ensure delivery of a low variance curriculum. Further efforts focused on researching and implementing evidence-based literacy and numeracy interventions for students at educational risk, including implementation of the *Macquarie Literacy (MacqLit) Program* which focuses on phonemic awareness, phonics, fluency, vocabulary and comprehension, and the *Math Mastery Series* in Mathematics. To build capacity for leading staff through these changes, the school invested in Heads of Learning Area to participate in the *Fogarty EDvance Secondary Teacher Leaders Program*.

Impact

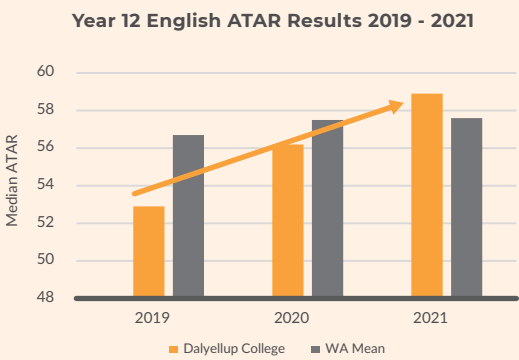
Over their three-year journey, Dalyellup College have seen improvements in student behaviour and academic achievement. In particular, Year 9 NAPLAN progress and some early indicators of improvement in ATAR and WACE achievement results are encouraging.



NAPLAN progress results from Year 7 in 2019 to Year 9 in 2021 were at or above 'like schools' in all NAPLAN domains, with results particularly promising in the Reading and Numeracy areas.

Future Focus

To build on current gains in student achievement, the school commits to the ongoing support of teachers consistently implementing high impact instructional strategies across all classrooms. Further investigation into how to better support students at educational risk, including improving student attendance and enhancing wellbeing will be undertaken.



The Year 12 median English ATAR has consistently improved from 2019 to **above the state mean** in 2021.

Hampton Senior High School

Sharing the Vision

Prior to joining Fogarty EDvance

Hampton Senior High School serves approximately 820 students from Years 7 to 12. Prior to joining the EDvance program, NAPLAN results were inconsistent, and median ATAR was below 'like schools'. A newly appointed executive team and emerging senior leaders prompted a review of the school's direction and capacity for improving student outcomes.

Strategic Focus

The school leadership team aspired to raise student achievement above 'like schools'. The team focused on creating a calm and orderly learning environment, strong shared leadership, and excellence in teaching practice.

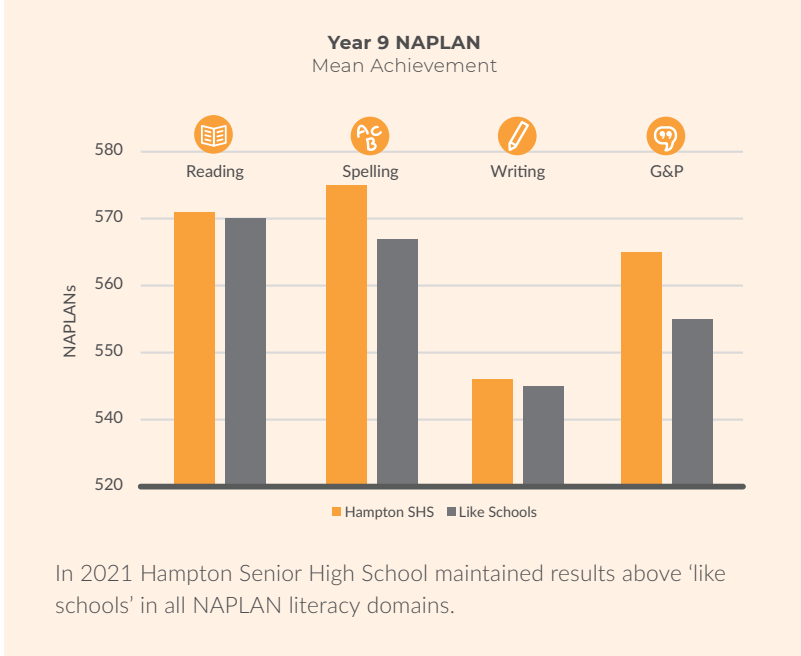
Improvement Journey

Developing clear professional standards for staff coupled with having high expectations for students were seen as fundamental to ensuring strong preconditions for learning. The school reviewed its approach to behaviour management resulting in the implementation of a new Student Services Strategic Plan. Support for teachers was provided through professional learning in *Classroom Management Strategies* (CMS) and behaviour support with a trauma-informed practice lens.

Meanwhile, extensive research and consultation with staff was underway to develop the 'Hampton Whole-school Pedagogical Framework', including high impact strategies such as daily review; stating learning intentions and success criteria; and encouraging full student participation using engagement norms.

As part of the distributed leadership model, Heads of Learning Area implemented the model with staff in their departments, and key teachers received professional learning in EDI to enhance intervention strategy implementation. Classroom observations, peer feedback and reflection were introduced to ensure consistency and provide ongoing teacher support. Recognising the importance of middle leadership, the school sent Heads of the Mathematics, English, Science and Humanities (MESH) learning areas to participate in the *Fogarty EDvance Secondary Teacher Leaders Program*. This 5-day program supported their efforts to further develop their middle leaders' capacity and has assisted in the development of data-informed learning area improvement plans closely aligned with the school's strategic direction. In conjunction with this initiative a MESH Professional Learning Community has evolved with a focus on cross-curricular collaboration.

Impact



"The Fogarty EDvance program allowed our school to develop a greater sense of direction and provided opportunities to celebrate success. This program was the most beneficial professional learning I have been part of in my 25+ years in education."

Steve Beaton, Principal

Future Focus

School leaders will focus on utilising new sources of data, including *Progressive Achievement Tests* (PAT) to measure the impact of teaching on student learning. Development of a guaranteed and viable curriculum is also now underway for MESH courses and will become a future focus for all learning areas.

Malvern Springs Primary School

Metamorphosis

Prior to joining Fogarty EDvance

Located in Ellenbrook, Malvern Springs Primary School, serves 800 students from K-6. In 2018 NAPLAN results were trending at or below 'like schools', prompting school leaders to introduce a common lesson design and programs in literacy and numeracy. However there was still work to do to bring all staff along on the school improvement journey and unite them in their efforts to work more collaboratively, in pursuit of better student outcomes.

Strategic Focus

To raise student achievement in literacy and numeracy above 'like schools' and closer to the state average, the leadership team focused on creating a positive school culture with effective teaching in all classrooms. There was an increased focus on data analysis, to measure impact and set targets for improvement.

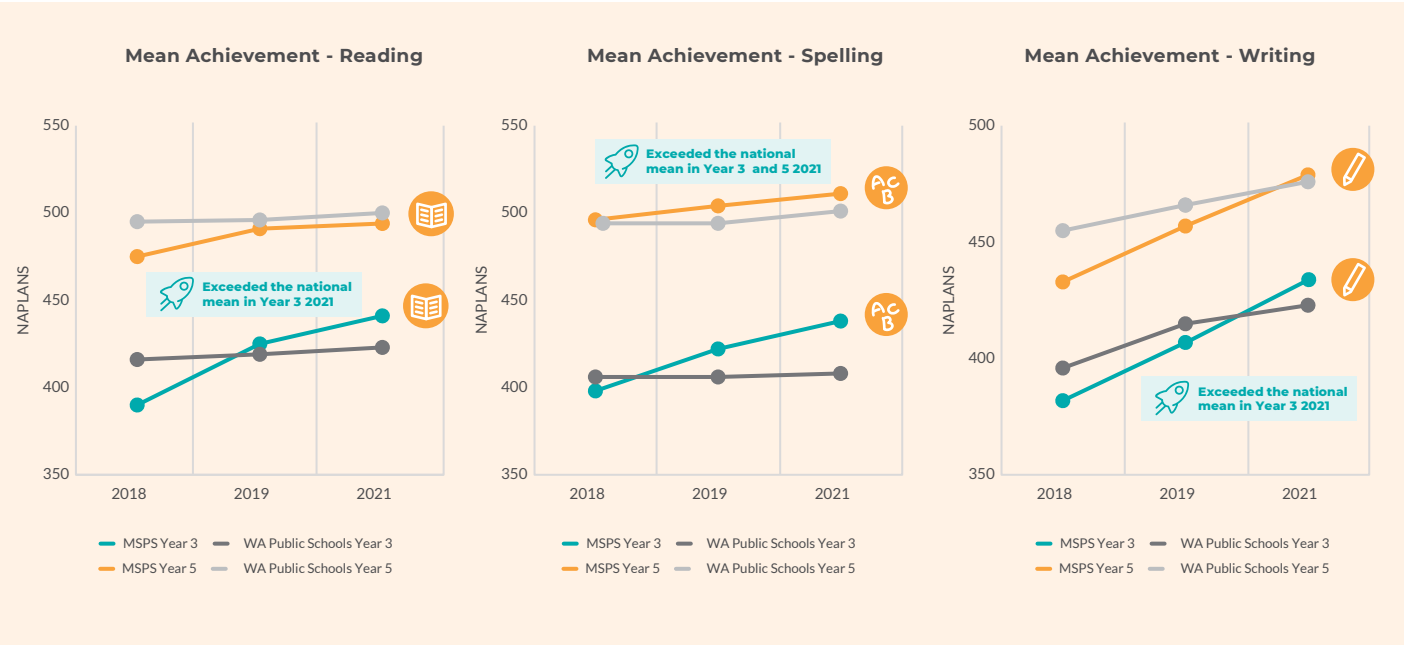
Improvement Journey

Leading transformational change has been a gradual and deliberate process. The first step involved engaging staff in research and using their input as part of the change process, where healthy debate was encouraged. A strong connection between school planning, capacity building and the work of staff facilitated the development and implementation of evidence-based approaches, including a school-wide instructional model. The school developed and published their own 'Guide to High Impact Teaching', including principles of teaching and learning. This defined and codified the critical elements of their explicit instruction model, incorporating warm-ups, lesson design and delivery, engagement norms, strategies to check for understanding (TAPPLE) and higher order thinking.

Whole-school approaches to teaching English and Mathematics, including the *Talk for Reading*, *Talk for Writing*, *Let's Decode* and *Spelling Mastery* programs were also introduced and included in the 'Guide to High Impact Teaching', to facilitate consistency and fidelity in practice across classrooms. Year level leaders helped to ensure these programs were delivered with rigour and fidelity. In addition ongoing support for teachers was provided through access to high quality professional learning including the *EDvance Teaching Intensives*, and engagement with experts such as *Tierney Kennedy* (Mathematics), as well as school visits, and provision of a structured coaching and observation model. Concurrent implementation of the school's *Positive Behaviour Support* (PBS) approach has seen students actively contributing to the creation of a safe, caring, and inclusive school environment conducive to learning.

Impact

By 2021 student achievement was **above WA Public Schools** in all Year 3 literacy domains, and in 2 out of 4 Year 5 Literacy domains. Numeracy results moved above 'like schools' and are closing the gap to the WA Public School average.



Future Focus

The school collects a wide range of systemic and school-based student data, to inform planning for differentiated classroom practice and whole-school improvement. Plans to continue to build data-informed practice include use of data walls to track and accelerate student progress in reading, writing and mathematics. *Brightpath Writing* which is used by teachers in all year groups, will be a likely starting point.

Midvale Primary School

Keep Striving

Prior to joining Fogarty EDvance

In 2018, the leaders at Midvale Primary School identified low attendance, poor student behaviour and increasing suspension rates as core challenges, that were having a detrimental impact on teaching and learning across the school. With student achievement and progress sitting at or below 'like schools', combined with low staff morale and motivation, school leaders sought to take decisive action.

Strategic Focus

The school leaders consulted staff to create a shared moral purpose to underpin everything they would do: *‘As a community we create a safe learning environment driven by high expectations for all students to achieve success in all areas.’* They knew that important pre-conditions for a safe, calm and orderly learning environment needed to be addressed to raise student achievement and progress in literacy and numeracy. A whole-school cultural refocus was required with high expectations around teaching and learning at the core.

Improvement Journey

Work to stabilise the learning environment was undertaken early in their journey, with the implementation of *Raising Young People in Positive Learning Environments (RYPPE)*, an evidence-based positive behaviour intervention program. Attendance procedures were also reviewed and together, the school Attendance Officer and the Aboriginal Islander Education Officer engaged in numerous home visits to speak with families to re-engage students. As an incentive for students with good attendance, a reward and recognition program was introduced.

At the same time they turned their efforts to researching, agreeing on and implementing a whole-school instructional model. Based on an *Explicit Direct Instruction (EDI)* model, targeted professional learning was provided to upskill teachers, including an agreed lesson structure. Development of a staff handbook with clear procedures and practices, and scoping and sequencing of literacy and numeracy programs in all learning areas and across year levels helped to reduce within school variability in teaching practice.

Establishing a clear vision and direction for the change strategy ensured that all staff were clear about their roles in the change process. With greater shared understanding of the impetus for change, staff were more open and willing to align their actions with the new direction. There was a marked improvement in the school's overall organisational health, evidenced by a significant increase in the direction, motivation and accountability outcomes.

Impact

"The Fogarty EDvance school improvement journey challenged our thinking. We developed skills that enabled us to strategically review plans and policies and more importantly, work alongside staff to develop shared goals to consistently improve the outcomes of our students."

Tania Leete, Principal

North Mandurah Primary School

Keeping the Worm North

Prior to joining Fogarty EDvance

North Mandurah Primary School caters for 330 students from K-6. Inconsistent NAPLAN results in 2017 and 2018 motivated school leaders to look to create a collective staff effort to improve the upward trend in student data, by "turning the worm north."

Strategic Focus

The school leaders aimed to improve students' performance to above 'like schools' in all key areas of literacy and numeracy. The leadership team identified the importance of bringing all staff on the journey to achieve this aspiration and aimed to collaboratively establish a whole-school instructional model supported by evidence-based programs to create a culture of success.

Improvement Journey

Improved lines of staff communication, consultation and involvement in decision-making were prioritised by the leadership team to build a united and collaborative culture focused on student success. Initially work was undertaken by the *Positive Behaviour Support (PBS)* team to create collective responsibility for a safe, supportive and engaging learning environment to ensure the best conditions for teaching and learning. Student attendance procedures were also reviewed.

The leadership team determined that the school needed a whole-school program that was going to have a significant impact to achieve some quick wins. *Spelling Mastery* was introduced, and the data showed quick gains in not only spelling, but also reading and writing. To continue the development of the whole-school explicit teaching model, staff participated in targeted professional learning to unify and focus their practice, by completing the *Teach Well Masterclass*. Other programs that were introduced to target literacy and numeracy included *Let's Decode*, *PR1ME Mathematics* and *Cars and Stars*.

Processes for peer observation and feedback were implemented to ensure consistency, fidelity and best practice. Staff were supported through the development of learning phase Professional Learning Communities (PLCs) which provided dedicated time for understanding student data, following lines of inquiry for targeted interventions, and sharing strategies and resources. The introduction of the *Gradexpert* tool has helped teachers track student progress and celebrate success.

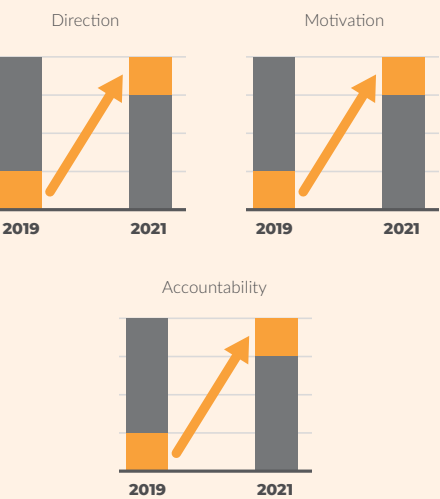
Impact

In 2021 NAPLAN Year 3 and 5 results were at or above 'like schools' in all domains. Year 5 results were particularly encouraging, with all NAPLAN areas moving to above 'like schools' and closing the gap to the WA Public School average.

"Fogarty EDvance has been a pivotal part of our journey with robust planning tools, evidence based professional learning, leadership enhancement and outstanding mentor support. Our moral purpose of "getting it right for every child" is now in action and key learning milestones are being achieved above expectations."

James Peletier, Principal

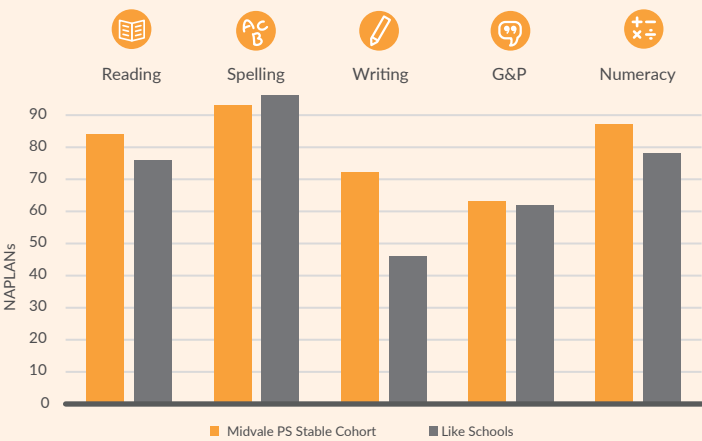
Organisational Health Index - Outcomes



Future Focus

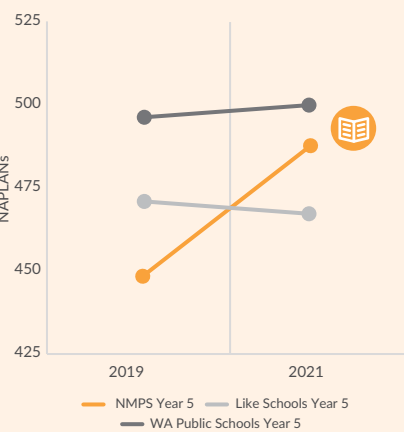
To strengthen improvement across all literacy and numeracy domains, staff will continue to be provided with ongoing opportunities for professional learning in high impact instruction, as well as coaching to embed best practice.

Progress Year 3 2019 to Year 5 2021

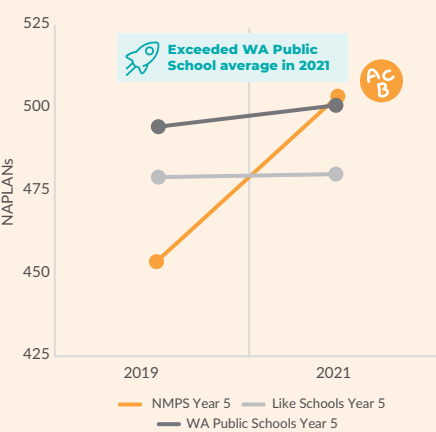


Year 5 NAPLAN performance has been particularly encouraging, with stable cohort progress from Year 3 2019 to Year 5 in 2021 **exceeding 'like schools'** in 4 out of 5 areas of NAPLAN.

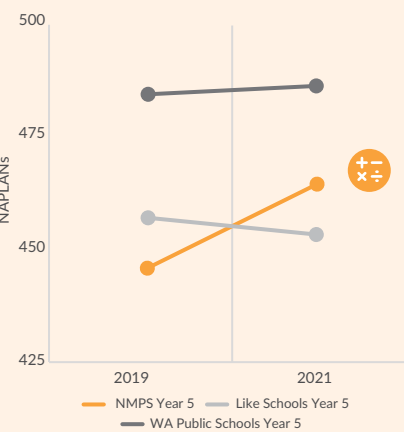
Mean Achievement - Reading



Mean Achievement - Spelling



Mean Achievement - Numeracy



Future Focus

As well as refining the school's instructional model, North Mandurah Primary School is introducing more effective assessment tools for tracking student progress in literacy and numeracy, and planning for effective differentiation.

North Tom Price Primary School

Together We Strive at North

Prior to joining Fogarty EDvance

Located in the Pilbara region of Western Australia, North Tom Price Primary School has approximately 300 students. Whilst their stable cohort of students showed high progress in all areas of NAPLAN, mean achievement consistently trended below 'like schools'. These outcomes were not reflective of the commitment and efforts of school staff.

Strategic Focus

The school leaders aspired to raise the academic achievement of all students, ultimately aiming to exceed 'like schools' across all NAPLAN domains and close the gap to the state mean. The school focused on three key areas including reducing the variability in teaching practice across the school; increasing student engagement; and developing staff capacity in teaching and learning practice.

Improvement Journey

The leadership team strategically established a shared understanding of the case for change, using a disciplined dialogue process to assess student data and the educational research base. A common vision for teaching and learning, and a clear strategic plan was developed.

Priority was placed on introducing a Positive Behaviour Policy to facilitate best practice in teaching and learning. A school-wide instructional model based on Explicit Direct Instruction (EDI) was researched, developed and implemented, together with evidence-based literacy and numeracy programs, including *Letters and Sounds* (K-2); *Spelling Mastery* (Y3-6); *Talk for Writing* and *Stepping Stones Mathematics*.

Effective implementation and delivery of these programs and the EDI model was supported by ongoing professional learning for every teacher through the *Fogarty EDvance Teaching Intensives* and *Teach Well Masterclass Series*. Engagement with experts, including Joe Ybarra, Lorraine Hammond and the Fremantle Language Development Centre were further supported with an in-school coaching program, to ensure programs were delivered with fidelity.

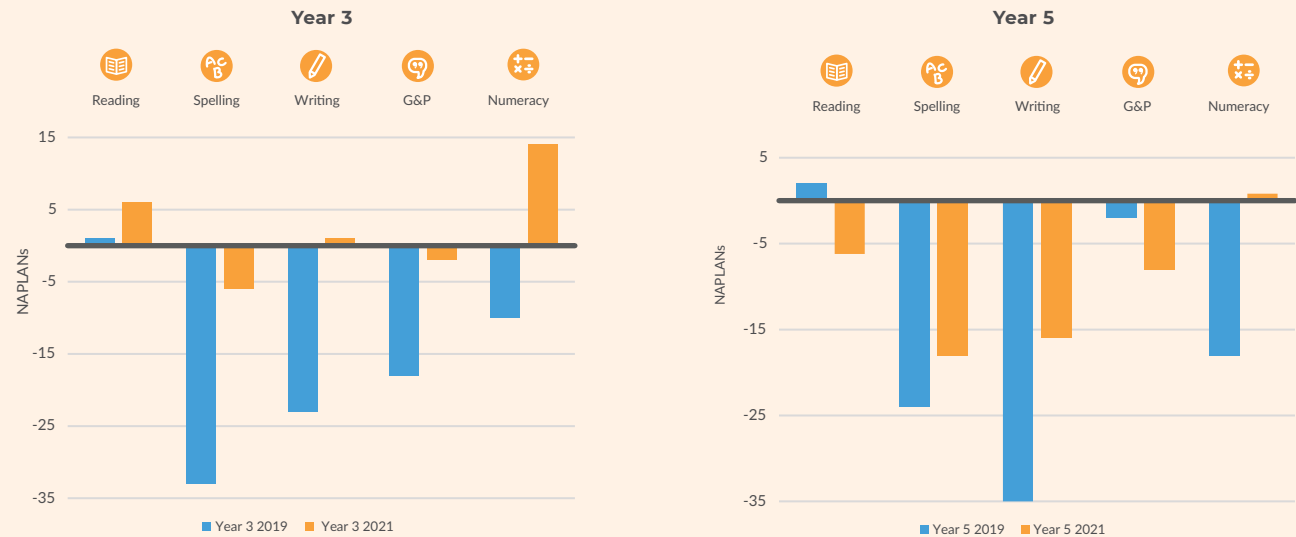
Impact

In 2021, North Tom Price Primary School Year 3 and Year 5 students closed the gap to 'like schools' in 8 out of 10 NAPLAN areas. Numeracy results in both Year 3 and Year 5 moved to at or above 'like schools'. In addition, progress (Year 3 to 5) results for Numeracy and Writing were also significantly above 'like schools', and the WA Public School average.



"High impact instructional strategies, together with the introduction of carefully selected, evidenced based, whole-school programs have made a significant and positive impact on student outcomes. Students and staff are being rewarded for their efforts across the school."
Linda Villanova, Principal

NAPLAN Achievement - Closing the Gap to 'Like Schools'



Future Focus

The school continues to manage its highly transient staff and student population. Priority will be placed on staff succession planning, with ongoing professional learning to ensure sustainability of the whole-school instructional model, distributed leadership and positive school culture.

Port Kennedy Primary School

Creating a Pathway for Success

Prior to joining Fogarty EDvance

Located in the City of Rockingham south of Perth, Port Kennedy Primary School caters for approximately 400 students. The school was experiencing a steady turnover of leaders, inconsistent trends in NAPLAN data, declining regular attendance and concerning student behaviours.

Strategic Focus

The school aimed to raise literacy and numeracy outcomes for all students, with a view to consistently performing above 'like schools' across all NAPLAN domains. To achieve this aspiration focus was placed on ensuring optimal conditions for learning, developing a culture of staff professional learning and growth, and implementing highly effective teaching in every classroom.

Improvement Journey

The school leaders began by ensuring all staff were involved in the school improvement process, by developing a shared vision together. Engaging staff in the process of improvement was critical to develop ownership and ensure buy-in, as well as support ongoing implementation of key initiatives and build in accountability. This process was foundational in establishing the positive school culture needed to align staff efforts going forward.

Priority was given to reviewing current school-wide practices and considering a whole-school approach to re-engage students and improve behaviour management. Implementation of a comprehensive attendance strategy, *Positive Behaviour Support* (PBS) and *Classroom Management Strategies* (CMS) approaches were preferred, with staff participating in professional learning to support implementation.

Following research into effective instruction and visits to high performing schools, the leadership team set about codifying quality teaching and reaching a consensus on a common lesson structure for all classes. Underpinned by *Explicit Direct Instruction* (EDI), the lesson design framework was implemented as part of a school-wide instructional model supported by a 'theory-model-practice-coach' cycle. Targeted programs for teaching literacy and numeracy were introduced including *Literacy Pro*, *Spelling Mastery*, *Big Write* and *PR1ME* as well as the *MiniLit* and *MacqLit* programs.

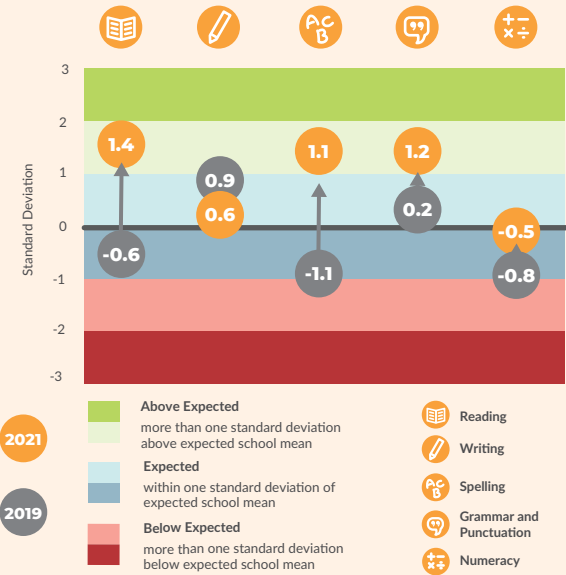
Impact

In 2021, expected performance in 4 out of 5 Year 5 NAPLAN domains increased when compared to 2019. All areas were above expected performance, with Reading, Spelling, and Grammar and Punctuation **more than one standard deviation above the expected school mean**.

"The structure and support that the EDvance program provides through professional learning, high expectations, networks and mentoring gives my team and I a real sense of confidence and optimism that our time and effort is being spent on the most effective initiatives that will make a difference for the children at our school"

Phil Springett, Principal

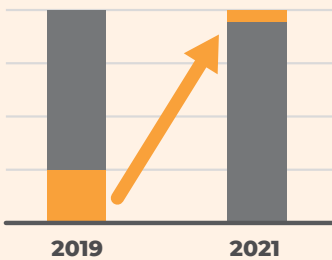
Year 5 Expected Performance



Future Focus

The next phase of the improvement will involve an ongoing process for embedding whole-school approaches and programs through the 'theory-model-practice-coach' cycle.

Organisational Health Index



From 2019 to 2021 there was a significant improvement in school culture, **moving from the bottom quartile to the top decile of organisational health** (global benchmark).

This was the **most significant improvement** amongst all Cohort 6 schools.

Riverside Primary School

Children are the Priority, Change is the Reality, Collaboration is the Strategy!

Prior to joining Fogarty EDvance

Riverside Primary School is situated in the City of Mandurah, south of Perth. The school caters for approximately 480 students from diverse backgrounds. Although teachers at the school were using a range of teaching strategies and programs to best support their students, efforts lacked an overall coherence, and staff were operating in silos with minimal collaboration. The low levels of student achievement were concerning.

Strategic Focus

With a clear aspiration to improve student results from at or below to above 'like schools', leaders sought to develop a consistent whole-school approach to teaching and learning. Developing collaborative teams of teachers, united in their vision for all students to reach their full potential, was central to their strategy which focused on three areas - academic achievement, student wellbeing and engagement, and staff capacity and collective efficacy.

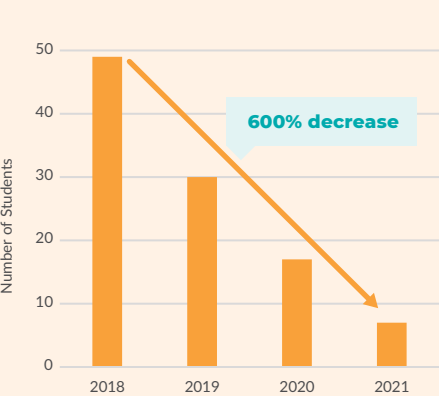
Improvement Journey

Commencing with a revised shared moral purpose, Riverside staff committed to working as a collaborative and inclusive community for better student outcomes. To establish a calm and orderly learning environment and increase student engagement, staff were upskilled in behaviour management and the *Zones of Regulation* curriculum. The implementation of *Positive Behaviour Support (PBS)* and *Classroom Management Strategies (CMS)* further provided a united approach to support students to make good choices.

Leaders then introduced staff to the evidence-base for high impact instruction resulting in the development of 'The Riverside Way'. This whole-school instructional model helped to align impactful teaching practice across the school supported by staff participation in the *Teach Well Masterclass*. Professional Learning Communities (PLCs) were introduced at each year level to facilitate collaborative learning, the discussion of student data to inform practice, and development of shared resources. Literacy and numeracy programs implemented to support students at school and at home include *PR1ME Mathematics*, *Talk for Writing*, *Scholastic Literacy Pro* (Years 4-6) and *Reading In Bed – It's Terrific (RIBIT)* (PP - Year 3).

Impact

Student Suspensions



The targeted focus on behaviour management resulted in a significant decrease in student suspensions

Year 3 Expected Performance



From 2019 to 2021, Riverside Primary School improved their expected performance in 8 out of 10 NAPLAN areas. In Year 3 all NAPLAN areas were above the expected school mean

Future Focus

The school continues to focus on embedding their signature pedagogy and refining delivery of high impact instructional practices using an instructional coaching model. They intend to continue networking with other EDvance schools and as part of the Alumni program.

Rockingham Senior High School

Whole-school Cultural Change Through PLCs

Prior to joining Fogarty EDvance

Rockingham SHS caters for around 1,000 students from Years 7-12. Prior to 2019, suspensions were high, and whilst student progress in NAPLAN was reasonable, student outcomes remained below or at 'like schools', and participation and performance in ATAR was declining. A new leadership team saw an opportunity for change.

Strategic Focus

The school leadership team sought to improve student achievement and progress for all students using a range of measures, including NAPLAN, OLN and WACE results. The school designed initiatives to target improved quality of teaching and building the capacity of school leaders, and focused on developing a positive school culture.

Improvement Journey

The school-wide *Positive Behaviour Support (PBS)* approach was introduced to establish a positive, safe and supportive learning culture. Implementation of this initiative, together with *Classroom Management Strategies (CMS)* professional learning, further supported development of teacher skillsets, enabled student attendance procedures to be revised, and established sound preconditions for improving student learning.

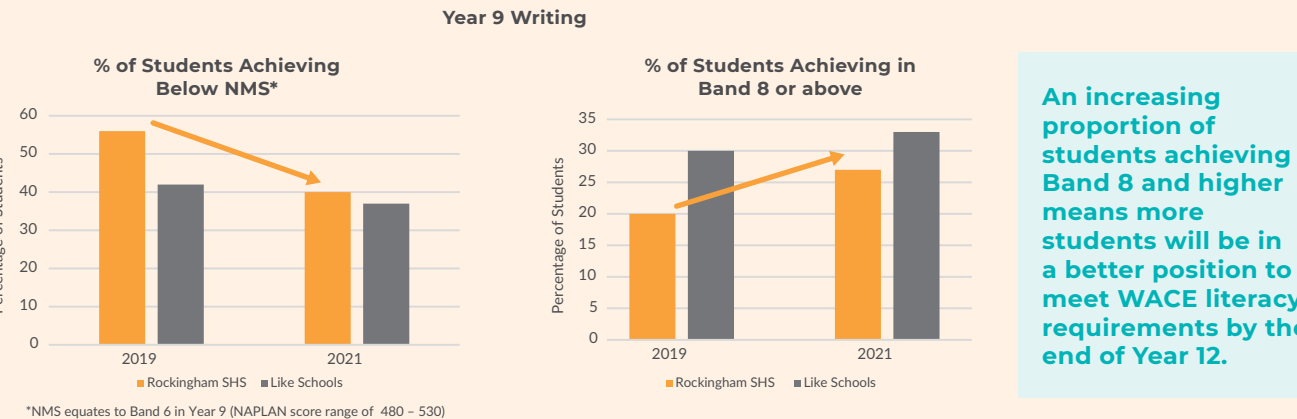
A key focus for the leadership team was bringing staff along on the journey and rolling out changes gradually. The initial focus was with Year 7 students, who were placed into "teams" to streamline implementation of conditions for learning. Then, to facilitate staff involvement, Professional Learning Communities (PLCs) were established around 7 key areas identified in the school's Strategic Directions Document.

Members of the Teaching and Learning PLC played a significant role in the development and implementation of a school-wide pedagogical framework, underpinned by *Explicit Direct Instruction (EDI)*. The model incorporated daily review, We Are Learning To (WALTs) and What I'm Looking For (WILFs), activation of prior knowledge, concept development and the elements of gradual release and reflection. This model was trialled with Year 7 MESH subjects before being progressively rolled out to other year groups. Teachers were supported with targeted professional learning and appointment of an EDI coach.

With the assistance of a newly appointed literacy coordinator, a cross-curricular writing focus was also introduced and progressively rolled out across all year groups in conjunction with the EDI model. In partnership with an instructional coach, teachers continuously improved their practice through observation, reflection and professional goal setting, supported by their Heads of Learning Area who have been upskilled through the *EDvance Secondary Teacher Leaders Program*.

Impact

The school's initial literacy focus on writing has seen progress in this area of NAPLAN move from below to above 'like schools' from 2019 to 2021. In addition, the percentage of Year 9 students achieving below the National Minimum Standard (NMS) decreased while the proportion of students achieving Bands 8-10 increased.



An increasing proportion of students achieving Band 8 and higher means more students will be in a better position to meet WACE literacy requirements by the end of Year 12.

Future Focus

The PLC model at Rockingham SHS is a clear strength, and the leaders have an ongoing focus to continue developing staff and create instructional 'champions'.

Through their staff appointment process, Rockingham SHS will ensure new teachers are philosophically aligned to the school's instructional model, to support its ongoing implementation.

St Joseph's School Boulder

Digging for Gold

Prior to joining Fogarty EDvance

St Joseph's Catholic Primary School is in the Goldfields town of Kalgoorlie-Boulder, catering to over 200 children from Pre-Kindergarten to Year 6. They joined the EDvance program in 2018 to work towards being a school of choice in their community and significantly improve their student results.

Strategic Focus

The challenge of high staff turnover rates and a larger than usual proportion of graduate teachers on staff are common occurrences for regional schools. To address these obstacles, and ensure that student outcomes were addressed, the leadership team focused on setting clear expectations around the delivery of whole-school evidence-based approaches, in conjunction with elevated levels of support for early career teachers.

Improvement Journey

The school leaders introduced whole-school approaches to literacy and numeracy. It was important that approaches used in the classroom were evidence-based, and that all staff understood this evidence-base and the structure for implementing this change. A comprehensive school *Teaching and Learning Handbook* was developed to ensure consistency for planning and assessment across the school, as well as establishing clear expectations for all staff. This document also forms much of the induction program for new staff.

The leadership team was expanded to include two assistant principals to provide increased in-class support and feedback to teachers. This initiative required significant financial resourcing to give each leader a lighter teaching load to allow this level of support, and has been well received by staff. A strong focus on pastoral care of staff has contributed to the healthy and positive school culture.

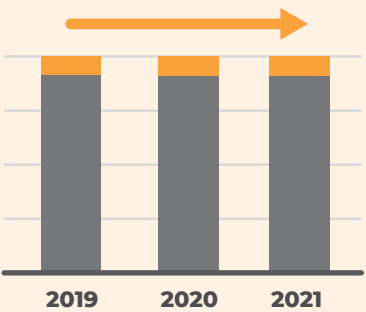
Dedicated weekly staff meetings for professional learning were prioritised. These meetings were aimed at deepening shared understanding of professional learning and transferring theory into classroom practice. To ensure the focus remained on what makes the most impact to student learning outcomes, day-to-day operational items were removed from the agenda and communicated via email or conversation.

Evidence-based approaches for literacy included Diana Rigg's *PLD* program (K-2) and *Soundwaves* (Years 3-6) for phonics and spelling instruction, and the *Talk for Writing* program. *iMaths* is used as a structured approach to mathematics instruction. All teachers, including new staff, undertake relevant PD to deliver each program with fidelity, and ongoing in-class support, guidance and feedback is provided by members of the leadership team.

"A focus on whole-school approaches has allowed us to address the challenges of transient staff and high percentage of graduate teachers."

Lisa Gallin, Principal

Organisational Health Index



As changes were rolled out St Joseph's **maintained** their Organisational Health Index score in the **top decile** (top 10% of organisations worldwide).

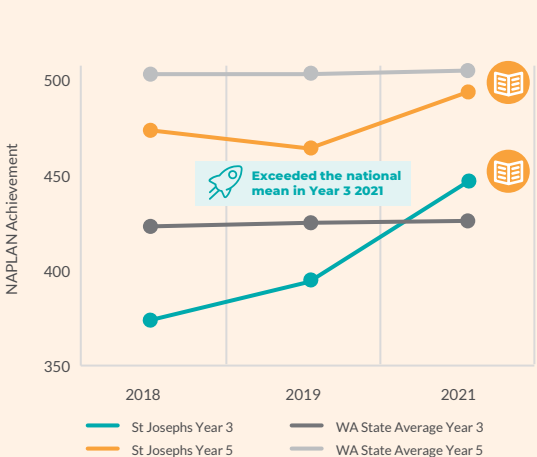
Staff regularly express their appreciation for the support received from the school leadership team.



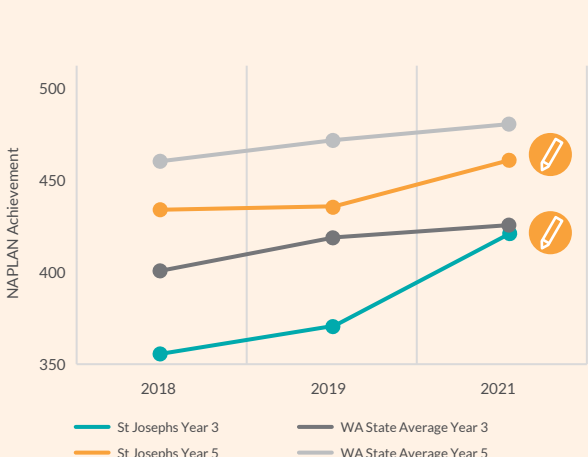
Impact

The Year 3 cohort is the first group of students to have had the benefit of a consistent approach since mid-way through their Pre-Primary year. 2021 NAPLAN results were extremely positive - all Year 5 NAPLAN results closed the gap to the WA average, and 4 out of 5 Year 3 NAPLAN domains **exceeded the state average**.

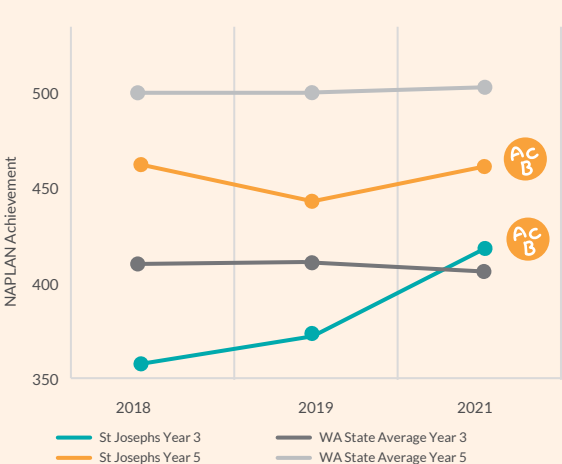
Mean Achievement - Reading



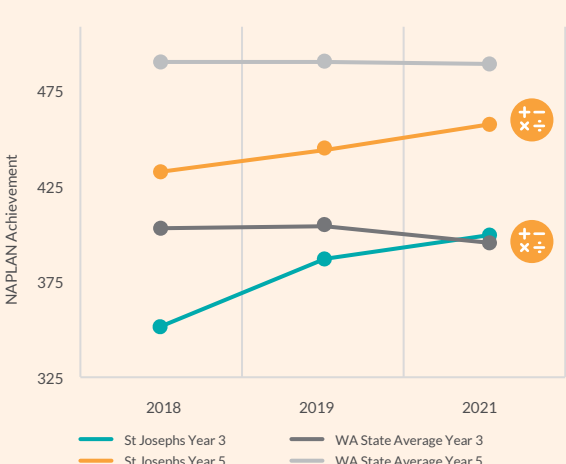
Mean Achievement - Writing



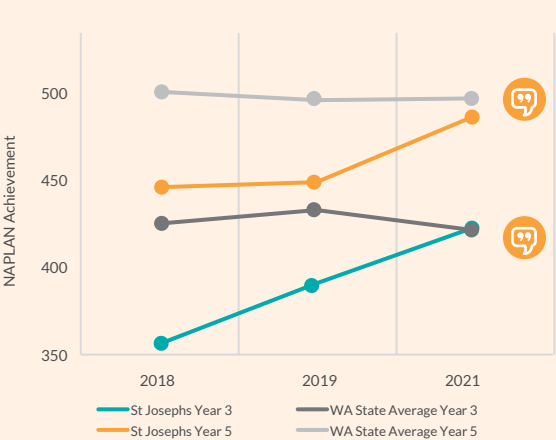
Mean Achievement - Spelling



Mean Achievement - Numeracy



Mean Achievement - Grammar and Punctuation



Future Focus

Due to the location, context and teacher turnover challenges, the leadership team's goal is to continue working on their existing plan and build on the emerging positive data trends, to improve literacy and numeracy for all students.



Somerly Primary School

Reflections and New Directions

Prior to joining Fogarty EDvance

Located in Clarkson, Somerly Primary School has 460 students from Kindergarten to Year 6. There was a positive school culture and teachers wanted the best for their students, however school improvement efforts were variable, with NAPLAN results trending below 'like schools'.

Strategic Focus

School leaders at Somerly Primary aimed to raise student achievement and progress in NAPLAN from below to above 'like schools' and closer to the WA Public Schools average. High expectations, staff collaboration and capacity building became key areas of focus, with a firm commitment to ensure highly effective and consistent instruction in every classroom.

Improvement Journey

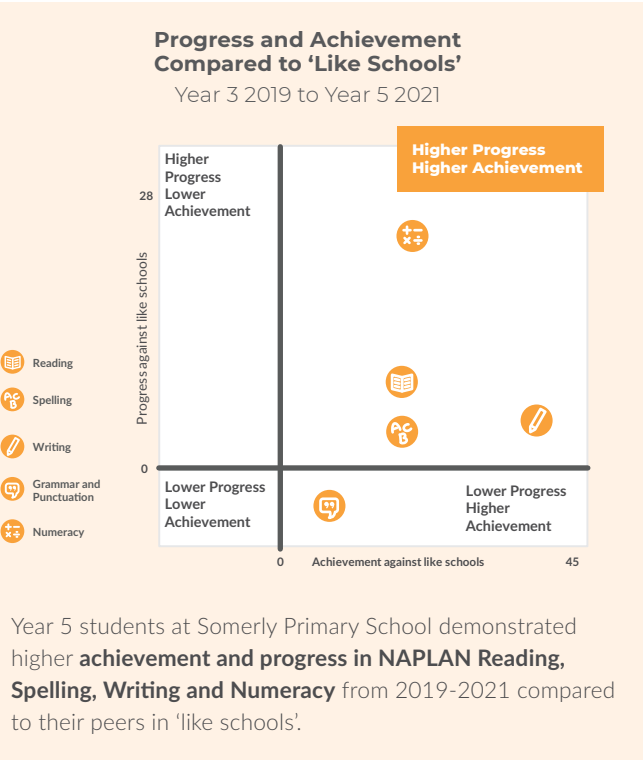
The leadership team recognised the importance of bringing staff along the change journey. A distributed leadership structure was implemented with specific roles and responsibilities capitalising on staff strengths, to lead and implement the change agenda. The role of PLCs became more focused, and priority was given to broadening leaders' and teachers' understanding the link between cognitive science and highly effective instruction. Improving staff data literacy was also seen as a key to impacting on student results.

The initial focus was on implementing evidence-based programs and practices to ensure low variation and consistent delivery of instruction. Programs introduced included *Origo Stepping Stones* (PP to Year 6) for teaching Mathematics; *Brightpath Writing*; and a focus on synthetic phonics and oral language. Teachers were supported through targeted professional learning, including engaging with oral language expert, Rosemary Simpson.

Whole-school programs were utilised as an intermediary measure to allow teachers to then focus on delivering a consistent pedagogical practice within literacy and numeracy blocks. Further support was provided by coaching and mentoring, to ensure fidelity across the school.

To differentiate for the full range of student abilities, data analysis using disciplined dialogue in PLC's facilitated the development of a case management approach and provision of Tier 2 intervention strategies for students requiring more intensive support.

Impact



Future Focus

Next on the horizon for Somerly Primary School is the development and refinement of a schoolwide curriculum scope and sequence, as they work toward achieving a guaranteed and viable curriculum to further advance student learning.

"Through high expectations and our commitment to evidence based, data informed practice we will continue to ensure academic success for every student in a safe, supportive, collaborative environment."
Zoe Hadley-Hawley, Principal

Tom Price Primary School

Forever Forward

Prior to joining Fogarty EDvance

Tom Price Primary School caters for a transient population of approximately 280 students in the Pilbara region of Western Australia. Regular changes in staff and highly variable teaching practice across the school, had resulted in inconsistent literacy and numeracy results. School leaders wanted to address the erratic trend in the NAPLAN results and embed whole-school practices which were based in evidence.

Strategic Focus

The school strategic plan developed during the program, had a clear focus on positive behaviour, quality teaching and staff capacity building. These were the three high impact levers the school utilised to move from performing below to above 'like schools' and closer to the state average in NAPLAN.

Improvement Journey

The school leaders began by engaging in research and analysing student data to ascertain the impact of existing programs and practices. In consultation with staff, the 3-year School Strategic Directions Document was developed, and the focus of staff meetings, school development days and PLCs were better aligned to key performance indicators within the plan.

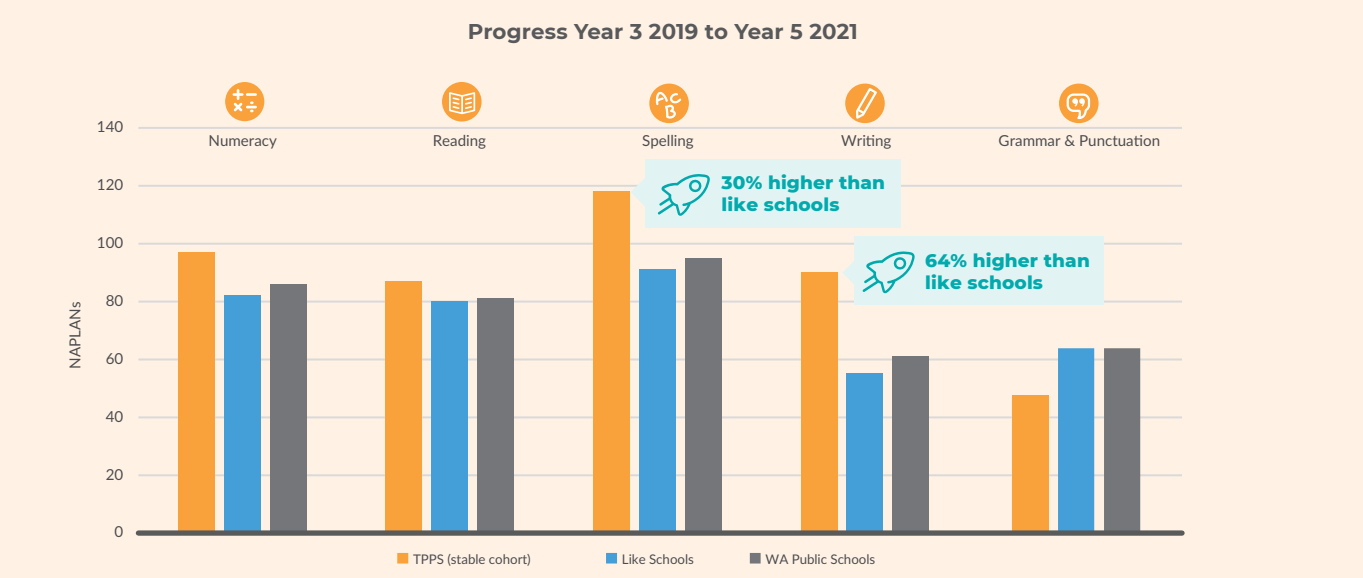
Priority was given to implementing a school-wide pedagogical framework with all staff reading Hollingsworth and Ybarra's *Explicit Direct Instruction* text, to develop a clear understanding of high impact teaching. After attending workshops with Joe Ybarra, members of the leadership team and two teachers appointed as coaches worked with staff to implement student engagement norms and high impact instruction. Targeted professional learning in instruction was also provided through the *Fogarty EDvance Teaching Intensives* and *Teach Well*. An agreed lesson structure was developed with teachers and used consistently across all classrooms.

There has been a significant focus on teacher collaboration, and new staff are given the opportunity to implement high impact teaching practices with high levels of support from their peers and teachers. At TPPS three key drivers of student learning (Leadership, Collaboration and Teaching Strategies) measured through the *Tell Them From Me* Teacher survey saw significant increases* of 1.8, 1.0 and 1.1, indicating the high level of embedding of these practices in school culture. An observation, coaching and feedback model is in place to ensure a continuous focus on quality teaching and advancement of student outcomes.

*Based on the *Tell Them From Me* survey 2019 and 2021. An increase in results of 0.3 or 0.4 over 2 years is seen as significant.

Impact

Tom Price Primary School is closing the gap to 'like schools' in NAPLAN achievement, but results are weakened by student transiency. Stable cohort data shows that progress in four out of five NAPLAN domains is higher than 'like schools', with the most significant progress in Spelling and Writing.



Future Focus

Leaders are continuing to address the high teacher transiency challenge, by strategic succession planning, enhanced staff induction and targeted professional learning. These key areas will receive ongoing focus to ensure sustainability of the school's pedagogical model. Work is also underway to design and implement a guaranteed and viable curriculum scope and sequence across all years.



Tom Price Senior High School

Student Success

Prior to joining Fogarty EDvance

Tom Price Senior High School serves approximately 300 students from Years 7-12 in the Pilbara region of Western Australia. Around 33% of this population is transient and early career teachers comprise one third of staff. The school's case for change was prompted by analysis of NAPLAN, OLNA and WACE data, which revealed student achievement was generally below 'like schools'.

Strategic Focus

To see success for all students, the school leaders focused on developing and embedding high impact instructional practice across the school and creating a positive learning environment to support student and staff engagement.

Improvement Journey

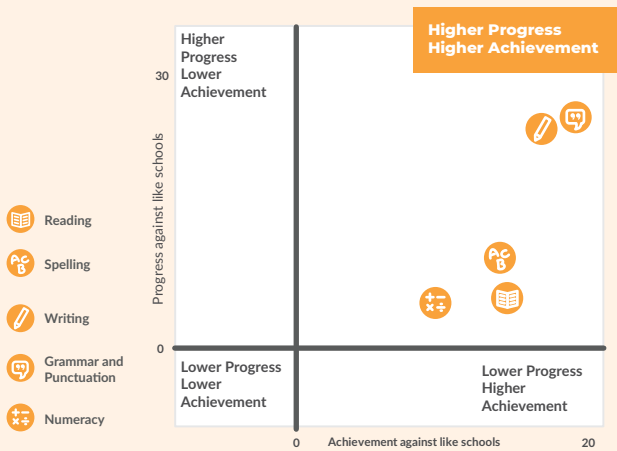
High expectations of staff and students, and the explicit teaching of literacy concepts across all learning areas using the *Tactical Teaching (Reading & Writing)* program, set a strong foundation for school improvement. Analysis of student data and research provided further impetus for change. Informed by Rosenshine's Principles of Instruction and Archer and Hughes' research, staff committed to adopting a low variation school-wide explicit teaching model.

An Explicit Direct Instruction model was introduced to staff initially through the engagement of expert Dr Lorraine Hammond, followed by the first small group of teachers from Year 7 MESH learning areas engaging in targeted professional learning through the *Teach Well Master Class* Series. As more staff completed the training, the instructional model expanded across learning areas, and a peer observation, feedback and coaching model was introduced. To support the explicit teaching of literacy concepts across all subjects, the *Tactical Teaching Program* continues to be a PLC focus.

Impact

Progress and Achievement Compared to 'Like Schools'

Year 7 2019 to Year 9 2021



In 2021, Year 9 students at Tom Price SHS demonstrated **higher achievement and progress** in all literacy and numeracy domains compared to their peers in 'like schools'.

"The impact of the Fogarty EDvance Program on the leadership team's focus and solidifying the direction of the school, I believe, has directly impacted on the improved educational outcomes of the students across the school."

Andrew Jack, Principal

Future Focus

Priority will be placed on induction and upskilling of new staff. With the two primary schools in Tom Price also completing the Fogarty EDvance program in 2021 the schools will continue to work as a cluster where possible to support professional learning, leadership development and pedagogical change.

Tuart Forest Primary School

Building Strong Foundations for Every Student Every Day

Prior to joining Fogarty EDvance

Tuart Forest Primary School is located south of Bunbury, in regional WA and serves approximately 460 students. The school leaders were dissatisfied with the inconsistent achievement and progress in NAPLAN and a general trend below their 'like schools', despite the implementation of some evidence-based school-wide practices. The teachers had student learning at the center of their efforts, however they also wanted support to improve the consistency in the delivery of programs and increase classroom rigour. The decision to join the EDvance program was well supported by a growing staff appetite for improving their knowledge and application of evidence-based practice to improve student outcomes.

"Our partnership with the Fogarty Foundation has enabled our improvement planning to be more focused. With a clear shift in culture and improvement in student learning, our journey from good to great is well under way."

Brian Johnson, Principal

Strategic Focus

The leadership team aspired to improve students' literacy and numeracy results to be closer to the state average. To help them achieve this goal, the school utilised the support of the EDvance program to undertake a more structured approach to strategic planning, by focusing on reducing within-school variability in teaching practice, building staff capacity for change, and increasing student engagement.

Improvement Journey

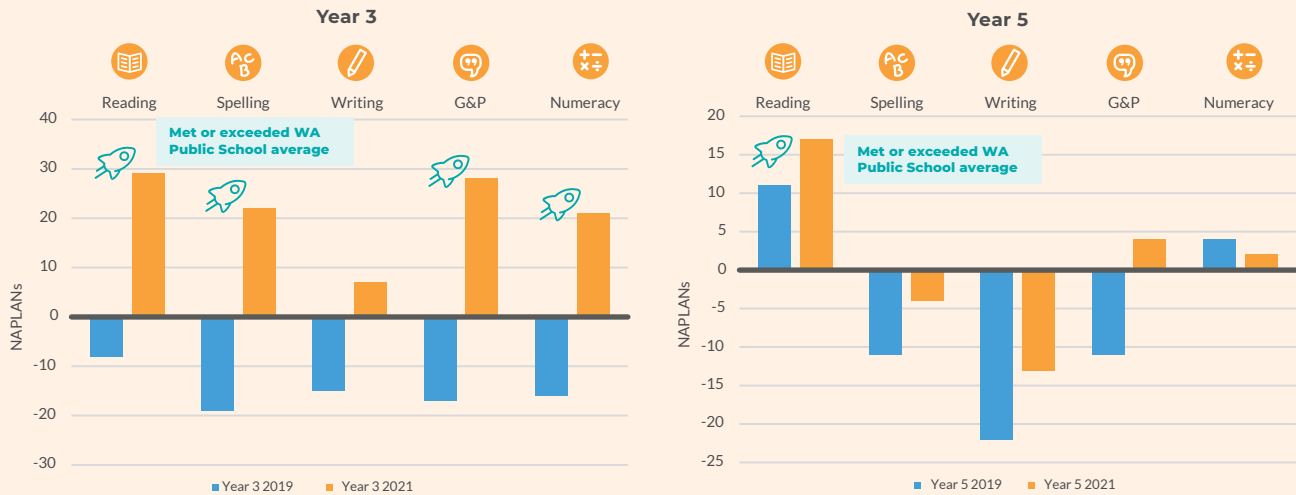
Development of a data-informed improvement agenda, aligned with the school's shared moral purpose has been fundamental to leading change at Tuart Forest Primary School. The Strategic Directions Document (SDD) enabled the leadership team and staff to remain focused on the identified objectives, whilst also providing clarity on the steps to enact the high impact initiatives. This process helped them to catalyse theory into action, distribute leadership and build in staff accountability measures.

Early on, priority was placed on engaging in research and professional learning to build an evidence-based school-wide instructional model. All teachers subsequently completed the *Teach Well Masterclass Series* to enhance their approach to explicit instruction, and a peer observation model was implemented across the school. In partnership with a literacy specialist, the school also provided professional learning and coaching for staff to develop a phonological awareness program for Kindergarten and Pre-Primary students. Other programs and initiatives put in place to improve literacy and numeracy included, *Heggerty Phonemic Awareness*, *Soundwaves Talk for Writing*, and *Madeline Hunter's Lesson Design* in Mathematics. Professional Learning Communities provided a structure and format for staff to engage in regular disciplined dialogue focused on student achievement and progress data.

Impact

By 2021, Tuart Forest PS closed the gap to 'like schools' in 9 out of 10 NAPLAN domains across Year 3 and Year 5. The most significant improvement was in Year 3, with 4 out of 5 NAPLAN domains also meeting or exceeding the WA Public School average.

NAPLAN Achievement – Gap to 'like schools'



Future Focus

The leaders from Tuart Forest Primary School will continue to review and further develop their PLC approach to focus on priority areas of their Strategic Directions Document. Further development of the school's fine-grained scope and sequence documents for literacy and numeracy will facilitate progress toward achieving a more guaranteed and viable curriculum.

Warnbro Community High School

World of Warnbro

Prior to joining Fogarty EDvance

Warnbro Community High School serves approximately 1,000 students from the Rockingham region, 50km south of Perth. There were low expectations of students and significant variability across the school regarding classroom management and teaching strategies. The school was experiencing a decline in student achievement and the community perception of the school was poor.

“Warnbro CHS’s three year rigorous physical and mental workout with Fogarty has resulted in improved health and performance across the board!”
Cindy Kerr, Principal

Strategic Focus

The school leaders saw the importance of providing consistency across the school with regards to classroom management, teaching strategies and expectations of staff and students. They were also aware that creating a positive school culture was vital for student and staff health and wellbeing. They aimed to move student outcomes from below ‘like schools’ to meeting the state average in all NAPLAN areas, and planned to do this by prioritising a strong literacy and numeracy focus across all subject areas, and developing consistent teaching practice across classrooms.

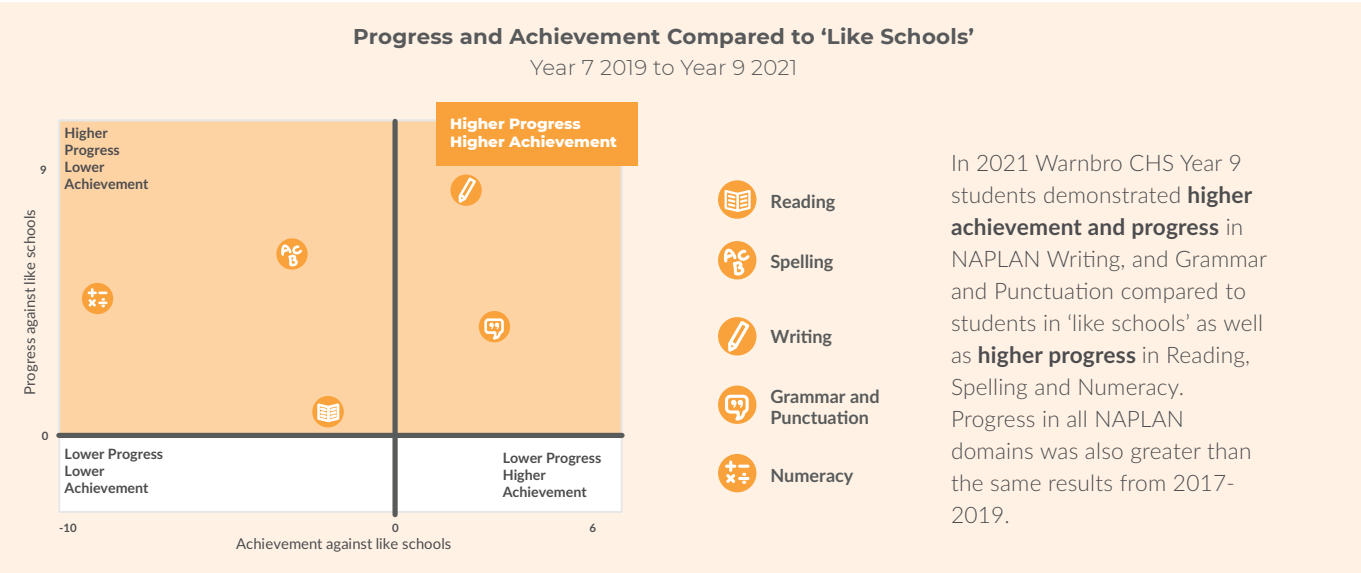
Improvement Journey

Warnbro’s moral purpose ‘to make a positive difference to the lives of young people’ has been the driving force and anchor of its school improvement journey. Three B’s – Be Respectful, Be Responsible, Be Your Best form the basis of common understandings between teachers and students, supporting the development of positive relationships and an environment conducive to learning.

A whole-school teaching and learning framework was developed using an explicit instructional approach and a common lesson design, including daily review, the model of gradual release and a focus on subject-specific vocabulary. Staff were supported to implement this model through ongoing professional learning and opportunities to participate in classroom observation, feedback and coaching. To cater for the full range of student abilities, the Literacy and Numeracy Intervention Classes (LINCS) program was introduced to address remedial literacy and numeracy needs, while the Learning Enrichment Achievement Program (LEAP) was implemented to better prepare aspiring and talented students for the challenges and rigour of ATAR study.

Strong investment in building leadership capability was prioritised with Heads of Learning Area and Level 3 Teacher Leaders from all subject areas participating in the *Fogarty EDvance Secondary Teacher Leaders Program*.

Impact



Future Focus

Warnbro CHS will continue to refine and consolidate a structured literacy approach embedding explicit vocabulary, sentence level writing and the development of oracy skills. They also have plans to embed a culture of observation and feedback, to further develop consistency in teaching practice across the school; as well as building data literacy to impact at a classroom level.

Literacy & Numeracy Intervention Classes (LINCS)

Background

Analysis of Warnbro CHS student data indicates that of the incoming Year 7’s, 37% of the cohort are at or below the national minimum standard for reading (learning to read), and an additional 32% are learning to read with fluency. The challenge to the school leaders, was how to deal with this wide learning gap when ~70% of Year 7 students were either unable to read or read with fluency.

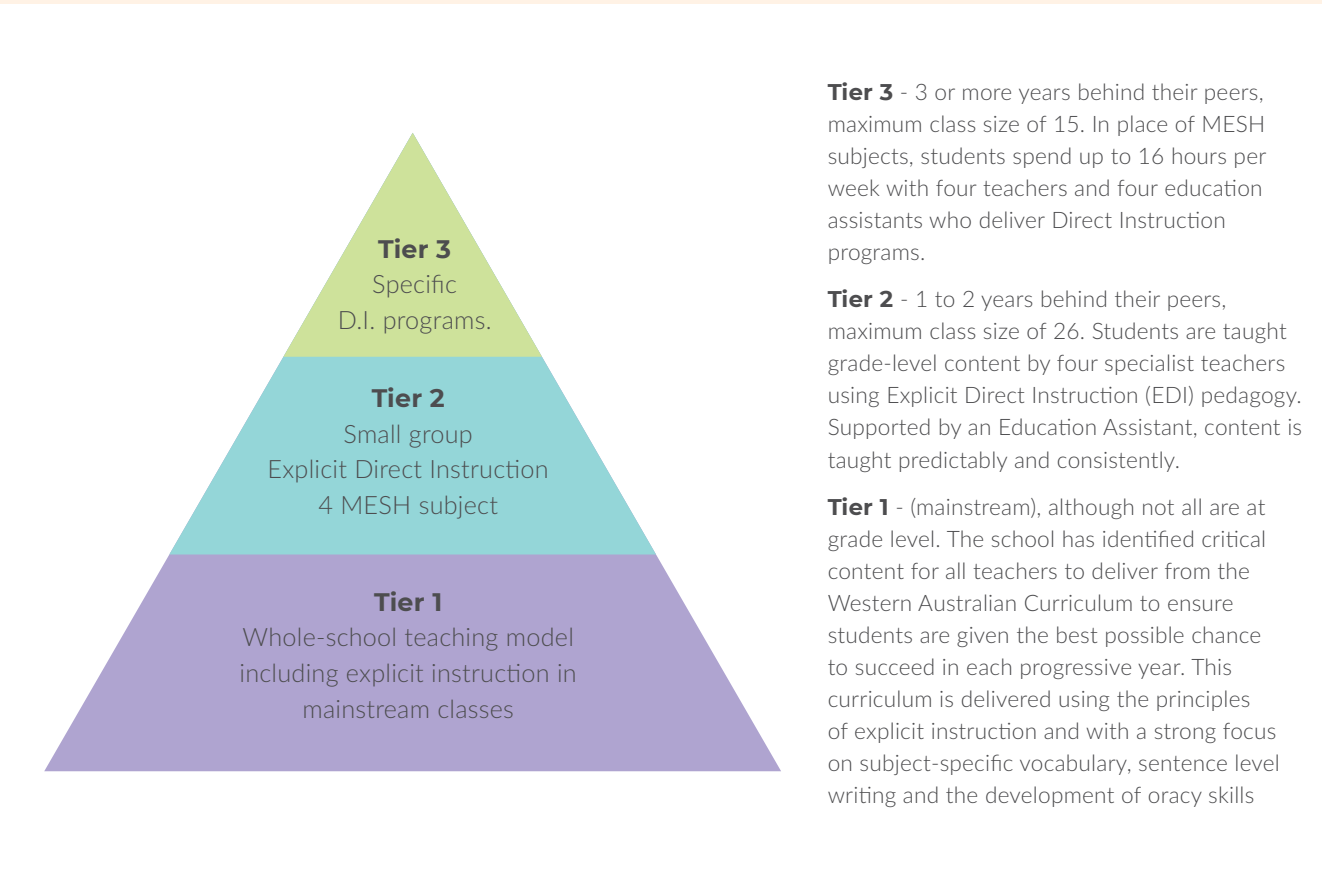
“We continue to evolve the LINCS model to meet the needs of our students and make a positive difference to their lives.”
Christie Simpson, Associate Principal

To address this issue, the Literacy & Numeracy Intervention Classes, or ‘LINCS’ program was established in 2016 as a multi-tiered system of support to enable more targeted interventions to be put in place. In consultation with parents and carers, students are identified using a range of data, including Year 5 NAPLAN, Year 6 Semester One results, diagnostic testing, and discussions with primary teachers during transition visits. The program has evolved over time and expanded to include Year 8 and 9 students with critical literacy and numeracy needs.

How the Program Works

In place of Mathematics, English, Science and HASS, all students entering year 7 undertake Direct Instruction programs, including *Corrective Reading Decoding*, *Spelling Mastery*, *Connecting Maths Concepts*, *Expressive Writing* and *Essentials for Writing* during Semester One.

In Semester Two, students who still require more intensive intervention remain in the intensive direct instruction model to meet their level of need whilst other students move into an Explicit Direct Instruction classroom model working on grade level curriculum. Individual Education Plans (IEPs) are developed for students requiring ‘supportive’ (Tier 2) and ‘critical’ intervention (Tier 3), as part of the school’s Response To Intervention model. The initial plan was to target students who were 1-3+ years below ‘expected level’, however the number of students identified in this category at the school was higher than anticipated. The decision was then made to include students who were 1-3+ years behind their ‘Warnbro CHS peers’, in the Tier 2 and 3 intervention programs.



Tier 3 - 3 or more years behind their peers, maximum class size of 15. In place of MESH subjects, students spend up to 16 hours per week with four teachers and four education assistants who deliver Direct Instruction programs.

Tier 2 - 1 to 2 years behind their peers, maximum class size of 26. Students are taught grade-level content by four specialist teachers using Explicit Direct Instruction (EDI) pedagogy. Supported by an Education Assistant, content is taught predictably and consistently.

Tier 1 - (mainstream), although not all are at grade level. The school has identified critical content for all teachers to deliver from the Western Australian Curriculum to ensure students are given the best possible chance to succeed in each progressive year. This curriculum is delivered using the principles of explicit instruction and with a strong focus on subject-specific vocabulary, sentence level writing and the development of oracy skills

Over time, as students demonstrate growth and improvement, they are transitioned into the next tier of learning. By Year 9, only Tier 1 and 2 classes run. The focus in Year 10 is supporting students to select the right pathway to completing their secondary education and exit the school system successfully.

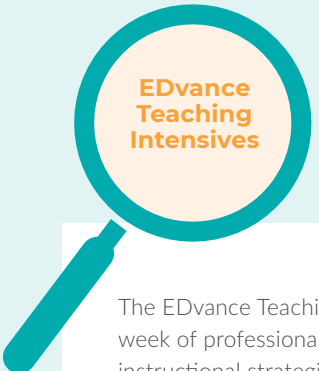
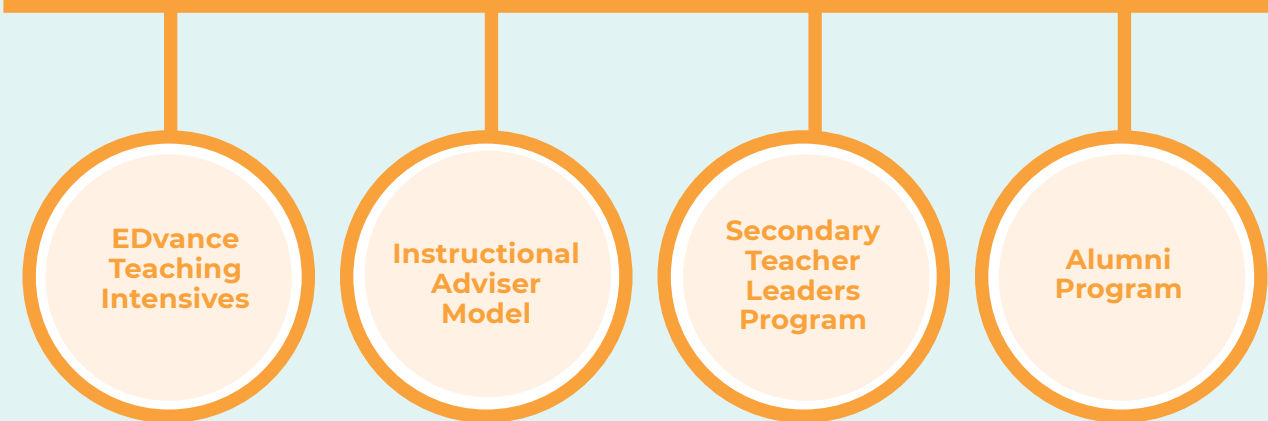
EDvance Initiatives

A suite of innovative high impact EDvance initiatives have been specifically designed to support participating schools at the various stages of the 3-year 'core' EDvance Program. School leaders have the option to access further layers of more focussed support, to facilitate the execution of their strategic plans. EDvance initiatives can be utilised during and beyond their time in the program.

The core EDvance Program:



EDvance Initiatives:



EDvance Teaching Intensives

The EDvance Teaching Intensives is an evidence-based model which provides a full week of professional development focusing on the theory and practice of high-impact instructional strategies. The Intensives are hosted in partnership with Dawson Park Primary School and led by Dr. Lorraine Hammond – Associate Professor at Edith Cowan University, and Brooke Wardana, an early-years literacy expert.

The 2022 Intensives involved a double stream of primary teachers for the first time, as well as increased numbers of secondary teachers. Since 2018 more than 365 teachers have participated in the EDvance Teaching Intensives, and they continue to grow in popularity. School leaders value the time teachers commit prior to the school year, and the intensive is a "kick start" to improving teachers implementation of high impact instruction.

"Put simply, training, even with practice and feedback has little transference to classroom practice unless it involves some coaching in class."
Vic Zbar

- 5 Days**
- 115 Teachers**
- 100 Students**
- 10 Expert Teachers**

Evidence base for effective teacher Professional Learning:

For professional learning to be effective it must relate directly to what teachers are doing every day. The most effective professional learning is focused specifically on the materials and programs the teachers are using for instruction. General types of training are less effective than specific ones.

Joyce and Showers (2002) found that only 5% of teachers transfer new skills to their classroom practice after receiving practice and feedback in a training session, whereas 99% of teachers transfer new skills to their practice after receiving ongoing coaching, feedback and support, when they return to the classroom.



Theory: presenter explains content – what it is, why it is important and how to teach
Demonstration: presenter models instructional practices
Practice: participants implement instructional practices during the session
Coaching: participants receive ongoing support when they return to the classroom

Joyce & Showers, Student Achievement through Staff Development, (3rd edition:2002).



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.

Schools work in conjunction with their FED program mentor for up to four structured meetings per year with the Instructional Adviser host school.

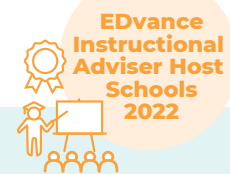


The evidence-base for schools learning from each other as part of a school improvement journey is significant. In the US, the Bill and Melinda Gates Foundation established the **Networks for School Improvement** initiative as a way for schools to network about what's working and with whom.

"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." (Networks for School Improvement: Year One, p.6)



- Beeliar Primary School (C5)
- Challis Primary School (C2)
- Ellen Stirling Primary School (C4)
- Greenfields Primary School (C5)
- Two Rocks Primary School (C4)
- Warriapendi Primary School (C3)



- Challis Primary School (C2)
- Ellen Stirling Primary School (C4)
- Serpentine Primary School (C5)
- Two Rocks Primary School (C4)
- Warnbro CHS (C6)

FED Alumni Network

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

Through the Alumni Network, school leaders can enrol in the Alumni program to continue to access highly regarded program tools, key initiatives and several tailored workshop offerings, in addition to ongoing access to 'core' program content. Fogarty EDvance is actively working with over 60 alumni schools, to further support their ongoing improvement journeys.

In 2022 Cohort 6 schools transitioned to the FED Alumni Network. With their school improvement journey impacted by COVID-19, a bolstered alumni program was offered to support these schools, with a number of these opportunities made available to the wider network.

31 FED Alumni Schools participated in the OHI survey



103 School leaders attended tailored Alumni workshops and webinars



95 School leaders and teachers from Alumni schools attended FED PD sessions



48 Additional Mentor hours accessed by Cohort 6 schools



Secondary Teacher Leaders Program

To support secondary schools and catalyse the middle-level leaders to play their role in school improvement, the Secondary Teacher Leaders (STL) Program was developed. This 9-month program, undertaken during the second year of the EDvance program, acknowledges the complex role undertaken by Heads of Learning Areas (HOLAs) and Level 3 Leaders, and seeks to support middle leaders in whole-school improvement by connecting their work to their school's strategic plan, with the ultimate objective of improving student outcomes.

About the Program

Key focus areas of the Secondary Teacher Leaders (STL) Program are:

- Aligning the action plans developed by the middle leaders to the school's strategic plan
- Building the capacity of the middle leaders to lead effective teams and further developing their leadership capability
- Providing a deep understanding of the evidence-base around leading school improvement
- Leading teaching, learning and curriculum through analysing school-level data and implementing evidence-based strategies

3

3 years



17 schools



150 school leaders

Mentors

To support the middle leaders in executing their action plans, they are paired with a Fogarty EDvance program mentor.

Mentors are experienced ex-secondary school principals and have been part of the STL Program since its inception. They have three mentoring sessions with participants, providing guidance, support, advice and leadership development.

Middle leaders reported that the mentors helped support them to implement their action plans and navigate the content and tools from workshops.

"The mentor is an awesome resource, and is a great component. I would have loved more mentor time."

STL Participant, Hampton Senior High School



Mentor Insights

The mentors believe the STL Program is different from other professional learning for middle leaders, as it reinforces the importance of their role and the impact they can make across the school. The content of the STL Program supports executing this role as they are provided with tools and strategies to lead their teams. Participants are personally accountable for their action plans, with support from their mentors.

*"The STL Program allows for very **significant personal growth and reflection** in terms of content (including evidence, research, strategies and skills). There were many "aha moments" enabling them to understand the "why" of the whole-school strategic plan."*

Pauline Coghlan, STL Mentor

Overview

The second group of the STL program, (targeted at Cohort 6 secondary schools), was offered during 2020/2021 with eight EDvance schools and over 65 middle level leaders participating:

- Aveley Secondary College - 12 leaders
- Coodanup College - 8 leaders
- Dalyellup College - 8 leaders
- Hampton Senior High School - 4 leaders
- Harvey Senior High School - 7 leaders
- Rockingham Senior High School - 12 leaders
- Tom Price Senior High School - 3 leaders
- Warnbro Community High School - 13 leaders



'My leadership has benefited from the academic research I have been exposed to, and I can see how the theory matches and supports the practice of being a middle leader.'
Level 3 Teacher, Aveley Secondary College

"The workshop on guaranteed and viable curriculum has given our department a clear structure and approach to develop scope and sequence."
HOLA, Rockingham Senior High School

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 on this group of participants included:

- 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.

"The program has given me more confidence as a leader... My team has seen the evidence and understand why we have chosen this direction."
HOLA, Coodanup College



Fogarty EDvance Schools

Cohort 1

- Balga Senior High School
- Dryandra Primary School
- Girrawheen Senior High School
- Majella Catholic Primary School
- Nollamara Primary School
- North Balga Primary School
- St Gerard's Catholic Primary School
- Westminster Junior Primary School

Cohort 2

- Armadale Senior High School
- Cecil Andrews College
- Challis Community Primary School
- East Hamilton Hill Primary School
- Hamilton Senior High School
- Phoenix Primary School
- Safety Bay Senior High School
- Southwell Primary School
- St Vincent's Catholic Primary School
- Warnbro Primary School

Cohort 3

- Balga Primary School
- Bentley Primary School
- Bungaree Primary School
- Dianella Primary College
- Dianella Secondary College
- Forrestfield Primary School
- Middle Swan Primary School
- Roseworth Primary School
- Southern River College
- St John Paul II Catholic Primary School
- Thornlie Primary School
- Warriapendi Primary School
- Yule Brook College

Cohort 4

- Bullsbrook College
- Cannington Community College
- Chidlow Primary School
- Clayton View Primary School
- Ellen Stirling Primary School
- Gibbs St Primary School
- Koorana Primary School
- Lynwood Senior High School
- Orelia Primary School
- St Joseph's School, Waroona
- Thornlie Senior High School
- Two Rocks Primary School
- Wirrabirra Primary School
- Yale Primary School

Cohort 5

- Baynton West Primary School
- Beeliar Primary School
- Bridgetown Primary School
- Dudley Park Primary School
- East Maddington Primary School
- Gilmore College
- Greenfields Primary School
- Harrisdale Senior High School
- Harvey Senior High School
- Karratha Primary School
- Leschenault Catholic Primary School
- Northam Primary School
- Onslow Primary School
- Peg's Creek Primary School
- Redcliffe Primary School
- Serpentine Primary School
- St Mary's School Donnybrook
- Tambrey Primary School
- Woodland Grove Primary School

Cohort 6

- Aveley Secondary College
- Belmay Primary School
- Coodanup College
- Dalyellup College
- Hampton Senior High School
- Malvern Springs Primary School
- Midvale Primary School
- North Mandurah Primary School
- North Tom Price Primary School
- Port Kennedy Primary School
- Riverside Primary School
- Rockingham Senior High School
- Somerly Primary School
- St Joseph's School, Boulder
- Tom Price Primary School
- Tom Price Senior High School
- Tuart Forest Primary School
- Warnbro Community High School

Cohort 7

- Bluff Point Primary School
- Busselton Senior High School
- Cassia Primary School
- Como Secondary College
- Darkan Primary School
- Endeavour Schools
- Greenbushes Primary School
- Lakelands Primary School
- Mullewa District High School
- Newman Senior High School
- Nollamara Primary School
- Sacred Heart Primary School, Thornlie
- Swan View Senior High School
- Xavier Catholic School, Hilbert

Cohort 8

- Albany Primary School
- Beldon Primary School
- Bridgetown High School
- Champion Bay Senior High School
- Geraldton Senior High School
- Karratha Senior High School
- Meadow Springs Primary School
- Our Lady of Mercy Primary School
- South Padbury Primary School
- St Brigid's School, Collie
- St John's School, Rangeway
- St Mary's School, Kalgoorlie
- Warnbro Community High School Education Support Centre
- Yanchep Secondary College

Cohort 9

- Balcatta Senior High School
- Beverley District High School
- Byford Secondary College
- Collie Senior High School
- Currambine Primary School
- East Hamilton Hill Primary School
- High Wycombe Primary School
- Jigalong Remote Community School
- Kalgoorlie-Boulder Community High School
- Narrogin Senior High School
- Norseman District High School
- River gums Primary School
- St Joseph's Catholic Primary School, Bunbury
- Wagin District High School
- Westminster Primary School



An initiative of the



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