

# Cohort 7 Impact Report

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## School Improvement Program

2020 – 2022



## About Us

The EDvance program is a key initiative of the Fogarty Foundation. It was established in 2012 to support schools by enhancing the capacity of school leaders to address the complex challenges in their schools.

To support the continued growth of the EDvance program and optimise its impact, from 2023 the Fogarty Foundation began working with Knowledge Society as a delivery partner. Knowledge Society is a purpose-driven organisation that supports school improvement initiatives across Australia to lift student outcomes and support school and system capacity.

### **Our Vision**

To improve the educational outcomes of children attending schools in challenging communities. We see a future where every child can have a great education in Western Australia, regardless of their postcode.

### **School Improvement Program**

We provide high quality support to build leadership capability and increase the overall effectiveness of schools, through our unique three year School Improvement Program, which brings together the best practices, resources and tools from education, business and philanthropy.

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## **We are proud of the achievements of Cohort 7 schools.**

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

# Introduction

## 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. EDvance has a two-track agenda: **School Improvement** and **Leadership Development**.

The program builds the capacity of school leadership teams to make evidence-based decisions to plan strategically and improve student outcomes. We bring together the best tools and evidence 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 Bold Goal of Fogarty EDvance: improving outcomes for all students, regardless of background

Fogarty EDvance began in 2012 with a commitment to supporting students in disadvantaged schools by assisting their leadership teams to plan strategically for change that would lift student outcomes. The Fogarty Foundation provided philanthropic support, bringing together leaders from the worlds of education, community development and business. The vision was to narrow the achievement gap for disadvantaged students and reduce the tail of underachievement.

**After 10 years, we are on our way to achieving our bold goal. Every cohort has made improvements to student outcomes. Now we aim to...**



## Overview of 10 year impact of the program

Many schools that have participated in the program have achieved strong growth and become high performing schools. Once schools complete the School Improvement program, they become part of the FED Alumni Network. Alumni principals come to workshops and talk through their Fogarty EDvance leadership journeys with new principals and leadership teams; alumni schools open up their classrooms and staffrooms for new cohorts to visit; and through the EDvance Instructional Adviser Model leadership teams work together to share best practice that impacts on student achievement.



**10 Cohorts**



**138 Schools**



**61,000+  
Students**



**470+ School  
Leaders**

**100%**

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

**~60%**

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

# What We Do

## Overview of the Fogarty EDvance program

The three-year journey embarked upon by school leaders is no small undertaking. Each year of the program builds on the previous year. The first year is particularly intense, laying the foundations for school improvement through the development of a three-year strategic plan. The subsequent years of the EDvance program build the capacity of school leaders to operationalise, embed and scale a school's strategic plan and monitor impact.

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



#### **In the first year of the program, schools:**

- Assess how they are tracking
- Are introduced to the EDvance School Transformation Framework
- Learn about tools for improvement and leading change
- Understand the evidence-base for teaching and learning
- Set a strategic direction for their school
- Create a robust school improvement plan, including targets and measures of success
- Start to implement their strategic plan
- Trial new changes to classroom practice

#### **In the second year of the program, schools:**

- Continue to implement their strategic plan and trial changes to classroom practice
- Learn from other schools as part of the Instructional Adviser Model
- Upskill middle level leaders as part of the Middle Leaders Program
- Evaluate and adapt their strategic plan

#### **In the third year of the program, schools:**

- Embed and scale effective practice
- Set their future direction
- Sustain the change

#### **Alumni Network**

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



## Other Key Components of Fogarty EDvance

### Middle Leaders Program

The Middle Leaders Program (formerly the Secondary Teacher Leaders Program) is offered in the second year of the program. It is designed for Heads of Learning Area and Program Co-ordinators who have not attended the Fogarty EDvance core program with their senior leadership team. It consists of five days of professional learning aligned to the key themes of the core program. This allows middle leaders to understand the logic of school improvement and develop their own instructional leadership skills. It is an important component of the Fogarty EDvance program, especially for larger primary and secondary schools. The leaders develop and implement their own action projects, and are supported with group sessions with program mentors. They reflect on their own leadership development journeys through impact stories.

### EDvance Teaching Intensives

The EDvance Teaching Intensives are held during the January school holiday period. The Intensives are hosted in partnership with Dawson Park Primary School, and are led by Dr. Lorraine Hammond, Associate Professor at Edith Cowan University, and Brooke Wardana, an early-years literacy expert.

Fogarty EDvance schools (including Alumni schools) enrol classroom teachers to participate in a four-day program of theoretical and practical learning focused on lesson design and delivery for explicit and high impact instruction. Scholarships are offered to graduate and pre-service teachers by the Fogarty Foundation and Knowledge Society.

The Intensives include one day of lectures at Edith Cowan University and three days of hands-on classroom learning at Dawson Park Primary School. On the school-based learning days, participants observe real lessons delivered by expert teacher practitioners modelling their craft with groups of early childhood, primary and secondary age students. Participating teachers watch and learn, then deliver components of the lessons themselves. They then receive feedback from experienced teachers who take on the role of instructional coaches.



### Instructional Adviser Model

The Instructional Adviser Model draws on the expertise and practical experience of schools who have completed the Fogarty EDvance program and gone from strength to strength in terms of school improvement and student attainment. These alumni schools host visits and meetings, and provide advice about school improvement to schools in the second year of the program. This leadership-to-leadership support is highly valued by participating schools.

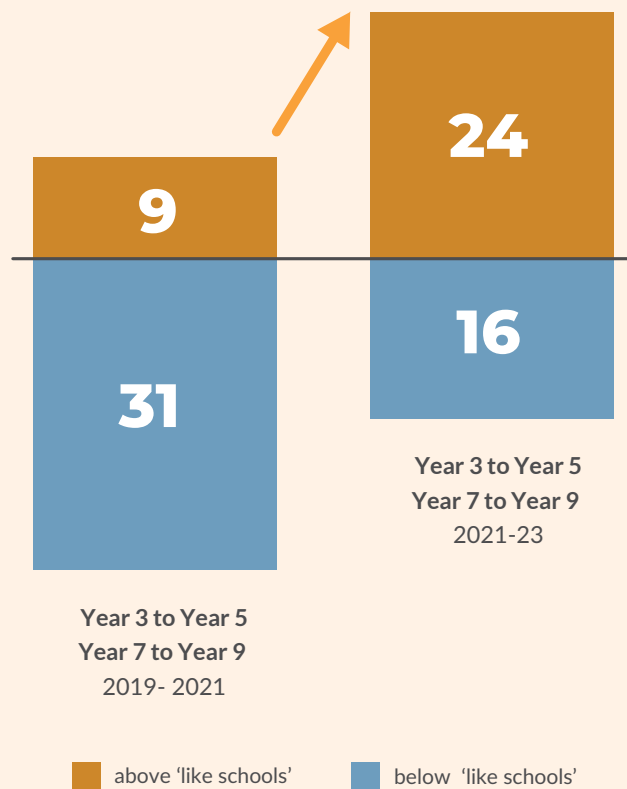
# The Cohort 7 Story

Cohort 7 schools experienced a challenging three years of delivering education, with several phases of the COVID-19 pandemic resulting in disruption to learning, staffing and wellbeing. The resilience and hard work of school teams in these trying conditions needs to be acknowledged. Schools worked hard to sustain energy and focus on more than operational matters. They were committed to prioritising growth and improved outcomes for students. Their efforts and achievements are commendable.

## Cohort 7 Schools

### Domains of NAPLAN – Progress Compared to ‘Like Schools’\*

**Cohort 7 schools achieved a collective improvement in NAPLAN progress compared to *like schools*.**



\*includes Government Primary and Secondary schools, where cohort size enabled progress to be measured during both periods



## Measuring Impact in the Fogarty EDvance program

The impact of the Fogarty EDvance program is measured in a variety of ways, including with rigorous, standardised data. This is important, because it provides the program team, sponsors, and participating schools with a clear, unbiased indication of progress towards goals.

The program uses NAPLAN data provided by schools and the Department of Education, and data provided by schools from the standardised *Progressive Achievement Tests* (PAT tests, published by Australian Council of Educational Research, ACER). These assessments track student achievement in literacy and numeracy. The program also uses the *Organisational Health Index* to assess the organisational health of schools (benchmarked against more than 2000 organisations globally across multiple industries), and the *Tell Them From Me*® survey (which provides for comparison against Australian norms, and allows tracking over time). Each of these measures adds to the picture schools have of where they are at and where they need to improve. Schools can use these measures to develop Key Performance Indicators (KPIs) and track progress against them.

### System-wide assessment data (NAPLAN)

When school systems make assessments about student achievement, they make comparisons to schools within the same sector (eg WA public schools), to all Australian schools, or to *like schools*. *Like schools* are those with similar ratings of socio-educational advantage (ICSEA ratings). Annual NAPLAN results enable us to compare student achievement and progress using the *like schools* comparison. Throughout this report, schools are considered to be performing *above like schools* if their NAPLAN achievements in a domain are higher than the WA public schools *like schools* mean. They are considered to be performing *below like schools* in that domain if their results are below the WA public schools *like schools* mean for that domain. Using this criterion, we have produced an aggregated snapshot of Cohort 7, comparing their progress performance to *like schools* in all five NAPLAN domains.

We also monitor school performance by comparing changes to NAPLAN results over time. For example, the growth in mean NAPLAN scores for a cohort of students in a school as they move from Yr 3 to Yr 5 (for example between 2019 and 2021) can be compared to the progress of a later cohort (for example the cohort that moves from Year 3 to Year 5 between 2021 and 2023). The difference between the two cohorts can be compared to mean cohort differences of *like schools*, WA public schools and Australian schools. It should be noted that care should be taken in attributing cohort differences to program changes, especially in small schools.

## Cohort 7 by numbers



**3 years**



**12 schools**



**50 school leaders**

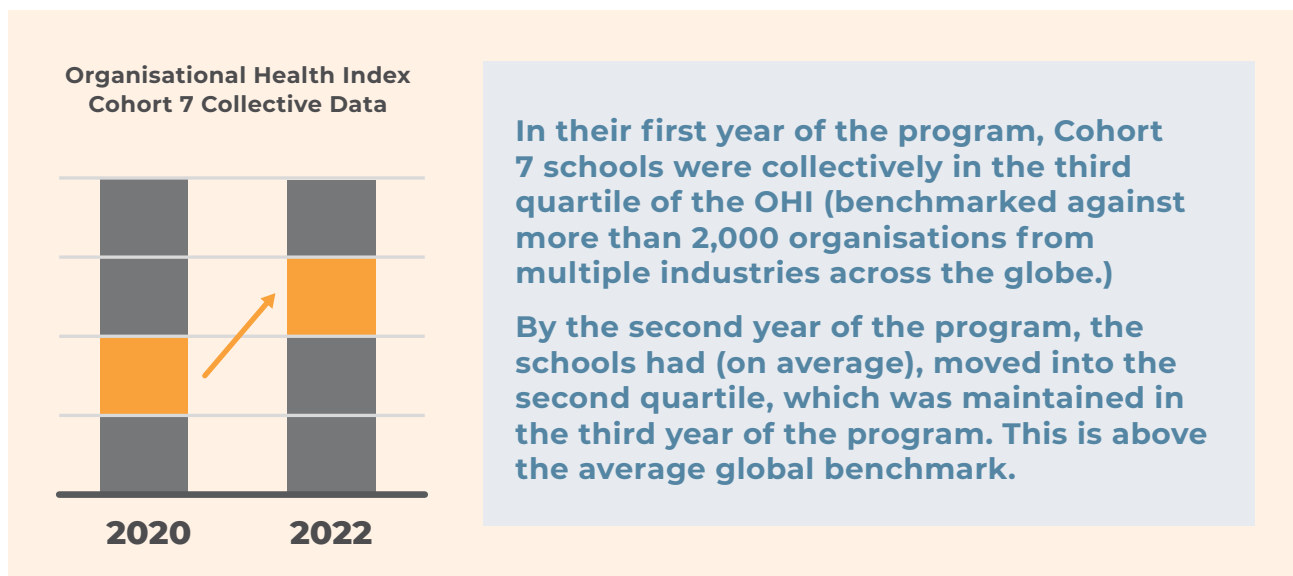


**4,800 + students**

# Organisational Health Index

Schools use the McKinsey & Co Organisational Health Index to assess how their organisational health is tracking. It provides a simple but powerful road map for leaders to make changes to those elements of health that improve performance and allow schools to achieve their moral purpose.

**Schools that substantially improve or sustain strong organisational health are in a better position to focus on improving student outcomes.**



**In addition, in 2022, 45% of Cohort 7 schools had maintained or achieved top decile organisational health**

## Tell Them From Me® Surveys

Tell Them From Me (TTFM®) is an online self-evaluation survey tool that assists schools to capture the views of students, teachers and parents. The suite of TTFM surveys developed by The Learning Bar is used extensively across Australia: over 45,000 teachers complete the survey each year. The Fogarty EDvance program is able to access this tool at a discounted cost from The Learning Bar and appreciates this philanthropic support.

The collective report for Cohort 7 schools showed improvement from the 2020 baseline in 7 out of 8 drivers. Despite the impact of Covid on this cohort, there have been improvements in all areas of teaching practice, with a significant improvement in Collaboration. An increase of 0.3 and above is considered a significant improvement.

Eight Drivers of Student Learning	2020	2022	'20-22
Leadership	6.2	6.4	+0.2
Collaboration	7.2	7.6	+0.4
Learning Culture	7.8	7.9	+0.1
Data Informs Practice	7.7	7.9	+0.2
Teaching Strategies	7.7	7.9	+0.2
Technology	5.8	6.3	+0.5
Inclusive School	7.8	8.1	+0.3
Parent Involvement	6.7	6.7	0.0

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

# **Cohort 7**

## Stories of Impact

# Bluff Point Primary School

The strategic approach to improvement and collegiate support offered through the Fogarty EDvance program have been extremely valuable”  
**Celine Bellve, Principal**

## Journey in Progress

### Starting the journey with Fogarty EDvance

Bluff Point Primary School in Geraldton serves around 250 students from Kindergarten to Year 6. When they started the EDvance program, the school was faced with inconsistent NAPLAN data. The leadership team was focused on improving student outcomes. While staff members were dedicated and hardworking, there was high variability in teaching across classrooms, and teachers didn't have uniformly high expectations for students.

### Strategic Focus

The school team's aspiration was to improve student NAPLAN achievement data from *at or above like schools* towards the WA public school mean. To achieve this goal, the leadership team communicated an expectation for consistency in quality teaching across the school, with reading a key literacy focus. Data-informed practice was prioritised to improve student outcomes at point of need.

### Major initiatives

The school improvement process started with a focus on developing collaboration in professional learning teams. The teams wanted their work to be informed by research, reflection, and feedback.

One of the foundations of the school's improvement plan was the implementation of a response to intervention model using *MultiLit* programs from K-2. The *MultiLit* suite of reading interventions is grounded in evidence-based best practice and is delivered through an explicit instructional approach. Teams set term-by-term targets for student progress in reading, with students participating in a suite of *MultiLit* literacy programs (*InitialLit*, *MiniLit* and *MacqLit*). In Kindergarten, the *Pre-Lit* program was implemented.

Students from PP to Year 2 took part in the *MiniLit* intervention, delivered to the students in cross-year groups by trained allied professionals. From Year 3 onwards, the *MacqLit* intervention program was delivered by teachers and education assistants and overseen by the literacy specialist teacher. The team focused on *MultiLit* data tracking systems to ensure students were making good progress, and used NAPLAN Reading, PAT-R and On-Entry data to summarise achievement and progress.

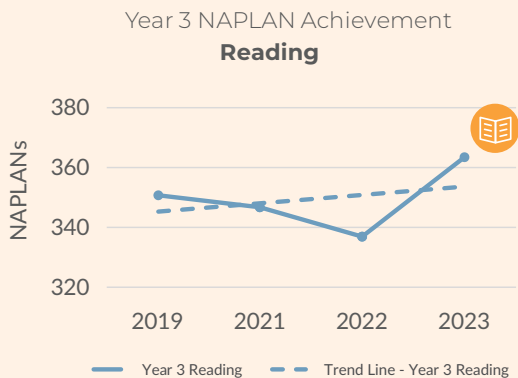
*Spelling Mastery* was introduced for all students in Years 3 to 6 in streamed groups. In 2022, *Reading Mastery* (Years 3-6) and *Connected Maths Concepts* (PP-Year 6) were introduced. An 'all hands-on deck' approach was implemented to reduce group sizes, and mastery data was collected after each lesson, allowing for immediate remediation when required.

Staff professional learning focused on developing high impact instruction practices. Ten teachers had completed the *Teach Well* Master Class series by the end of 2021, and all teachers had done so by the end of 2022. To ensure consistency and a continued focus on best practice, coaching skills were developed by engaging teacher volunteers. A whole school approach to lesson design was implemented using the *iSTAR* model. Teachers began 'Reflective Practice and Feedback' (observation) rounds in Professional Learning Teams with a focus on developing and refining understanding of the instructional model and associated teaching skillset.



Impact

Trends in NAPLAN Achievement – Year 3

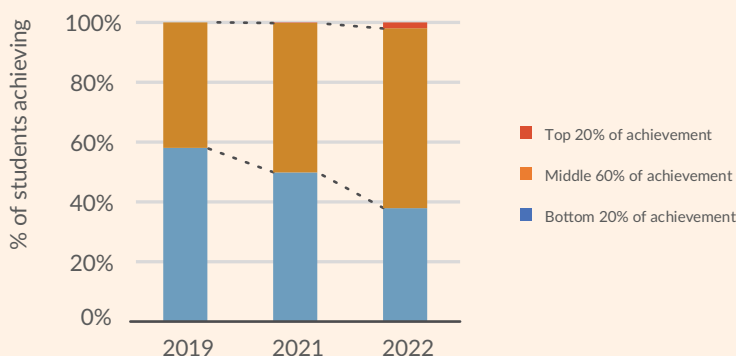


Despite the cohort variation typical of small schools, Bluff Point’s Year 3 NAPLAN data in the literacy domains of Reading, Spelling and Writing have all trended upwards.

Since 2019, Bluff Point has reduced the proportion of students achieving in the bottom 20% of Year 5 reading, with a corresponding increase in the proportion of students achieving in the middle 60% and top 20%.

Bluff Point PS Year 5 Reading Achievement

Compared to WA Public Schools



Future Focus

The leadership team at Bluff Point Primary School will ensure that new staff participate in *Teach Well* professional learning and coaching, and will increase the number of staff members trained as instructional coaches. They have committed to embedding the school’s instructional playbook and coaching model, supporting staff to understand that observation and feedback nourish professional growth.

To build on their progress with literacy, staff teams will continue to monitor the effectiveness of existing classroom and intervention programs and develop a bank of daily reviews related to *The Writing Revolution*. The school has committed to celebrating gains already achieved, and to staying the course.

# Cassia Primary School

Inspiring, Believing and Achieving through Excellence.

## Starting the Journey with Fogarty EDvance

Cassia Primary School is located on Kariyarra land in Port Hedland, in the Pilbara region of Western Australia. It is a large K-6 school catering for a diverse school population.

In 2020, the school commenced the Fogarty EDvance program, with a focus on growth in student achievement. Despite having some of the essential preconditions for learning already established at the beginning of the program, NAPLAN data from year to year was variable. This suggested to school leaders that student characteristics and pockets of good practice were the major factors driving learning outcomes at the school. They didn't want the progress of students to be dependent on which classroom they had been assigned and which programs teachers chose to use. The staff wanted consistent, high impact instruction across all classes in the school so that every student would have the same opportunities for strong year-on-year progress. These strategic directions guided the school's pursuit of academic rigor and impact.

## Strategic Focus

At the outset, Cassia Primary School's intent was clear: to progress from lagging behind *like schools* to surpassing them in NAPLAN. This aspiration drove the choice of focus areas for the school's Strategic Directions Document (SDD). The Cassia Primary School team embarked on an improvement journey characterised by initiatives that strengthened teaching and learning, initially through building teacher knowledge. The aim was to fortify core beliefs and practices, forging a more reliable and robust educational journey for every student.

Cassia Primary School commenced the Fogarty EDvance program with an impressive overall Organisational Health (OHI) score in the top decile of health. This indicated that the school was well-placed to commence a change journey.

## Improvement Journey

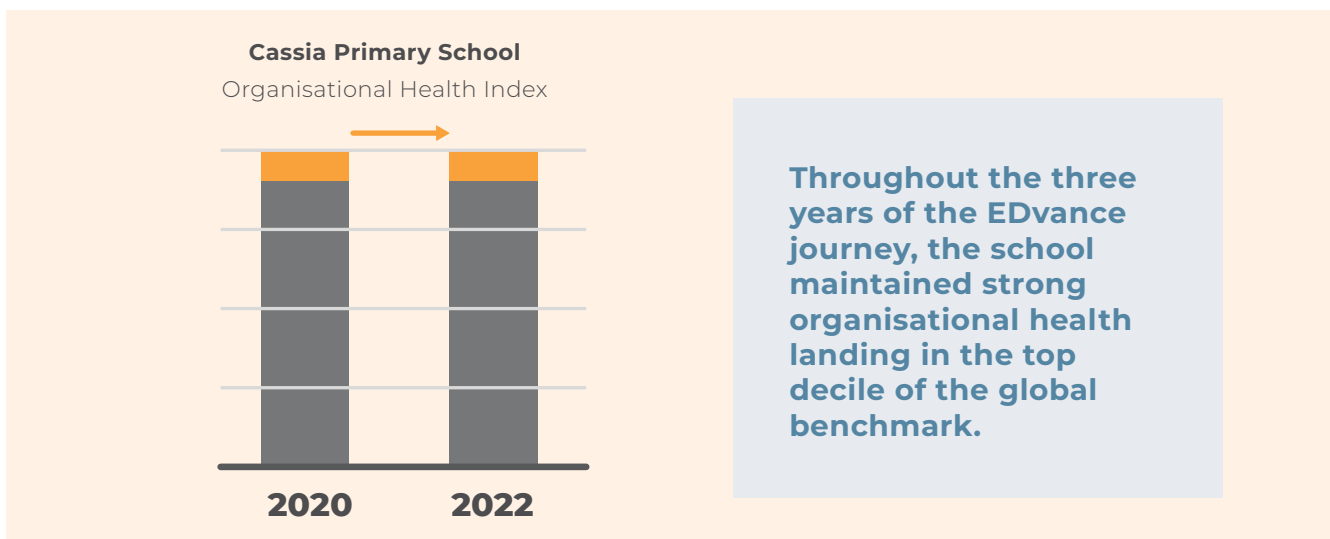
While continuing to prioritise a supportive and challenging workplace culture, the school embraced a distributed leadership model and intervention strategies to improve the reading proficiency of its students.

Literacy instruction received a boost through science of reading professional learning, empowering teachers with effective reading strategies. This initiative aimed to align teaching practices with evidence-based principles. The *MultiLit* Reading Tutor Program and the *MiniLit* program were already in place as Tier 2 interventions, and whole school pedagogy in *Talk for Writing* was already implemented with fidelity. To establish low variation pedagogy, EDI (Explicit Direct Instruction) was adopted across all classes, enhancing lesson structure and student achievement.

A focus on pedagogical coaching aimed to ensure uniform instructional practices, which also reduced the impact of regular staff turnover. The school pivoted towards re-establishing an agreed instructional model, instilling staff ownership of the vision, and fostering a united pedagogical approach.

The introduction of a peer observation and feedback model fostered collaboration. Teachers used triads to observe and reflect on classroom practices and engaged in mutual learning. By sharing best practice they collectively improved their instruction. This concerted effort empowered teachers to deliver effective literacy instruction, promoted consistent pedagogical practices, and fostered a supportive professional learning community.

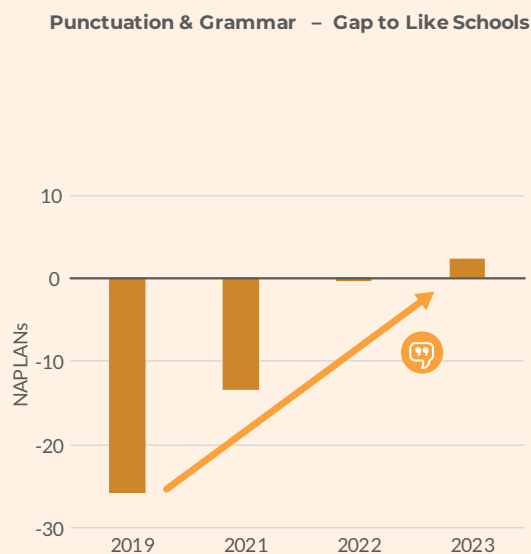
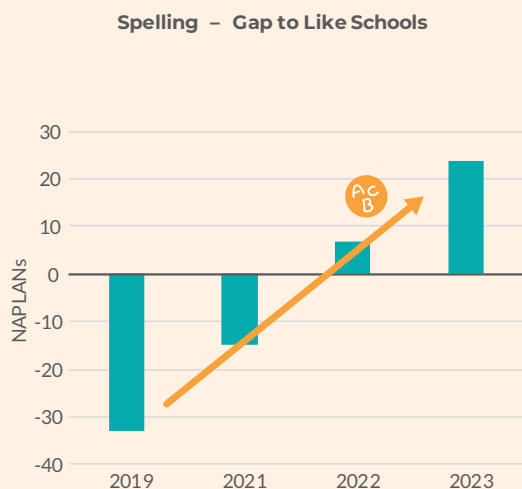
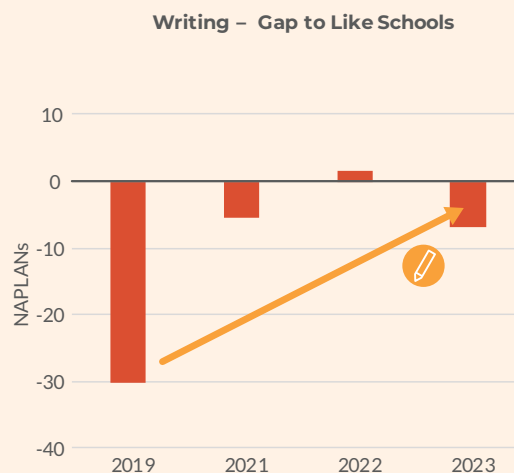
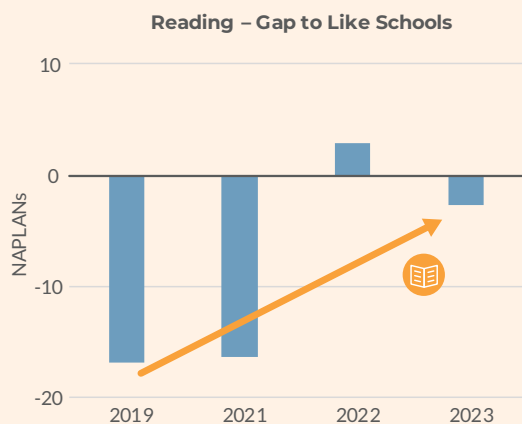
## Impact





The Year 3 cohort achievement data for Cassia Primary School has shown a promising general upward trend in all areas of literacy, meeting the goal of trending from below like schools to at or above like schools.

**Cassia Primary School**  
Year 3 NAPLAN Achievement



**Future Focus**

The Cassia team has committed to strengthening and embedding the initiatives that commenced in the first cycle of the Fogarty EDvance program and plan to continue these through the next cycle of strategic planning. There is an ongoing focus on reducing in-school variability and increasing fidelity in instruction, particularly through embedding EDI in all classrooms. The staff induction process will ensure new staff are comprehensively informed and upskilled in school wide programs and have a clear, shared understanding of the school vision with regard to efficacy in teaching and learning.

The school executive team has shown a clear understanding of the school direction and continues to support the development of middle leaders to ensure coherence across the school. The school will continue to build the capacity of middle leaders through the Fogarty EDvance *Middle Leaders Program*.

# Como Secondary College

## On the road to success

### Starting the journey with Fogarty EDvance

Positioned 6km south of Perth's CBD, Como Secondary College has around 800 pupils across Years 7-12. Prior to joining Fogarty EDvance, the school's NAPLAN results were above WA public school means across all domains, but not higher than schools with similar levels of socio-educational advantage. The waning performance of ATAR students was a concern, and signalled to the school leadership team that change was warranted. Peer observation was already being trialled, but high-impact teaching strategies (HITS) were still not being used by all teachers or across all classes. These hurdles underscored the need for a transformative journey at Como that brought the whole school community along – a journey to bolster instructional approaches, elevate student engagement, and galvanize overall school performance.

### Strategic Focus

The initial planning days of the Fogarty EDvance program gave the school leadership team a place to start. The team began by looking closely at the data provided by the school's *Organisational Health Index*, identifying work to be done in *Alignment* outcomes like *Direction*, *Leadership*, and *Work Environment*.

Through a process of reflection and data analysis, the leadership team identified that the school lacked a clear pedagogical framework. Although the staff at Como SC had already made changes with the objective of improving student results, there was no definitive instructional model. Insights from the 2020 *Tell Them From Me* survey highlighted discrepancies between teacher and student perceptions of student engagement. The goal was for both academic skills and academic challenge to be high.

The team at Como SC pinpointed three focus areas from the Leading for Learning Framework: leadership and management, curriculum and teaching, and conditions for learning and student voice. These focus areas reflected their analysis of the data, their understanding of their school's context, and their aspiration for Como SC and its students.

### Improvement Journey

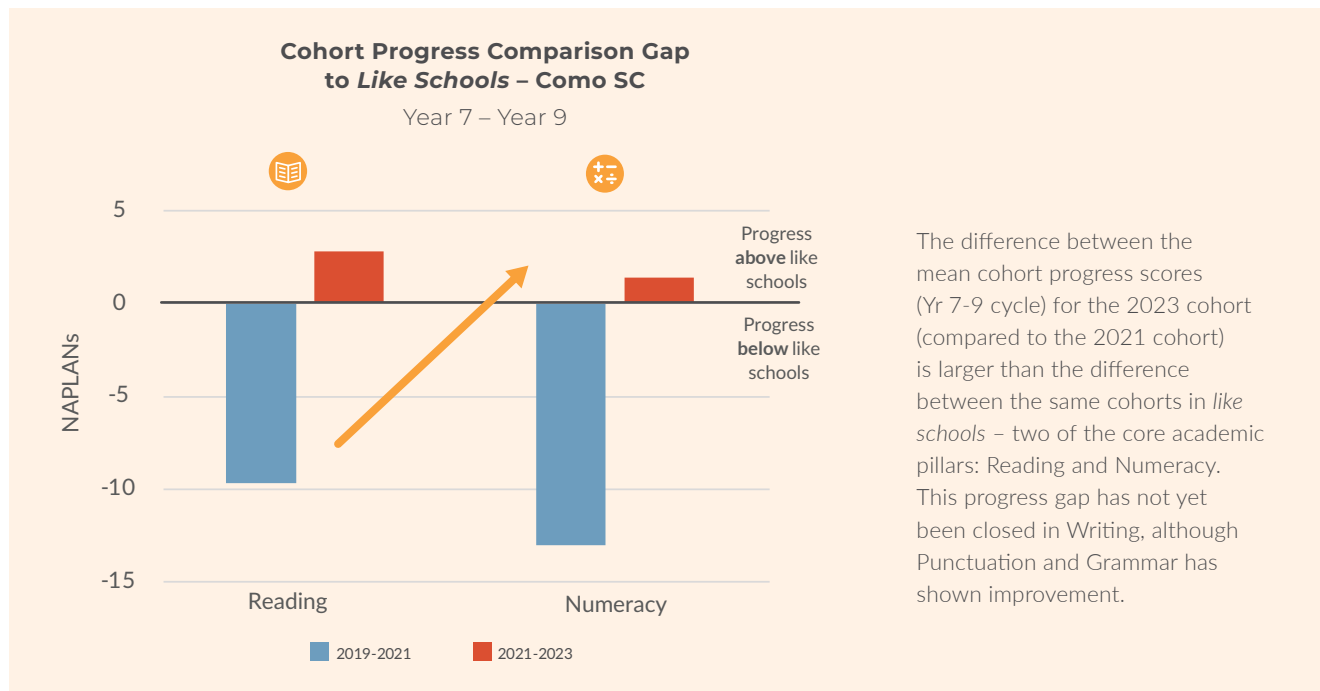
During the three-year Fogarty EDvance school improvement journey, Como SC placed high importance on school culture and student wellbeing. The College concentrated on cultivating opportunities and structures to foster a collaborative ethos. Timetabling was restructured to allow time for meetings centred around school improvement, instructional leadership, and coaching. Collaboration was prioritised over administrative tasks. This approach aimed to reinvigorate staff culture and enhance collective efficacy.

Leadership development included the participation of middle leaders and Level 3 staff in the EDvance *Secondary Teacher Leader* (STL) program (now the *Middle Leaders Program*), bolstering leadership skills and nurturing a strong cadre of effective leaders. An instructional model was developed, and a coaching team was established. The focus was supporting high impact teaching strategies through data-informed monitoring, with the goal of elevating teaching practices. This was seen as the key to better student engagement and overall school performance. The school leadership team emphasized the value of data-driven decision making. Data collection and analysis templates are now used to monitor HITS implementation, to offer tailored professional growth, and to celebrate achievements. Developing and refining the school's high impact instructional model and establishing an instructional coaching team provided continuous professional learning for teachers.

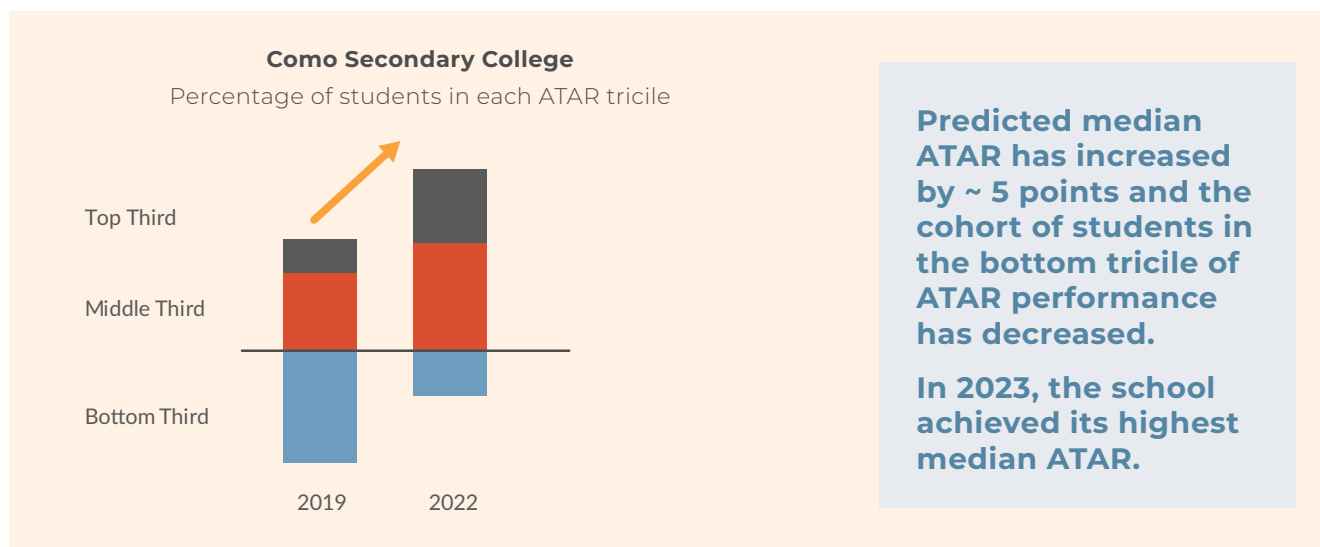


**Impact**

More effective teams are in place at Como SC, and promising student results reflect some of the changes that have been put into place.



The difference between the mean cohort progress scores (Yr 7-9 cycle) for the 2023 cohort (compared to the 2021 cohort) is larger than the difference between the same cohorts in *like schools* – two of the core academic pillars: Reading and Numeracy. This progress gap has not yet been closed in Writing, although Punctuation and Grammar has shown improvement.



**Predicted median ATAR has increased by ~ 5 points and the cohort of students in the bottom tricile of ATAR performance has decreased.**

**In 2023, the school achieved its highest median ATAR.**

**Major Learnings**

Secondary schools are large and complex in structure. In the first three years of a change journey, the focus needs to be on learning the processes rather than just focusing on desired outcomes. Professional learning for Level 3 staff is vital. Without their active, positive participation, progress can stall.

Throughout their three-year journey, Como SC leaders increased their awareness that change is a gradual process. The school leadership team understands the importance of both the *what* and the *how* in implementing change, and has come to appreciate that being in a rush is not beneficial. They recognise the benefits of seeking and acting on feedback, even if it puts initiatives behind schedule.

Fogarty EDvance's key planning tool, the Strategic Directions Document (SDD), is key to the change agenda at Como SC. It means that the route is planned and only needs to be adjusted if problems appear. The destination is based on evidence of what works.

**Future Focus**

As Como SC continues its improvement journey, the focus is on robust leadership development and effective collaboration to enhance teaching and learning. Teams will assess practices, collaborate, and track improvements, while refining role clarity and accountability. Integration of the Instructional Model and a robust coaching program will continue to foster growth. With groundwork set, the transition to classroom practice should yield ongoing positive outcomes. The school's future agenda emphasises curriculum alignment with quality teaching and assessment to optimise progress and wellbeing for each student.

# Darkan Primary School

## Green shoots are showing

### Starting the journey with Fogarty EDvance

Darkan Primary School is a vibrant rural school in the Wheatbelt that offers children a safe, nurturing, and respectful environment. With an enrolment of under 80 students, every child is valued as an individual, and is supported to improve and reach their potential.

In 2019, Darkan Primary School embarked on an improvement journey to ensure that students' achievement in literacy and numeracy (as tracked with NAPLAN data) was consistently strong, rather than varying from year to year. Staff were willing to trial whole school approaches, but despite their efforts, student achievement was not improving in a consistent manner. The challenge was implementing pedagogical change to ensure that teachers had a sound understanding of how students learn best using evidence-based approaches.

### Strategic Focus

Organisational health data collected at the start of the school's engagement with the Fogarty EDvance program showed that the school was in the top decile of organisational health, meaning they were well placed to commence their change journey. The shared goal of the school staff was to improve student achievement so that it was consistently *at or above like schools* in literacy and numeracy. The school team wanted to embed whole school learning programs with rigour and fidelity and reduce variability in teaching. This required improving teacher knowledge of how students learn. In addition, they set a target to significantly reduce the number of severe behavioural incidents across the school to ensure that students and staff could rely on a positive learning environment.

### Improvement Journey

The leadership team decided on a range of whole school initiatives. Staff members conducted whole school audits in reading and numeracy programs and practices. Instructional leaders provided professional learning on high impact instruction and data literacy to school staff. The school developed and implemented a whole school instructional model supported by instructional coaching. Weekly staff meetings were focused on curriculum, and members of the small staff team worked hard to ensure collaboration was effective. The school leaders also worked with staff members to adjust and refine the school's behaviour policy to ensure that it was implemented consistently.

To ensure student success in reading, the school team developed and implemented teaching expectations in the areas of phonics, phonological awareness, fluency, and vocabulary. *Spelling Mastery* was introduced across Years 3 to 6. Standardised assessments were used to monitor the progress of students undertaking Tier 2 interventions. To support numeracy acquisition, the *PRIME* Mathematics program (PP-6) was also introduced.

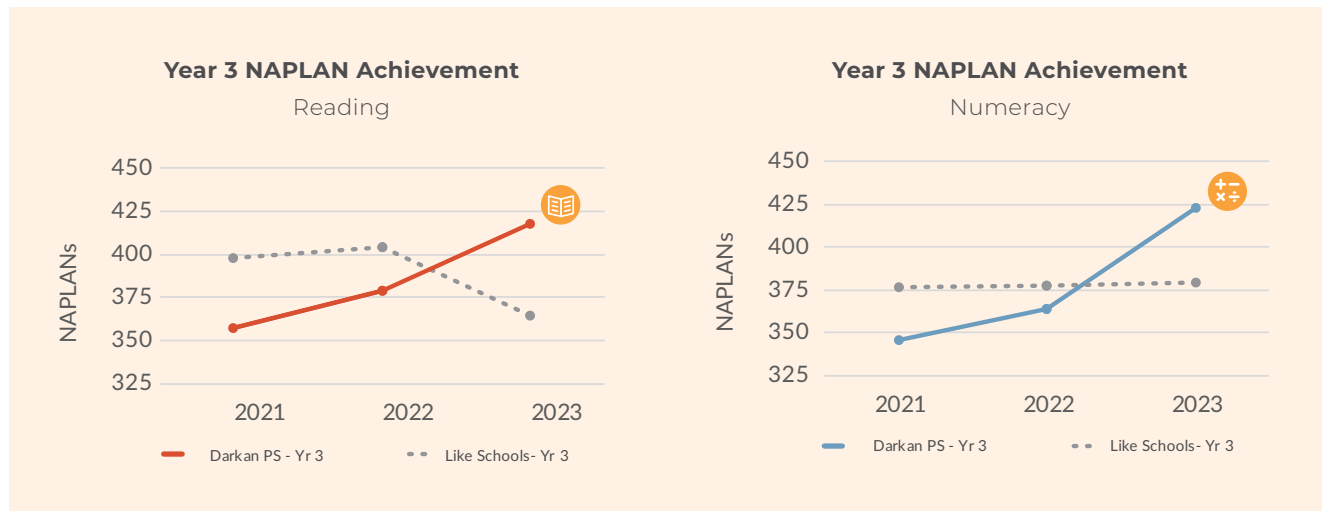




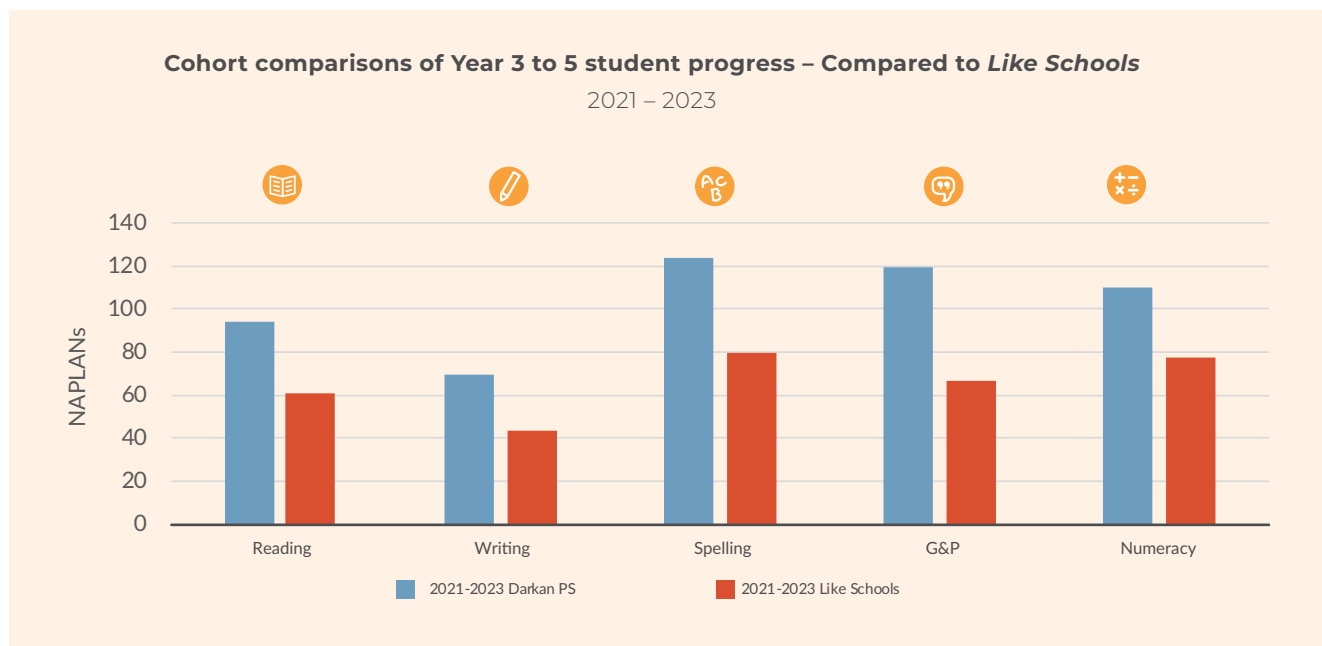
### Impact

Despite the changes in leadership, student demographics and teaching staff, an overall top decile Organisational Health Index score was maintained through the three years of the program.

Reading and Numeracy were the two focus areas of the strategic plan, and the data demonstrates growth over the three-year period. Notwithstanding variability typical of small cohorts, there is an improvement trend in Year 3 Reading and Numeracy over 2021-2023, with scores significantly *above like schools* in 2023.



In addition, progress from Year 3 to Year 5 was stronger in the 2021-2023 cycle than in the 2019-2021 cycle in reading, spelling, punctuation and grammar, and numeracy, and *above like schools* across all domains.



### Future Focus

The school has committed to embedding instruction in the Big Six of Reading, with a focus on comprehension and vocabulary. Teaching overviews for writing and the whole school mathematic programs will be embedded. Student data will be used to set fine grained targets for driving outcomes that optimise progress for students across the range of ability.



# Endeavour Schools

## Gaining traction

### Starting the Journey with Fogarty EDvance

Endeavour Schools provide an inclusive environment with opportunities where the Primary School and Education Support Centre (ESC) work together. The schools have a model in place with shared responsibility for improving academic outcomes and life skills for all students. While the teams from both schools compared to *like schools* worked well together and were focussed on doing the best for their students, student results were inconsistent from year-to-year and were *below like schools*. There was a wide variation in teaching practices across the schools.

### Strategic Focus

The integrated school leadership team aspired for primary school students to move from performing *below like schools* to *above like schools* and closer to the state average in NAPLAN, and for education support students to show an upward trend in literacy and numeracy performance in PAT Maths and PAT Reading. Three focus areas for the team were the development of the leadership capacity of staff, improving instruction and curriculum in literacy and numeracy areas, and ensuring that there was a safe and supportive learning environment across the schools.

Initial results from the Organisational Health Survey were below expectations – the leadership team realised that improvement in student outcomes would not be realistic or sustainable if improvements to school culture were not an area of focus, so they also articulated the goal of improving OHI outcomes.

### Improvement Journey

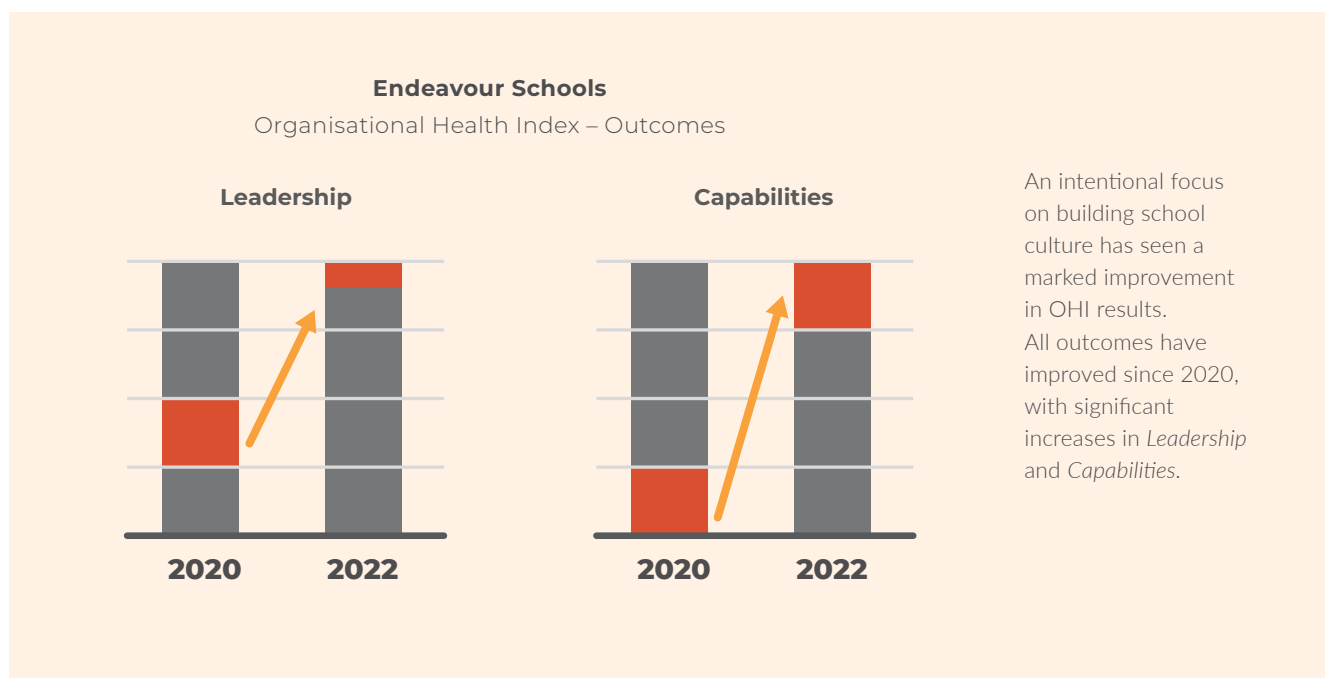
The team at Endeavour Schools recognised that addressing literacy acquisition early is critical for reducing the proportion of students falling behind. It is much harder to close the gap as students progress through primary schooling. To support improved student achievement in literacy, the school introduced evidence-based whole school approaches: critical reading, *Spelling Mastery*, and programs to support oral language and phonological awareness

Implementation of whole school approaches was an important initiative to address the critical literacy outcomes of students. *Words, Grammar, Fun and Heggerty* were embedded in early childhood classes and had a rapid and strong impact on pre-literacy skills of Kindergarten and Pre-Primary students.

To improve alignment in numeracy instruction, the *Stepping Stones* mathematics program was adopted across the school. At the same time, work was done to establish a whole school instructional model including coaching to support implementation.

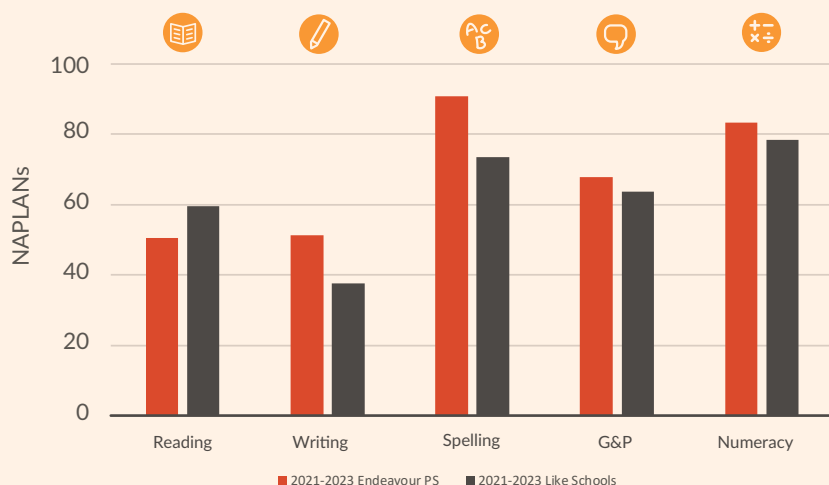
There was a commitment to developing a distributed leadership model throughout the school, and to defining clear roles and responsibilities. With an increased focus on alignment, Professional Learning Teams (PLTs) were established and began to develop a culture of disciplined dialogue and collaboration. Teachers committed to having regular disciplined dialogue in their PLTs that focused on analysis and reflection on student achievement data.

### Impact





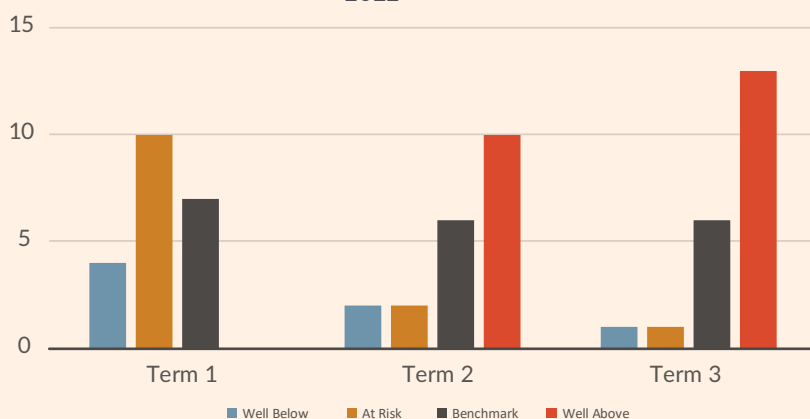
**Cohort comparisons of Year 3-5 student progress  
– Compared to Like Schools**  
2021 – 2023



The trend in progress data for students moving from Year 3 to Year 5 has been positive. For the 2019 – 2021 period Year 5 students achieved less progress than *like schools* in all domains except writing. By 2023, Year 5 students had made better progress in four out of five domains than the Year 5s from two years earlier, and achieved better than *like schools* progress in four of five domains.

**Endeavour PS – ACADIENCE**

2022



The impact of whole school approaches, including the instructional model, includes strong progress in reading measures in Pre-Primary. By 2022, these programs were well established.

Acadience tracks early phonemic awareness and word level decoding. By Term 3 in 2022, 62% of students were performing well above benchmark, with less than 5% at risk.

For education support students, reading and mathematics outcomes as measured by PAT tests improved for both junior and senior students from 2021 to 2022. The use of a data hub supported staff to embed SMART goals.

**Major Learnings**

The journey over the three years of the program has been challenging, but it resulted in clear and succinct structures and processes that enabled staff buy-in across the school and a targeted focus on improvement. Teams learnt to value and utilise the expertise of others, which led to innovative change and strong, positive relationships. Collectively designing an approach to the implementation of new instructional practices has allowed staff to refine teaching, sustain change, reduce variation, and develop a whole school approach. A consistent data-driven approach to planning has resulted in better evidence-based decisions at the classroom, cohort, and whole-school levels, driving whole-school improvement.

**Future Focus**

Work is still being done to strengthen the whole school approach, with a focus needed in both the Primary School and ESC to ensure that it is embedded and sustained. The school has committed to ensuring that the structures, procedures, and leadership practices that were put in place during the three years of the Fogarty EDvance journey are maintained. In addition, there is a commitment to an ongoing focus on upskilling new staff, and on using research to build of and refine practices.

# Greenbushes Primary School

## Progressing past the postcode

### Prior to Joining Fogarty EDvance

In 2019, the Greenbushes Primary School community was concerned by poor student performance in NAPLAN across all domains. The leadership team was aware that there was a lack of consistent, high-fidelity instruction or curriculum across the school, and that there had been minimal focus on quality teaching practice. The case for change was supported by low literacy achievement across the school in on-entry, Progressive Achievement Test (PAT) and NAPLAN assessments.

There was wide variability in teaching approaches, which put student outcomes at risk. Data collection and analysis were cursory and did not guide teacher planning and intervention. There were no appropriate scope and sequence documents to guide teacher planning. The school had an eclectic approach to interventions for the proportionally high number of students at risk.

The school was keen to be part of the Fogarty EDvance program, but as a small school, was concerned about the program cost. Talison Lithium, a local mining company that also sponsors other community ventures in the town, offered their support for the school to be part of the program.



*"Structuring opportunities for collaboration and coaching to support professional learning is essential to assist staff to implement and embed desired changes"*

**Chris Mott, Principal**

### Strategic Focus

The Greenbushes PS leadership team worked with staff to clearly articulate the school's aspiration: that students show growth from on-entry assessment at Pre Primary to NAPLAN Reading in Year 3, and that Year 3-6 students make sustained, above year-on-year growth in PAT Reading and PAT Spelling scaled scores. To achieve this, the goal was for teachers to consistently implement the school pedagogical model of explicit direct instruction and for staff to understand and use data to inform practice and measure progress.

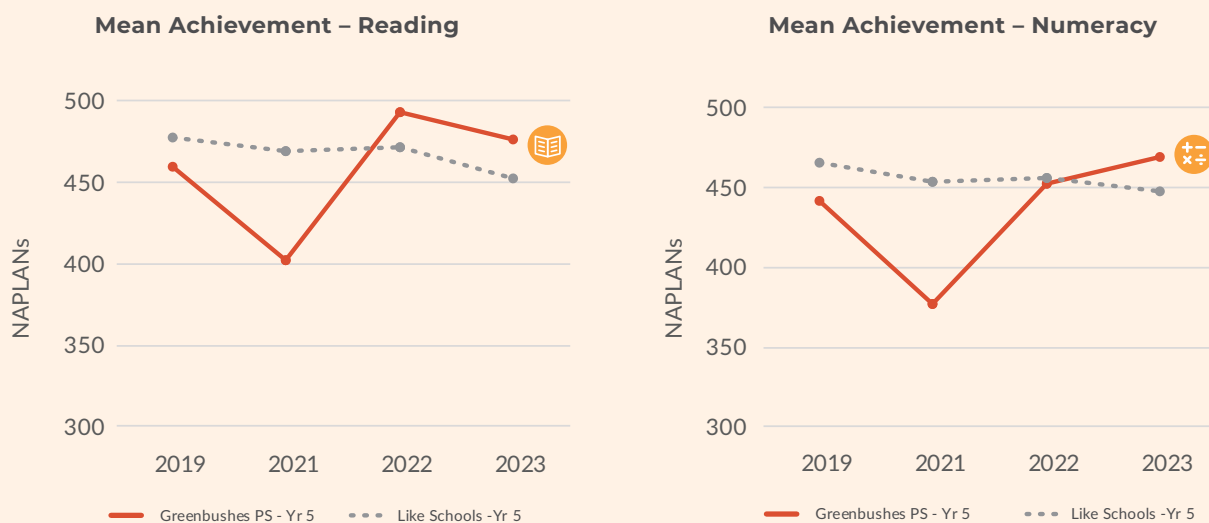
Teachers across the school developed skills in explicit direct instruction. This process included quality professional learning for teaching and support staff with 90% of teachers completing the *EDvance Teaching Intensives* or the *Teach Well* Masterclass program. At a school level, an instructional model was developed, with key elements and strategies modelled and implemented. The implementation was staged and supported in a gradual release approach to build staff confidence and buy in.

Teachers were supported to use consistent approaches in synthetic phonics, reading and spelling. Professional learning was provided to staff on the PLD early literacy programs, with the development of support resources to complement this. Decodable readers were purchased for home reading and in-class use. A Greenbushes PS literacy block model was developed for reading and spelling. Class observations, walkthroughs and instructional coaching reinforced the implementation of PLD programs in classrooms. The school leadership team researched suitable scope and sequence structures for English, collaboratively designed and resourced the scope and sequence elements, and provided professional learning to upskill staff on the use of the document.

The school focussed on ensuring that parents were partners in their child's education. Parent workshops were designed and delivered to support phonemic awareness and early reading and spelling activities at home. Regular parent contact was encouraged, with the Seesaw app supporting this initiative.

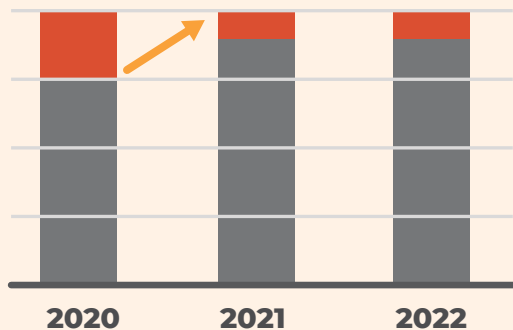
Impact

The Year 5 NAPLAN results provide a useful dipstick measure of the impact of the school improvement program. NAPLAN data shows that the small Year 5 cohort has had a steady increase in average achievement, particularly in reading.



In addition as Pre-Primary students starting formal schooling in 2019, the group was *below like schools*. In 2023, they achieved a Year 3 average NAPLAN reading score 30 points *above like schools*. The positive evidence-based approaches being utilised in the junior primary are beginning to show some similar progress in upper primary.

**Greenbushes Primary School Organisational Health Index**



**Greenbushes PS was able to maintain and improve their OHI data from top quartile to top decile health, despite leadership turnover.**

*“Even with three changes of leadership in the past 12 months, we continue to have traction and ongoing leadership development”* **Chris Mott – Principal**

**Major Learnings**

The school came to understand that change needed to be planned strategically, through engaging and involving all staff and managing the additional workload. It was essential to embrace opportunities to motivate and empower staff when challenges arose, thereby supporting their professional growth. Regularly reflecting on and reminding staff of the strong moral purpose of the school helped support a shared vision and the case for change. The use of evidence-based research guided the improvement of teaching practices and learning programs, and convinced staff that the need for change was crucial for success and progress. The leadership team learned that it is essential for all staff to receive quality professional learning and appropriate follow up for each professional learning opportunity. The importance of structuring opportunities for collaboration and coaching to support professional learning was a key takeaway; it assists staff to implement and embed desired changes.

**Future Focus**

The Greenbushes PS team is committed to continuing to build and implement a whole-school approach to teaching and assessment. A focus on writing will enhance standards in literacy, and there will continue to be a focus on strengthening staff skills to understand and apply data to inform teaching practice and differentiation. Sustaining and enhancing meaningful parental and community engagement will remain a priority.

# Lakelands Primary School

## Onwards and upwards – Stage 3 here we come!

### Starting the Journey with Fogarty EDvance

Lakelands PS started its Fogarty EDvance journey with a positive school culture, hard-working staff, and a dedicated leadership team that fostered a safe and orderly learning environment. Despite these strengths, the school's NAPLAN scores generally hovered just below that of *like schools* – the school leadership team were disappointed that the efforts and energies of the staff were not resulting in desired outcomes for students and were committed to changing this.

### Strategic Focus

Lakelands Primary School developed a strategic plan that prioritised *curriculum and teaching* and *building staff capacity*. To support the leadership team's commitment to raising student achievement in literacy and numeracy to *above like schools*, they focused on three key workstreams: a relentless focus on reading, embedding a common explicit lesson design across the school, and the use of professional learning communities that used data to inform teaching decisions.

### Improvement Journey

The Lakelands team started with a focus on reading across the school, with a whole school approach informed by the science of reading and *Letters and Sounds*. The importance of developing an effective consistent reading Daily Review format across the school that included phonics and vocabulary was recognised. To build phonological awareness, teachers and education assistants in K-2 were trained in the *Heggerty* program. Implementation of *Letters and Sounds* was supported by an external trainer who also undertook classroom observations and coaching. Reading fluency was prioritised. Teachers were trained to use the partner reading technique, and the development of text reading fluency was monitored using *Acadience*. To support reading comprehension, staff were provided with professional learning around comprehension techniques, and a literature spine with lists of appropriate texts for students at each year level was developed.

Teachers were trained through the *Teach Well* Masterclass and were regularly provided with the opportunity to visit other schools where this approach was being used effectively. An instructional coach and members of the school leadership team provided support with implementing explicit direct instruction as the school's model of lesson design and delivery. Year level collaborative team meetings focused on using data to identify student learning needs and track progress. The school committed to a further eight teachers undertaking the *Teach Well* program in 2023, making a total of 18 trained staff.

At the same time there was a concerted focus on capacity building for teachers and middle and senior leaders. The leadership team committed to regular meetings to review progress and do the collaborative work necessary to ensure alignment. The leadership team had weekly "Fogarty" meetings. They ordered lunch in on a Friday and met as a leadership team, reviewing the strategic directions document (SDD) and planning what they needed to push and what they needed to monitor according to what was observed in classrooms. This strategy assisted with a united front on the change agenda.

### Major Learnings and Next Steps

The explicit direct instruction change management process was vigorous, and some initial push-back from staff meant that there was a need to reassess timing of some aspects of strategic planning. Using feedback from the TTFM® surveys as a basis for ongoing staff feedback was positively received as staff had the opportunity to input into the strategic direction of the school.

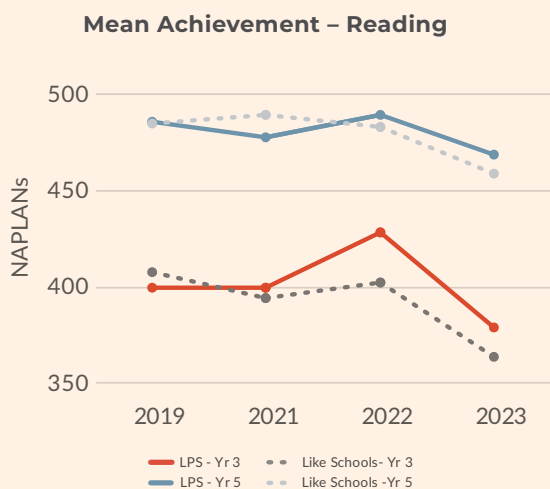
The leadership team developed appreciation of the need to pause and reflect on achievements. The next three-year plan involves a slowdown in implementation of new initiatives, to give staff a chance to feel a sense of accomplishment in the major changes they have made to their quality teaching practices.

*"Our Fogarty journey has allowed us to turn our school from a nice place to work with limited student outcomes into a thriving and excited learning community for staff and students. Having achieved our aspiration of exceeding like schools in three years we are now maintaining our high expectations by setting our sights on exceeding national averages."* **Brad Mitchell, Principal**

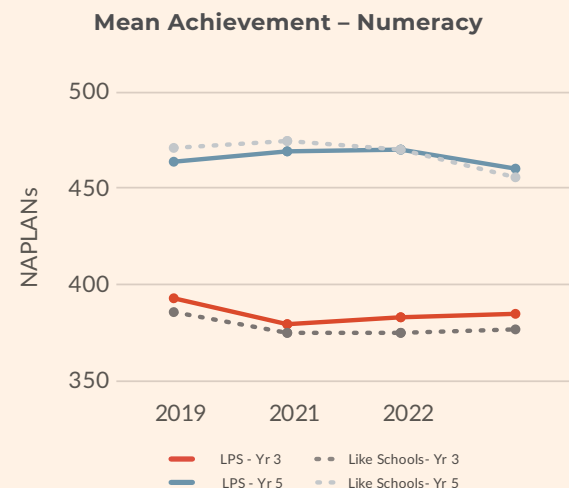
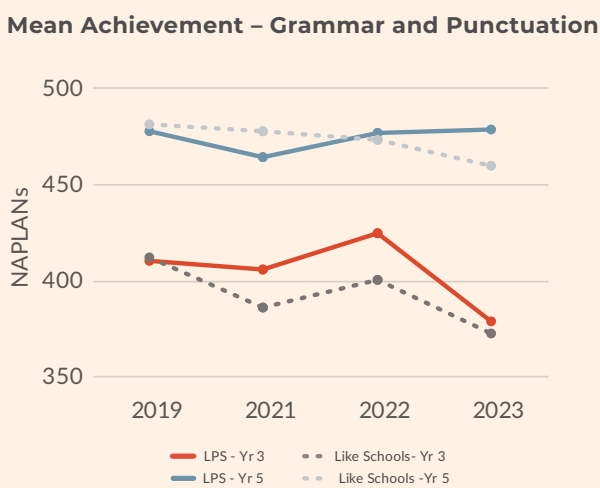
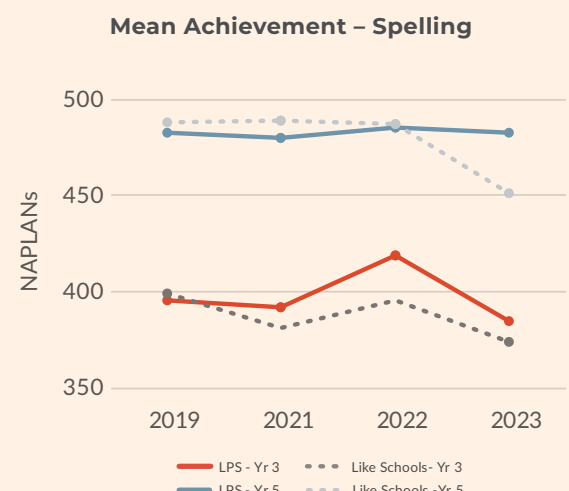
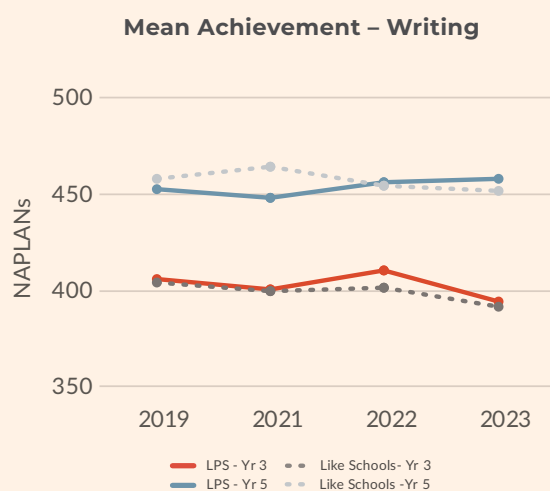


**Impact**

Student achievement across the board is trending reliably in the right direction. In 2023 Lakelands Primary School achieved its best NAPLAN results in the school's 10-year history, achieving results *above like schools* in all areas of NAPLAN.



**The school's major focus – Reading – has had real impact. NAPLAN Reading scores are substantially *above like schools* in both Year 3 and Year 5. No Year 3 student is below the national minimum standard in Reading and the top three proficiency bands in both Year 3 and 5 show significant growth.**





# Nollamara Primary School

## With time, change is possible

### Starting the Journey with Fogarty EDvance

Nollamara Primary School is a busy school of around 440 students situated around 7km north of the CBD. The school encompasses an Intensive English Centre (IEC) for students still learning English. Students move on to mainstream education after one or two years with the Intensive Language Centre. Its students come from a rich range of backgrounds and speak over 45 languages. There is more than 60% student transiency, with many families on visas and living in rental accommodation.

The leadership team at Nollamara Primary School was aware of the need to lift the literacy and numeracy achievement of its students. An initial audit revealed that there was a high level of variability in literacy instruction across the school, and some of the practices were not based on sound evidence about the best ways to support early literacy. There was high teacher variability in pedagogical approach and programs, no consistent approach to collating and analysing student assessment data, and lack of consistency in student grading and moderation. The decision was made to join the Fogarty EDvance program because it offered integrated support across leadership, management and teaching and learning.

### Strategic Focus

The school's aspiration for 2020-2022 was to improve student literacy. As most Year 3 students are English language learners, *like school* achievement in Reading and Writing was not a realistic goal, so the focus was on strong progress. The goal was for progress on NAPLAN between Year 3 and 5 in reading, spelling, and writing to move from *below like schools* to *above like schools*, and closer to the WA public school average. The leadership team aimed to develop data literacy amongst teachers and implement consistent assessments across the school.

### Improvement Journey

A literacy audit identified that five different literacy programs were being delivered. The decision was made to engage experts to reduce this variability and bring about changes to whole school practice. To support the introduction of a whole school literacy block Dyslexia SPELD Foundation (DSF) were engaged to deliver training and support for implementation of *Sounds-Write*.

*Sounds-Write* is a scripted, explicit instruction program that follows a scope and sequence. All teachers were trained and upskilled in *Sounds-Write*, followed by education assistants and the leadership team. Regular feedback and coaching was provided each term by DSF's *Sounds-Write* trainer, with an emphasis on fidelity to the program. A suite of programs (*Heggerty* and *Pre-Lit*) supporting phonological awareness in Kindergarten was also introduced. The strategic plan focused on the development of a whole school instructional model, which would align with and support the literacy focus. Coaching support for literacy instruction was built into the strategic plan.

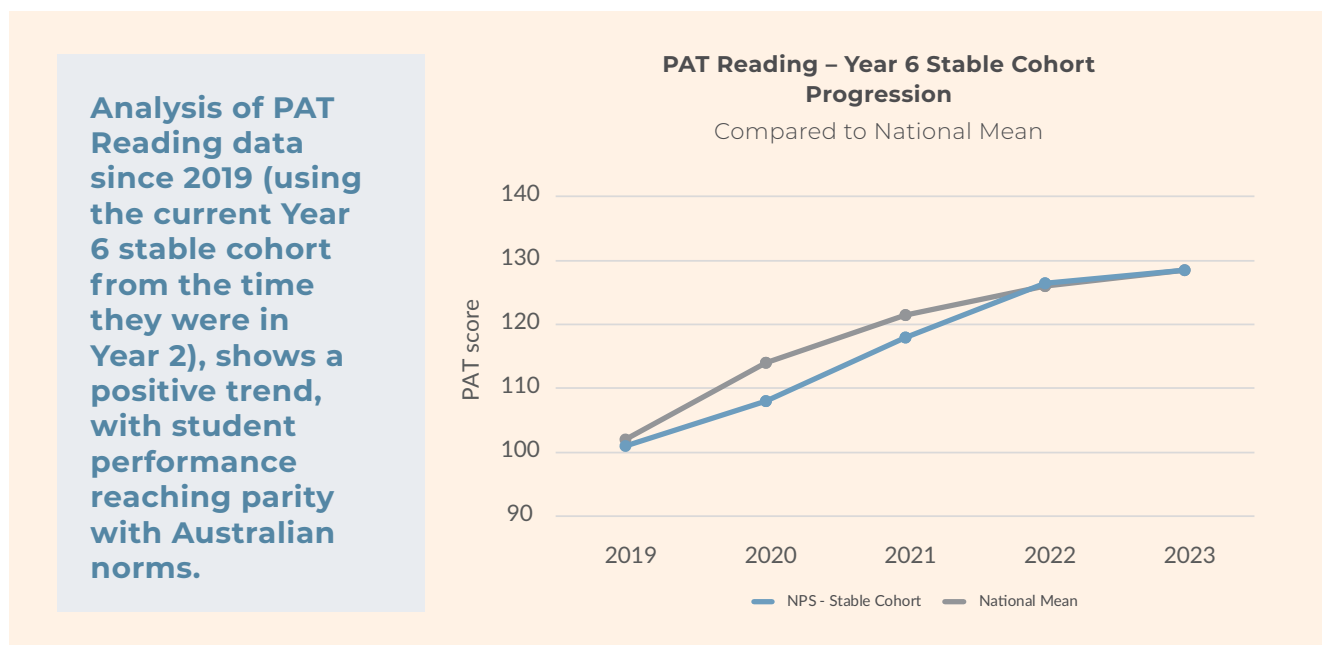
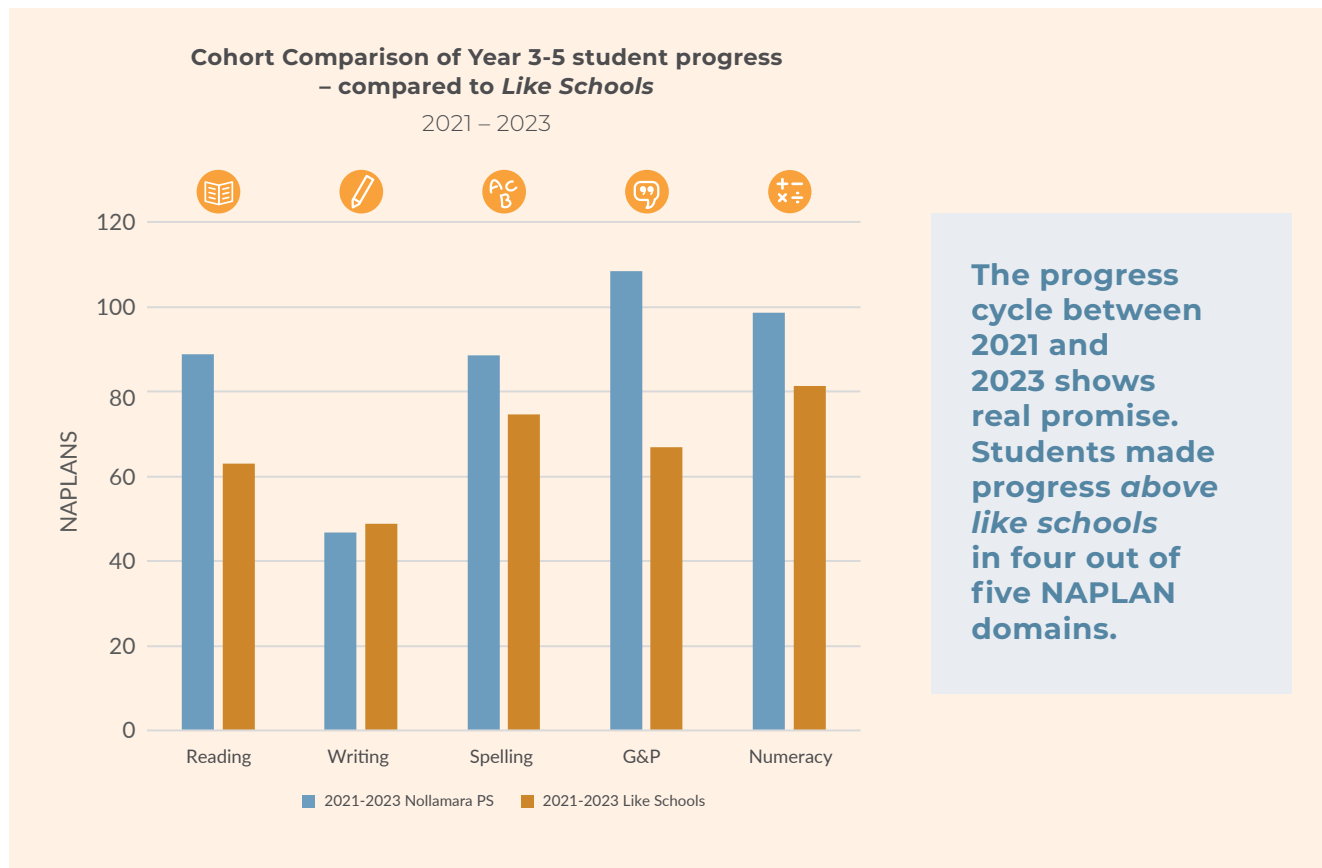
The school partnered with Elastik (previously known as Best Performance) to collate and interpret student data. Teachers continued to be offered professional learning to further build their knowledge and skills on interpreting assessment data and making consistent judgements. In the second year of the program, Nollamara also took the opportunity to engage with Two Rocks Primary School as an Instructional Adviser school, which further refined their instructional focus.





**Impact**

Between 2019 and 2021, students achieved *above like schools* progress in spelling as they moved from Year 3 to Year 5. The stable cohort improved by 40 NAPLAN points more than the Australian mean, which was very encouraging. The next progress cycle, between 2021 and 2023, indicated that the literacy interventions that the school has put in place have started to have an impact.



**Future Focus**

The team at Nollamara PS will continue to build on the gains that have been made over the last three years. *Sounds Write* will remain an important part of planning. There will be a focus on ensuring fidelity to this program and other curriculum programs by continuing to invest in training and coaching as required. This will see more staff move into coaching roles to support teachers.

A focus on writing is next on the horizon, with *Seven Steps* and the *Writing Revolution* identified as tools to help this process.

# Sacred Heart Primary School

## Writing journey

### Starting the Journey with Fogarty EDvance

Sacred Heart School, Thornlie, caters for around 400 students from K-6. At the start of the program the school staff were already collaborative and wanted the best for their students. With student results below expected levels, joining the Fogarty EDvance program was seen as a key strategy to assist the school to make changes if it wanted to improve outcomes for students. The school leadership team were keen to align instructional practices across the school.

### Strategic Focus

Writing results were stagnant and the school team at Sacred Heart were keen to investigate a new strategy. They chose to focus on improving student achievement in writing by developing a consistent whole school approach. There was an expectation that improving instruction in writing would lead the way to improvement in other areas over time. The team had a very clear focus: to implement changes and provide comprehensive support for staff on this journey.

### Improvement Journey

Initial *Organisational Health Index* data indicated a need to review school structures to improve elements of the school culture, so this also became a key focus of the school's improvement plan. The school increased its focus on instructional leadership, a clear vision, transparent and consistent practices, and staff professional learning.

It was decided that the *Talk for Writing* program would meet the school's objective of making significant changes in pedagogy, and through this, writing achievement. Consultants from the Dyslexia Speld Foundation (DSF) were engaged to assist with the implementation process.

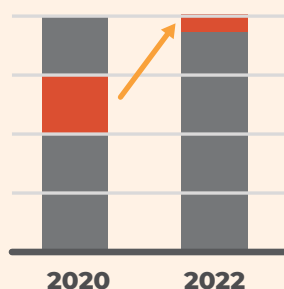
The leadership team committed to an initial in-service training for all staff including teachers and education assistants. A *Talk for Writing* team made up of expert teachers was established within the school. This team led and supported teachers to implement the program. Additional professional learning was provided so that these Lead Teachers could take up the role of refining not only their practice but also the school's performance. An observation and coaching protocol was put into place and scaled up over two years.

Four relief staff were also trained so that learning would not be interrupted when teachers were absent. Staff from the Early Years area were provided with additional, more specific, professional development. A commitment was also made to train new staff as they joined the school. As part of wider school program, a Pastoral Care Team closely tracked and monitored student performance across all areas, and identified students requiring additional support.

A key learning from the Fogarty EDvance program has been an understanding of the importance of teacher support, collaboration, teamwork, and engagement with external experts. School leaders adopted an instructional leadership model to ensure consistency and high expectations were set for both staff and students. Having all staff committed to the program was a crucial learning and element.

### Impact

**Organisational Health Index  
Sacred Heart Primary School Thornlie**

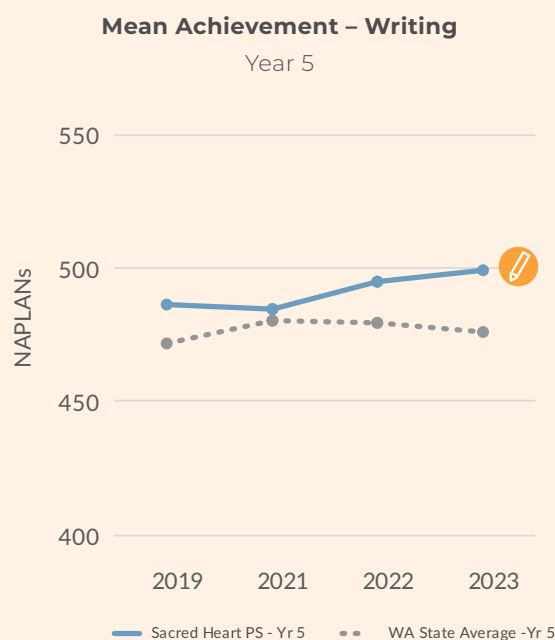
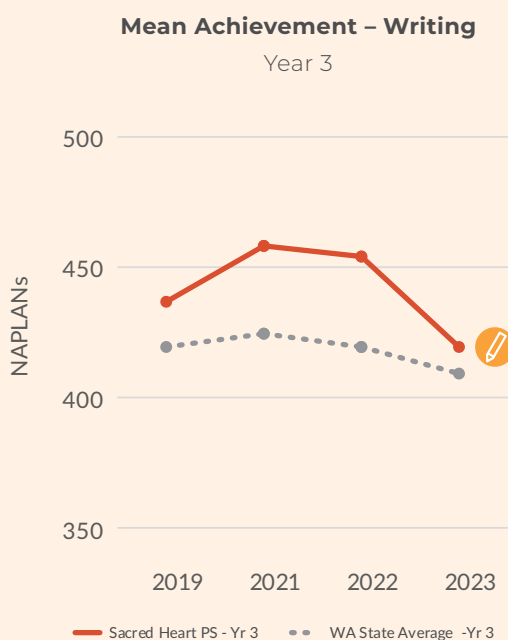


**Over three years, Sacred Heart PS moved from the second quartile into the top decile of the Organisational Health Index. In addition, all outcomes had moved into the top quartile of health by 2022.**

Sacred Heart’s focus on defining a key area of improvement and ensuring that staff were supported to implement it has paid off. In 2022, Year 3 and Year 5 students were above CEWA, State and National mean scores in writing. Similarly, Year 3 results were above the WA state average means in grammar and punctuation. Results in writing across the school have continued to exceed achievement levels in WA public schools in 2023. The ongoing improvement in Year 5 writing results is particularly encouraging.

In 2023 Sacred Heart became a model school for *Talk for Writing*, and hosted open days for both Catholic and public schools, with more planned for 2024.

**Sacred Heart PS has continued to perform above the WA public school mean in Writing, with the gap above the mean increasing in 2023 for Year 5 students.**



**Future Focus**

The school leadership team has a greater understanding of what is required to implement a whole school model and the support structures required to ensure it is successful, and plan to replicate this approach for future improvement initiatives. Sacred Heart will continue to focus on its literacy program. The next step is for key staff to be trained in the *Talk for Reading* program.

*“We will be using similar strategies to ensure success: enlisting outside expertise (short term and long term), forming a core team of teachers who become ‘expert’ in this area, visits to other schools which already have strong practices in place, researching, trialling and implementing explicit strategies to monitor success and analyse data collected to either support what we are doing or make changes. Being familiar with Milestones and KPI’s our school will use this method to break down tasks and explore effective phonological/phonics teaching, develop and implement how reading can be explicitly taught and explore how the Science of Reading research can benefit our school results.”*

**Steve Gibbs, Principal**

# Swan View Senior High School

## Doing great things for students one step at a time

### Starting the Journey with Fogarty EDvance

In 2020 the leadership team at Swan View Senior High School identified a number of areas of concern: the WACE Achievement rate and NAPLAN and OLNA results were generally *below like schools*, and the high turnover of staff had resulted in a lack of contextual understanding and consistency in practice amongst staff. The 2020 school review rated the school as “needs improvement”. This concern was supported by initial Organisational Health survey overall results, with all outcomes rated in the bottom quartile.

### Strategic Focus

The team aimed to improve student outcomes in WACE Achievement and improve progress in NAPLAN and OLNA, with an initial goal of creating a secure and settled school climate in which students could focus on learning. A second major focus was introducing high impact teaching strategies with a focus on literacy and numeracy.

### Improvement Journey

The leadership team was committed to creating a calm and orderly learning environment, with the *Positive Behaviour Support* (PBS) initiative rolled out across the school. The PBS team included a staff member from each learning area, and PBS lessons were integrated into the curriculum. Social and emotional well-being surveys were conducted with students to identify areas of need in the school. Strategies were put in place to support students, including the establishment of student support groups to ensure the school felt safe for everyone.

At the same time, high impact teaching strategies were prioritised, with staff attending professional learning with Dr Lorraine Hammond, as well as the *EDvance Teaching Intensives*. Staff also engaged in *Teach Well* as high impact teaching strategies continued to roll out across the school. A primary trained literacy co-ordinator with experience in explicit instruction was engaged to work with students and teachers. All classes implemented learning objectives and success criteria at the start of each lesson, and there was an expectation that teachers would use Daily Reviews.

Intervention programs were put in place for identified Year 7 and 8 students, with an additional two periods of literacy intervention each week. Foundation classes were offered for Year 11 and 12 students to help these students attain minimum literacy and numeracy standards.

### Impact

With a focus on including staff in the improvement journey, there has been a significant increase in Swan View Senior High School's OHI from 2020 to 2022. In three years, all outcomes improved. Of these five improved significantly, reflecting improvement in direction and staff motivation.

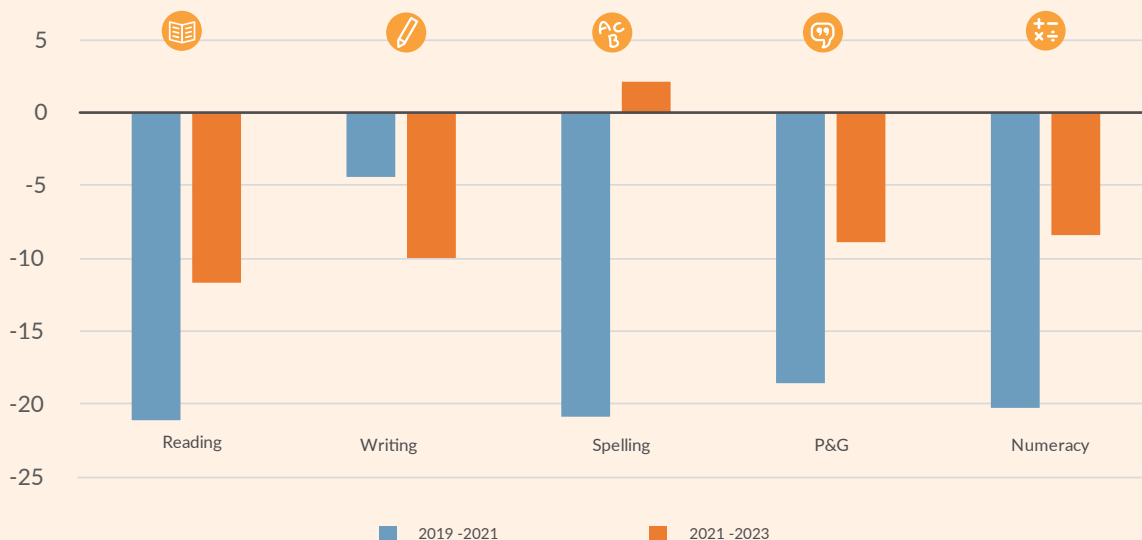
OLNA attainment results for Year 12 also reached their highest level to date in 2022, with 95% of Year 12 students meeting OLNA requirements. While attendance numbers have decreased over the last two years, they remain above the levels of *like schools*.



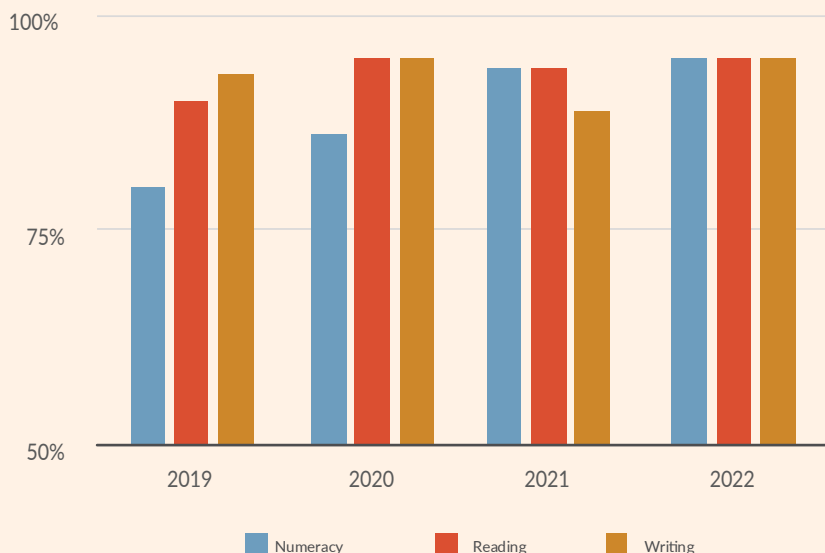
COVID-19 had considerable impact on student engagement and attendance at Swan View SHS, which made it difficult to optimise student gains. Encouragingly, some green shoots in student results are evident: the progress gap to *like schools* has improved in 4 out of 5 NAPLAN areas, with progress in spelling moving to *above like schools* in 2023. The 2023 Year 9's made more mean progress in spelling than students in *like schools*. The cohort also made more progress (when compared to *like schools*) than the Year 9 cohort in 2021 (across all NAPLAN domains).

**Cohort Comparison Gap to Like Schools  
– Swan View SHS**

Year 7 – Year 9



**OLNA – % of Year 12 Students competent after R2**



**OLNA attainment results for Year 12 reached their highest level in 2022, with 95% of Year 12 students meeting OLNA requirements.**

**Future Focus**

The school's future priorities revolve around developing consistent classroom practices, establishing common expectations for both students and staff, and fostering a culture of accountability. The school is committed to further improvements in WACE and NAPLAN for its students. Improvements in WACE and NAPLAN achievement levels remain a goal.

By focusing on consistent practices, shared expectations, professional learning, and instructional coaching, Swan View SHS aims to strengthen the overall effectiveness of its teaching staff and create a supportive environment that promotes ongoing growth and excellence in education. These strategic efforts will contribute to the school's vision of becoming the school of choice in the local area, ensuring that students receive a high-quality education and the opportunity to reach their full potential.

# Xavier Catholic School, Hilbert

## Xavier's Numeracy Journey

### Starting the Journey with Fogarty EDvance

Xavier Catholic School, located in the City of Armadale, caters for over 450 students from Pre-K to Year 6. Prior to starting the program, staff were committed to working with students to achieve their full potential, but NAPLAN results indicated the school had been performing below other Catholic (CEWA) similar schools for an extended period. Joining the Fogarty EDvance program was seen by the Leadership Team as an opportunity to develop a shared direction to implement changes to improve student outcomes.

### Strategic Focus

The team at Xavier decided to focus on improving student achievement in Numeracy. The challenge was to develop a consistent approach to teaching numeracy across the school, with an agreed lesson structure and content delivery. Implementing consistent teaching practices across the school was prioritised. The collection of whole school assessment data was not being used effectively to track student progress. It was also important to develop staff capacity to analyse and track student progress to drive planning and teaching.

### Improvement Journey

The team took a systematic approach to improving numeracy. A Numeracy Team was established to work with staff and led this change. The decision was made to introduce a whole school program, and *PR1ME Mathematics* was incrementally introduced across the school. The school engaged with specialist numeracy consultants from CEWA to facilitate the implementation of instructional strategies across the school. "Mad Minute" was introduced in Years 1-6 to improve fluency and understanding in basic maths facts.

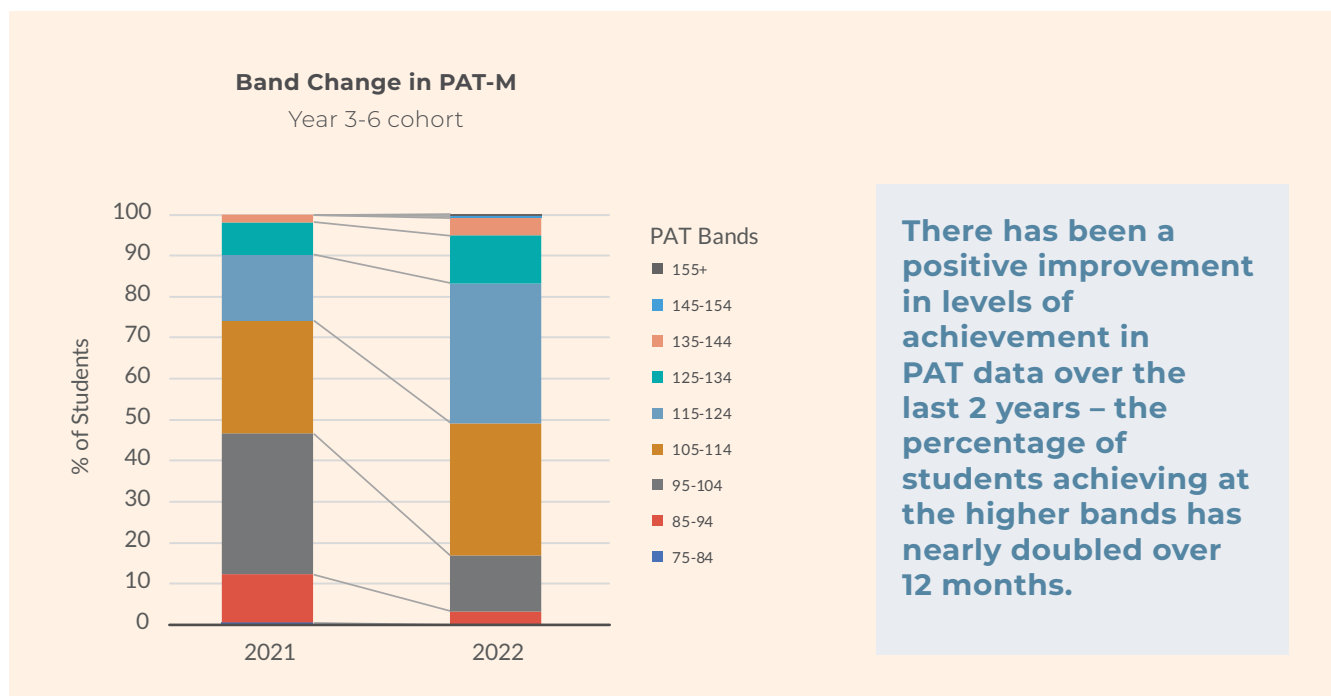
At the same time, staff were actively engaged in the analysis and use of student data. They were trained in data analysis and provided with collaborative time to review and analyse, with an initial focus on Numeracy.

Teachers were supported to use an explicit instruction framework to support mathematics instruction and maintain consistency. The goal was a whole school focus on what good teaching looked like. The Leadership Team provided purposeful feedback and direction to staff through regular goal setting, classroom visits and a performance review process.

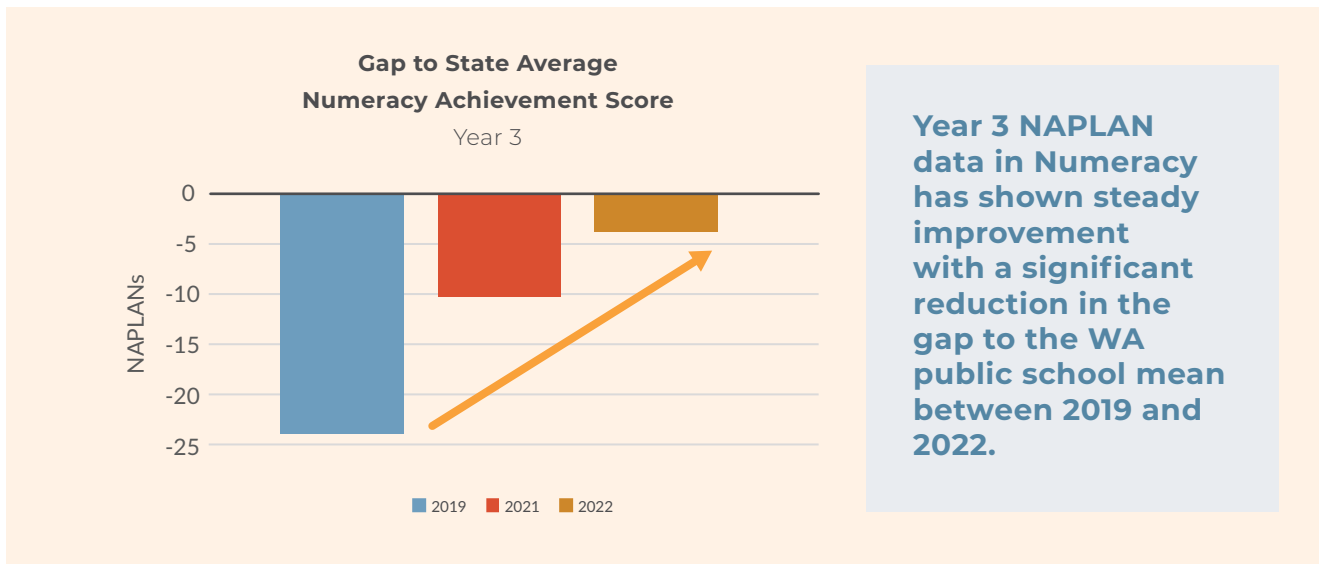
The Numeracy Team has continued to meet several times a term to monitor and discuss existing initiatives milestones and KPIs and make necessary changes/adjustments as required. They have worked hard to ensure that data is monitored regularly by teachers and used to inform and improve practice. The team provided ongoing support and professional development for staff.

### Impact

At the time of PAT assessment in 2022, the Year 3 cohort had used the *PR1ME Mathematics* program for the previous two years; the Year 5 cohort was only introduced to the program in 2022.







**Key Learnings**

The Leadership Team came to understand the importance of ongoing support and guidance for all staff to ensure understanding and momentum was maintained throughout the program. Ongoing communication and investing in time for staff ‘buy-in’ was imperative to sustaining and driving school improvement. Managing change requires time, effort, commitment, and a shared approach. The timing and pace of change requires flexibility and adjustment as required to ensure all staff are brought on the journey.

An important takeaway from the school’s engagement with the Fogarty EDvance program was the importance of creating and maintaining a team with the capacity and willingness to continually revisit, review, and identify areas for improvement. This team led staff across the school to set high expectations for their students and supported them to use data to inform their planning and professional judgements. Once milestones and targets were reached, it was important to celebrate success.

**Future Focus**

Xavier Catholic School will continue to embed a whole school Numeracy program, with the dedicated Numeracy Team providing support and ongoing professional development for staff.

Other whole school approaches will be investigated and implemented using the same strategies, including professional development and follow up meetings, and quantifiable measures of student progress.



# Fogarty EDvance Schools – 2020-2022

## 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  
Nollamara Primary School  
Sacred Heart Primary School, Thornlie  
Swan View Senior High School  
Xavier Catholic School, Hilbert

## Cohort 8

Albany 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  
Beldon Primary 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  
Narrogin Senior High School  
Norseman District High School  
Rivergums Primary School  
St Joseph's Catholic Primary School, Bunbury  
Westminster Primary School

## Cohort 10

Ashdale Primary School  
Bruce Rock District High School  
East Hamersley Primary School  
Katanning Senior High School  
Kellerberrin District High School  
Kewdale Primary School  
Meekatharra District High School  
Mundaring Primary School  
St Elizabeth's Catholic Primary School, Hocking  
St Thomas More Catholic Primary School, Margaret River  
York District High School





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