2019 Fogarty Report

Fogarty Foundation

Creating opportunity, realising potential

The Fogarty Foundation advances social change through education.

The Foundation was founded in 2000 by Brett and Annie Fogarty to support and provide educational and leadership opportunities.

The Foundation identifies areas of focus and support and develop programs that deliver educational opportunities that have wide impact. Over the past 19 years, the Foundation has partnered with a range of organisations as well as incubating initiatives to address needs in education.

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

- **Transformational Leaders:**
  Empowering, extending and creating opportunities for high performing and high potential students.
- **Excellent Teaching for all Students:**
  Inspiring excellence and high quality instruction in schools by investing in teachers, school leaders and school principals to ensure that all students receive a high quality education.
- **Future Ready Students:**
  Catalysing innovation in education to ensure that today's students are equipped with skills for the future.

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

Through education we are building stronger communities in Western Australia.

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Chairperson's Report

Annie Fogarty AM, Executive Chairperson, Fogarty Foundation

Quality education builds strong, vibrant and engaged communities, which is why the Foundation continues to help ensure that all children have access to a first class and future-relevant education. We work across the spectrum of our community, focussing on Transformational Leadership both in schools and the wider community, Excellent Teaching for All Students and Future Ready Learning.

We see learning as a life project - not just a preliminary stage before a job, but central to life, with the need to constantly upgrade our skills and competencies. Which is why we must engage students in their education from an early age. Young people need to be active learners powered by curiosity and inquiring minds. And we need to support our teachers and educators to achieve this.

In 2019 there are 63 Fogarty Scholars studying at UWA and 85 alumni who are studying nationally and internationally or working in roles that are having real impact in their professions and the community. UWA Fogarty Scholar Dave Sherwood, and Bibliotech the company he co-founded, have been listed in the Forbes 30 Under 30 Europe Social Entrepreneurs for 2019. A recognition of the world-class capacity of the Scholars has seen a renewed focus for the Foundation. This year we have an enhanced focus within the Scholars Leadership Program on enterprise, as WA needs to be competitive with new technologies and businesses for the 21st century.

We value our partnerships with quality organisations such as The Smith Family, Dyslexia SPELD Foundation, the Perth Festival and the schools of education at our universities. They are all working to provide effective opportunities for children to learn, with particular support for those who face educational challenges. We are also pleased to have established the Fogarty Literary Award with the Fremantle Press which will be one of Australia's most prestigious awards for emerging authors while encouraging the reading and the writing of Western Australian stories.

Through creating and managing Fogarty EDvance for over 6 years and now working with 83 schools across WA, we have identified areas that are critical levers for improving educational outcomes, particularly in low socio-economic areas. These include an emphasis on foundation literacy and numeracy skills and classroom instruction. We are integrating these in the schools with which we work through supporting school leadership, expert engagement, Teach Well Intensives for graduate and experienced teachers and a secondary school high impact model.

Fogarty EDfutures is exploring learning opportunities within the growing education ecosystem. We are identifying areas of excellence and highly effective practise, supporting educators to develop and disseminate ideas, resources and methodologies. As part of new learning opportunities, Coderdojo WA continues to provide free, fun coding classes with over 120 dojos operating in schools, TAFES, universities, libraries, community centres and businesses across the state.

The Foundation's outcomes are made possible by the work of our committed team. I would like to thank Jenny Devine for her work with us as Executive Officer as Caitlyn Fogarty now takes over this role.

I would also like to thank all the individuals and organisations who assist us, particularly our Trustees. Tony Dale who has been a Trustee for ten years retired from the board last year and we welcome Megan Enders who was the inaugural EDvance Program Director, as a new Trustee. Julia de Lorenza was the UWA Fogarty Scholar representative in 2018 and this year we are joined by the 2019 President of the Fogarty Scholars Association, Lydia Almedia.

It is a privilege to have this foundation and to be able to work in the game-changing field of education. We are able to have the impact we do, due in part to the exceptional people with whom we work. A number of these people give their time and expertise freely as they recognise the importance of quality education for all and the benefits this brings to our whole society.

The Foundation starts its nineteenth year with a sense of real purpose based on the impact we have had with education since our beginnings in 2000. The real contribution to education outcomes has been possible by the exceptional people we partner and work with. My thanks to their generosity of time and expertise in a common pursuit of building an educated society that benefits all.

Executive Officer's Report

Caitlyn Fogarty, Executive Officer, Fogarty Foundation

I am excited to take the role as Executive Officer. Having been a Trustee for ten years, I have seen the growth and successes of the Fogarty Foundation. It has been a great learning experience to work with Fogarty EDvance and see first-hand the shift in education outcomes and mindsets. I am excited to now be working closely to support the bold future of the Fogarty Foundation.

My focus is the partnerships we have established, and the potential partnership we can develop. Partnerships are pivotal to growing the impact of all our work in education, particularly for the foreseeable future. A priority will be to continue deep and long-term relationships that can scale the areas of excellence in practice and in theory.

Over the last 19 years the Foundation have trail blazed education initiatives in the community. Supporting proven programs and trialling innovative approaches to tackle some entrenched issues in the education sector. It has been through partnerships with institutions such as the University of Western Australia and the Department of Education that the Foundation have been able to deliver high quality support in an effective way.

On reflection of this report, it is a true testament to the commitment and passion of the team members. The impact of each program is unrivalled.

In 2019 Fogarty EDvance have created a network for 83 schools across WA. To date, every school has seen an improvement in their community. The development of projects such as Teach Well Intensives, Senior Lead Teachers Program and Explicit Instruction in Secondary, connects EDvance schools with best-practice and cohorts of innovative educators. It is a busy but exciting year for the EDvance program as we work towards improving the educational outcomes of a significant number of WA's students.

EDfutures is an innovative ecosystem, identifying and scaling effective practices in education now connecting over 100 committed educators, industry and community members. As the program is maturing, engagements are more targeted, events such as networking and skill sharing and building of effective practices, particularly in schools. We will be looking closely to catalyse the activities of the ecosystem. The EDfutures team is managing Coder Dojo WA to support over 120 Dojos in WA. By partnering with education institutions, community and corporate supporters, there is now a pipeline of future and current creators of technology. In a world that is changing rapidly, young people need to have some knowledge of computer programing to thrive in the digital world.

The UWA Fogarty Scholars is a network of 148 bright, motivated and aspirational young people. Working around the world and across sectors, the Fogarty Scholars have a network of peers that are or will be leaders in their domains. Each year the leadership program is connecting Scholars with business and community leaders, and unique experiential opportunities that develop leadership skills. This premier scholarship and leadership program is enabling the next generation of WA leaders.

In 2019 and beyond we will continue to catalyse and promote effective practices in education. We will look for world best, evidence-based programs and theories to enrich the West Australian community. As we near two decades of supporting and trialling effective approaches in education and leadership, there is a base of experience and significance that we can grow with in the next twenty years. The key will be to continue to work with partners to initiate and deliver programs that encourage excellence in education.

I am excited and energised to grow the ripple of the Fogarty Foundation for another 20 years.

Transformational Leaders

Empowering, extending and creating opportunities for high performing and high potential students.

Hayley Winchcombe

Leadership is central to the Foundation as we believe through empowering good leaders, they will provide vision and direction, enabling positive change to benefit all people in society.

All the programs we support are education based and many have a focus on leadership as we need people who have the courage of their convictions for the things that need to be done, the strategy of how to accomplish this and to bring out the best in the people with whom they work.

In Fogarty EDvance we work with the leadership teams in schools in challenging communities to build their capacity to better lead their schools. We know that high quality school leadership enables high quality teaching, enhances parent and community support for the school and thereby improves the learning outcomes of the children.

Within the programs we support, we encourage and support individuals to aim for excellence, take on responsibilities as mentors and role models and share their knowledge with others.

Through the UWA Fogarty Scholarship Program we have invested in 148 exceptional young people to provide opportunities for them to meet and learn from today's leaders, build networks and a cohort of other like-minded people and support them in their endeavours enhancing their ability to lead real change in the community for generations to come.

UWA Fogarty Scholars

UWA Fogarty Scholar Dave Sherwood has been named in Forbes 30 Under 30 Europe Social Entrepreneurs for 2019. While at UWA, Dave co-founded Teach, Learn, Grow (see page 15 of 2019 Fogarty Report). He relocated to Oxford University after being awarded a Rhodes Scholarship in 2013, and has since co-founded Bibliotech, the 'Spotify for textbooks' - a platform to make university text books "cut-price" affordable. In an interview with The Australian Financial Review, David said, "it is a game changing democratisation of education".

BiblioTech co-founders (L - R) Daniel Engelke, David Sherwood (UWA Fogarty Alumnus) and Tao Mantaras

The UWA Fogarty Scholarship Program is one of Australia's premier scholarship programs. It is a joint investment between the Fogarty Foundation and the University of Western Australia, to award WA's brightest and most committed students scholarships for the entirety of their university degree.

In 2019 ten new scholarships were awarded to our State's highest-achieving students. Scholars are selected based on academic excellence and outstanding achievements leadership, community involvement, the arts or sport. Through these scholarships the Foundation is investing in exceptional young people who use their skills, abilities and commitment to lead real change in our community, state and nation.

THERE ARE 63 CURRENT SCHOLARS AND 85 ALUMNI.

Leadership Program

The scholarships include comprehensive financial support and a tailored leadership program which is available to all current Scholars and alumni. This includes:

- Opportunities to meet and learn from leaders in business and our community
- Skills workshops to enable a broad range of capabilities
- Academic Mentoring program for first year Scholars who are connected with a member of UWA staff to capitalise on university and academic offerings
- Fogarty Scholars Association which is the network of Scholars studying and working around the world who inspire and support each other

Some of the highlights in the 2018 Leaders Program included speaking with Saudi Arabian activist Manal Al-Sharif; US Consul General, Rachel Cooke who shared her journey into international relations; and Professor Peter Leedman, Director of the Harry Perkins Institute of Medical Research. The annual InspirED event showcased the passions and activities of five Scholars. They shared their global learning experiences from China to Jakarta, their academic and social purpose ventures and activities.

In 2019 the Leadership Program will bring Scholars a range of opportunities to challenge their thinking and to develop leadership and life skills, with a new focus on enterprise and entrepreneurship.

Alumni are pursuing careers in the legal, medical, academic, corporate and entrepreneurial sectors. UWA Fogarty Alum are working with world leading organisations such as McKinsey and Co, BCG and the World Health Organisation.

Hayley Winchcombe,
UWA Fogarty Scholar

"Being awarded the Fogarty Scholarship afforded me leadership development opportunities and exposure to international experts that have empowered me to become a leader in my community. Beyond relieving financial constraints, the scholarship placed me in a cohort of outstanding peers and alumni that have motivated me to drive impact in pursuing the fields I am passionate about."

Snapshot of Scholars' Academic Achievement

- **5** Rhodes Scholarship recipients
- **2** Sir John Monash Scholarship recipients
- **2** Fulbright Scholarship recipients
- **1** Westpac Future Leaders recipient

Scholars' Initiatives

The Scholars are supported to develop their leadership potential by establishing new initiatives or projects, or by taking leadership roles in projects they are passionate about.

Here's a snapshot of some of their ventures:

Fogarty Scholars Association

All UWA Fogarty Scholars and Alumni are members of the Fogarty Scholars Association, a student-run body which aims to strengthen the network of the group so that they can achieve greater impact.

In 2018, the FSA:

- ran a mentoring program for Scholars and Alumni
- supported the Wellbeing Skills Workshop focusing on skills to manage mental wellbeing for high achieving and aspirational university students
- organised the largest Fogarty Futures Leadership Conference to date, for year 10 and 11 high school students
- hosted two for purpose events, with guest speakers and discussions about topical global issues including sustainability and diversity
- hosted several, social get-togethers where Scholars got to strengthen their friendships, including their annual welcome weekend bonding trip

Fogarty Futures Conference 2018

This initiative was started by the Fogarty Scholars Association in 2013, and has been convened by a pair of first year Fogarty Scholars every year since. The conference inspires and empowers WA's young student leaders, by providing them with the mindset and the skillset they require to enact change in their lives and the wider WA community. Most importantly, the conference acts as a critical opportunity for passionate young people to connect and develop friendships with each other, creating an extensive community of young leaders across the state.

In 2018, 45 students attended the four day conference, supported by 35 facilitators. Speakers included Carmen Lawrence, former WA Premier; Naveen Unni, Managing Partner at McKinsey and Co; and Stephen Smith, former federal Minister of Defence. All speakers and activities addressed the themes of leadership, entrepreneurship and social impact, communication and problem solving.

EVERY YEAR AT TLG...

55,000 hours of free tuition since inception

750 tutors

1,250 students

76% students improved attitudes towards school following the program

BloomLab

Mark Shelton, Fogarty Scholar, co-founded BloomLab and was the inaugural CEO. Bloom is a venture founded to bring together a community of young people creating amazing things.

Young entrepreneurs are provided with the infrastructure, support and engagement they need to grow their ideas into successful ventures.

Bloom provides workshops, a co-working space, mentoring and more to accelerate the growth of high-potential young entrepreneurs. Bloom is currently home to 50 start ups and an online community of over 4,000. In 2019, Fogarty Scholar Elizabeth Knight is Bloom's Engagement Leader.

West Australian Social TV (WASTV)

In 2012, Fogarty Scholars Binu Jayawardena and Michael Taran co-founded WA Student TV – WA's first video production social enterprise – as they saw a need for affordable media services to the local NFP community. WASTV provides professional film and photography services to the WA community so that NFP groups can be heard, seen and appreciated by all. These services are partially funded through WASTV paid services – a wide range of media services. WASTV Volunteers is the volunteering arm of the organisation and these pro bono productions account for the vast majority of WASTV's projects. These most commonly include videos promoting recruitment and sponsorship for small grassroots organizations.

Futuristic Skills

UWA Fogarty Scholar, Conor McLaughlin co-created Futuristic Skills to enable students to attain the skills they need for the future. Futuristic Skills was launched in May 2017, as a platform for high school aged students to understand, refine and show achievement of competencies not taught in the standard curriculum.

Futuristic is a web app designed to help high school students develop critical skills and capabilities for the future workforce. The app currently consists of 10 modules which address 10 critical skills for the future. These skills include Social Media Branding, Cross Cultural Understanding and Emotional Intelligence.

Teach Learn Grow

Teach Learn Grow (TLG) was co-founded in 2011 by Dave Sherwood, Fogarty Scholar, and Travis Elliot, teacher. TLG's vision is for every child in Western Australia to have equal opportunities in education regardless of location, background or circumstance. TLG provides free one-on-one tuition and mentoring to rural and Indigenous Western Australian students, with the aim of empowering students to realise their full potential.

TLG's flagship Rural Program sends volunteers out to rural WA communities to conduct one-on-one Australian Curriculum mathematics tutoring during a week-long visit to a school, twice a year. TLG's eMentor Program provides online interactive mentoring to upper-primary students in rural WA in preparation for their transition to high school, and supplements their Rural Program to ensure a sustainable impact.

Excellent teaching for all students

Inspiring excellence and high quality instruction in schools by investing in teachers, school leaders and school principals to ensure that all students receive a high quality education.

TWO ROCKS

All of our children deserve a quality education. At the Fogarty Foundation, we believe we can achieve this by investing in teachers, school leaders and providers of specialist programs to create the best possible opportunities for all our children.

Teaching and leading in schools can be a challenging task. The Foundation supports schools in disadvantaged communities with Fogarty EDvance, a three year school improvement program working closely with school leadership teams to identify the best possible, evidence-based practices to foster improved student outcomes.

Our learnings from six cohorts is that there is a gap in building core learning capacity in some of our more disadvantaged school communities. As a result, Fogarty Foundation is supporting high impact methodologies in high schools, to accelerate literacy and numeracy skills as students enter secondary school, as well as running immersive professional learning opportunities for pre-service teachers and practicing teachers allowing them to gain experience in high impact strategies for primary students.

At our teaching universities, the Foundation continues to support pre-service teachers and those gaining higher degree qualifications by supporting a research forum as well as providing scholarships and prizes to inspire excellence and promote high quality instruction in schools.

We are proud to continue to partner with Dyslexia SPELD Foundation and The Smith Family to support their sustained work in empowering teachers, students and families to improve educational outcomes for those most in need. We are also proud to work with the Perth Festival Education Program, WAIER – WA Institute of Educational Research and Sports Challenge Australia in creating new and practical opportunities for our young people to learn.

Fogarty EDvance

Advancing educational opportunities

The Fogarty Foundation initiated Fogarty EDvance to significantly improve and sustain academic outcomes of students in disadvantaged communities in WA.

Fogarty EDvance is a 3-year whole school improvement program that aims to build the capacity of school leadership teams to transform the educational outcomes of their students.

- 100% of schools have seen improvements in student outcomes;
- 60% of schools in the first three cohorts have seen significant improvement in student outcomes in NAPLAN compared to 'like schools' and the 'state average'.

Primary schools supported by EDvance in disadvantaged communities implementing explicit and high-impact instruction and consistent synthetic phonics instruction are now at, or close to, the state average in literacy.

Results include higher attainment rates and improved literacy and numeracy for their students, as well as positive changes in student behaviour, student attendance, staff culture, teacher collaboration and parent and community engagement.

Students attending schools in low socio-economic communities face challenges that make it difficult to achieve valuable learning outcomes.

Students from households with less educated parents are

4 YEARS BEHIND

students with highly educated parents.[1]

1 IN 2

Aboriginal and Torres Strait Islander adults don't finish school. This gap has remained the same for the last decade.[2]

The share of young people not earning or learning is:

50% in the **most disadvantaged areas** compared with →

13% of young people **from more affluent backgrounds.**[3]

1. Source: State School Teachers Union WA, Data Shows Continuing Large Achievement Gaps Between Advantaged and Disadvantaged Students, 2017.
2. Source: Australian Bureau of Statistics (ABS), Australian Aboriginal and Torres Strait Islander Health Survey: Updated Results, 2012-13: http://bit.ly/1yie1qO.
3. Source: Educate Australia Fair? Education Inequality in Australia, Focus on the States Series, No. 5, Bank West Curtin Economics Centre, June 2017

REPORTING BY THE NUMBERS IN 2019:

6 Cohorts

83 West Australian Schools

320+ School Leaders

Impacting more than **40,000** students

Fogarty EDvance has demonstrated with strong leadership, whole school improvement can be achieved. The program enhances the capacity of school leadership through an **evidence based** approach using different inputs, including;

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

A tool box of ideas, resources and processes of effective school leadership from best practice research and tools.

Excellent data sources for rich, school-level information on school culture, teaching practice and personal leadership.

A cohort of peers to support learning through the program and share best practice with like-minded schools.

Experts in learning models and curriculum content who are often difficult to access, can be utilised in structured engagements as part of the Program.

FED Network allows schools to become part of a community in WA committed to school improvement and improved student outcomes.

2019 & Beyond

In 2019, 19 new schools, including schools from the metro area, the Pilbara and the South West of WA, join the program as part of Cohort 6.

Beyond the 3 year program, the EDvance FED Network continues to connect and support schools to sustain and further improve student outcomes. The FED Network includes access to the most up-to-date research, key tools and frameworks in the program, a Mentor Bank and access to education experts.

Through working closely with schools over the multi-year program and with the extensive use of data and evidence based research, EDvance has highlighted a number of areas where student outcomes can be significantly improved through high impact instruction.

Schools in the FED Network have opportunities to work with some of the highest impact components of the program.

Mentoring
Continuously rated the most valuable element of the School Improvement Program, the pool of experienced mentors are accessible to all FED schools and leaders.

Expert Engagement
Now a core element for schools in Year 2 of the School Improvement Program, schools in the Network can also access the content and instructional experts under the Expert Engagement model. Expert engagements support schools to implement change quickly to impact classroom practice. Current focus areas include literacy, numeracy, oral language and high impact instruction models.

EDvance's Transformation Framework
Fogarty EDvance's Transformation Framework is a synthesis of major research and case studies from high performing schools in WA and Australia wide. The Framework details the interventions school leaders have successfully pursued at different stages along the improvement journey that have transformed student outcomes. All schools and leaders in the FED Network can work with the Transformation Framework and contextualise the tool to their own school context.

Current Research and Tools
EDvance offers opportunities for school leaders in the Network to stay up-to-date with new research and tools developed and used with subsequent cohorts.

School Visits
As part of the FED Network, schools can send staff along to high-performing schools and classrooms to observe best practice teaching.

FED Secondary EI Network
Secondary schools in the FED Network that engage in explicit instruction can be part of the FED Secondary EI Network that aims to build a community of practice in explicit instruction for secondary teachers in WA.

Trialling high-impact instruction in secondary schools

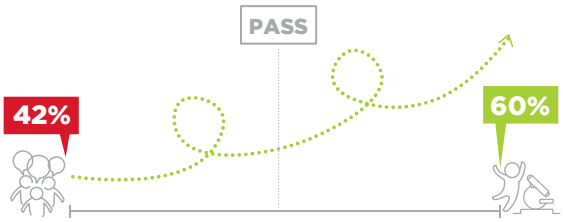
In Fogarty EDvance secondary schools, 70% of students are 2-5 years behind the national average when they enter Year 7. 1 in 3 students are not yet literate.

This has significant implications, including that students at this skill level still need a great deal of assistance to learn to read. The vast majority are not yet confident readers – yet standard secondary curriculum and teaching models expect that students have a basic level of literacy skill. Teachers need high impact teaching practices that help students learn to read whilst they access the curriculum.

In 2019, a network of secondary schools are working together to develop high impact instruction practices with excellent improvements in student learning and engagement. The 2017 Armadale SHS trial focused on science teaching for their Year 7 students and saw remarkable improvements in learning.

The median mark in science for mixed-ability Year 7 class after trialling explicit instruction.

In addition, EDvance launched the FED Secondary EI Network, bringing together secondary classroom teachers from across the EDvance schools who practice explicit instruction. The aim of the workshops is to allow for teacher collaboration across the network for secondary teachers in various Learning Areas. This year, EDvance is also trialling the FED Secondary Teacher Leaders Program, a 9 month professional development program for Heads of Learning Areas and level 3 teachers in EDvance secondary schools.



Physical Science Class Goes From Fail To C Grade Using Ei

After using explicit instruction for one term in a mixed ability physical science class, the median mark went from a fail grade of 42% to a C grade of 60%. Teachers and parents noticed an immediate improvement in engagement and there were almost no behaviour incidences. Students have been overwhelmingly positive about the change in instruction and the increased energy they are bringing to their learning.

Awards

WA Secondary School of the Year 2018, Winner: Lynwood Senior High School, a member of Cohort 4 in the EDvance program, was named WA Secondary School of the Year for 2018 at the WA Education Awards for 2018.

WA Primary School of the Year 2018, Finalist: Warriapendi Primary School, who just finished their 3-year program in Cohort 3, were recognised for their extraordinary achievements as finalists in the WA Primary School of the Year category.

Transformation Framework

In 2017, in an aid to better support school leaders, EDvance developed the Transformation Framework. The Transformation Framework collates major research and case studies from WA schools, capturing those interventions school leaders pursue to improve student outcomes at different stages along the improvement journey.

The Transformation Framework (tailored to both primary and secondary schools) allows leaders to more efficiently target their strategic planning and utilise high-impact levers that make a difference to school improvement and ultimately, student outcomes.

Catalysing Changes in Teaching Practice

The Fogarty Foundation are committed to trialling professional learning models that research suggests are highly effective, but are not always easy for schools to access.

There is growing evidence to support the successful application of explicit instruction for teaching new concepts and skills, particularly in disadvantaged communities. Many professionals are keen to develop skills in this area as part of the 'toolkit' for successful teaching.

TEACH WELL INTENSIVES IN 2019:

- **64** hours over **2** programs
- **47** pre-service and experienced teachers from **15** schools
- **3** expert coaches
- **50** primary students

Teach Well Intensive: Teaching teachers high impact instruction

In 2017, the Fogarty Foundation initiated the Teach Well Intensive (TWI) to provide teachers with content, support and practice to teach explicitly. The TWI was developed from the evidence of how to most effectively support teachers to adopt new practices. Research confirms that 95% of teachers transfer new skills to their teaching practice after receiving ongoing coaching, feedback and support.[1]

1. Joyce & Showers, Student achievement through staff development, 2002

Teach Well Intensive

WHAT IT IS:

- 2 programs (Early Childhood and Primary)
- 3 - 5 days of practical PD
- Pre-service and experienced teachers
- Expert coaches

PROGRAM LEADS:

- Dr Lorraine Hammond
- Brooke Wardana

HOST SCHOOLS:

- **Dawson Park Primary School** - 30 Dawson Park Primary School students attended school during the school holidays to help the teachers.
- **Balga Primary School** - 20 Balga Primary School students attended school during the school holidays to help the teachers.

THE TWI AIMS TO PROVIDE TEACHERS WITH:

- ✓ a deep understanding of the evidence-based approach to high impact instruction
- ✓ modelling of effective practice
- ✓ hands-on practice in the delivery of explicit instruction
- ✓ several rounds of coaching and feedback
- ✓ support from expert leaders in the field
- ✓ the opportunity of working directly with students who also benefited from the instructional support

TWI teacher

"The one week intensive was fantastic. As a student who has almost finished my degree, I think this has been the best education in terms of teaching instruction I have received or been exposed to. I cannot wait to implement EDI in the classroom and feel confident it will dramatically improve my teaching."

TWI teacher

"The modelling of lesson delivery and planning is supportive in building confidence in the use of the explicit teaching model. Actually practising with students and colleagues in a hands on way is a much more 'real' way of improving skills. It is easier to continue something you have already started, rather than just been told about."

TWI teacher

"I came away from this experience with valuable skills and knowledge that I can immediately use to improve my practice and the success of my students. I actually worked at learning, rather than being a passive observer. This was a very effective model to use."

UWA Success Through Educational Excellence Program

Postgraduate Research Forum

The UWA Fogarty Foundation Postgraduate Research Forum is an annual event supported by the Fogarty Foundation and hosted by The Graduate School of Education at UWA.

The forum provides Higher Degree by Research students with an opportunity to showcase their education-related research and receive valuable feedback from the education research community in Western Australia.

The Fogarty Foundation Postgraduate Research Forum in 2018 presented 30 abstracts. The number of abstracts submitted increases each year, as does the breadth of where the students are studying.

This year students from The University of Western Australia, Murdoch University, Edith Cowan University and Curtin University took part. The forum is led by a student committee and brings together some of the best research in education in Western Australia. Sharing this information with fellow students and across universities enables a broad and valuable dissemination of knowledge.

UWA Prizes

Prizes awarded through the UWA Success through Educational Excellence Program recognise excellence in pre-service and post graduate teaching students. In 2018, the Fogarty Foundation awarded prizes in the following areas:

- Prize to the student who achieves the highest WAM in the Master of Teaching (Primary)
- Prize for the best piece of research in the Doctor of Education
- Master of School Leadership Prize

Brett Radisich
Fogarty Foundation Postgraduate Research Forum, 2018 Chair of Student Committee

"The Presenters and their academic supervisors greeted the unique and supportive opportunity with enthusiasm. Attendees, keen to hear the scope of current research, shared the enthusiasm. The forum was a remarkable success; local and international students presented a variety of fascinating and relevant research; all involved enjoyed themselves, appreciated the occasion afforded, and were inspired to look to the future with keen interest and excitement. The tremendous outcomes illustrate the ongoing value of the forum to the Western Australian, and international, education and academic communities."

Dianne Budd
Winner of the Master of Teaching (Primary Teaching) Prize 2018

"My studies at UWA have stimulated and challenged me in equal measure and I am now looking forward to combining the new skills I learned during my Masters studies with those I already possess as a result of my previous teaching experience in the tertiary education sector. I intend to pursue a career in primary education and to use the Fogarty Foundation prize money for a purpose that aligns with the Foundation's aims to improve the quality of education for young people in Western Australia."

ECU Fogarty Learning Centre & Scholarships

The Fogarty Foundation has partnered with Edith Cowan University since 2003 with the establishment of scholarships and prizes in the School of Education and the creation of the ECU Fogarty Learning Centre.

The Learning Centre develops and tests ideas to improve teaching and learning in WA, enabling long term impact on teacher education.

Scholarships are provided annually to teachers to undertake post graduate studies in the Graduate Diploma or the Masters of Education Learning Difficulties. Having trained specialists in this important area of education, is of great benefit for the students with learning difficulties and as mentors for other teachers in the schools with which they work.

This year Mrs Nicole Hall received the prize for the most outstanding student in the Graduate Certificate program and Mrs Stacie McLernon received the prize for the most outstanding student in the Master of Education, Learning Difficulties.

These scholarships and prizes celebrate educational excellence and a commitment to teaching and recognise the important role of teachers in our society.

In 2018, 8 scholarships were awarded and up to 15 scholarships will be awarded in 2019.

Dyslexia SPELD Foundation's Boost Program

The Fogarty Foundation continues to work with the Dyslexia-SPELD Foundation supporting the delivery of the powerful BOOST program, teaching parents of children in Kindergarten through to Year Two about how literacy skills develop and how they can help their children learn to read.

The BOOST program assists parents to learn specific skills to help their children develop their literacy skills, and thereby enhancing their learning ability during school and beyond.

In 2018, the Foundation partnered with Dyslexia-SPELD Foundation to fund the delivery of BOOST into another 3 Fogarty EDvance Network schools, reaching over 300 parents during the three-year partnership. The schools are supported with workshops and take home materials, developing practical strategies and activities to build their children's literacy skills.

Very few children (about 5%) will learn to read effortlessly, just by experimenting with the books they are surrounded by. Parents have a crucial role in developing their child's literacy skills. Children have the best opportunity to thrive in a home environment, where reading and writing are valued skills and where it is fun to read and write!

Teacher

"The BOOST program empowers parents to help their children be strong literacy learners for life."

Parent

"The opportunity to understand the process of encouraging my child to read has been great"

The Smith Family Learning for Life Fund

For 16 years, the Fogarty Foundation has proudly partnered with The Smith Family to provide opportunities for talented and gifted students from disadvantaged backgrounds.

Through the Learning For Life Fund, the Foundation provides financial sponsorship to many young people to enable them to participate in educational, sporting, arts or leadership experiences that they could not otherwise afford. This has enabled many students with talent, to be able to access specialist support and development programs.

The Fogarty Fund provides additional financial support towards students' expenses associated with special talents and high achievement, such as: music camps; sporting equipment and fees; learning materials; etc. The support is also extended to children who hope to realise their potential by being given the opportunity to participate in social activities such as sport, acting and music.

The benefits of a child's participation in these kinds of activities are enormous. They include learning social skills such as team work, communication and confidence building, while ensuring students are engaged in positive recreational activities and social connection - all of which are transferable to school and contribute to improving educational outcomes. During 2018, 14 talented Learning for Life students benefited from receiving funding for a variety of activities.

My name's Christina. I'm 15 years old and a Learning for Life participant. Recently I attend a Law and Politics trip to Canberra along with two days in Sydney. Financially this would have been hard on my (family) if it wasn't for the help they received through The Smith Family.

I learnt so much from this trip and have so many memories, but most importantly, it hasn't put me off one little bit in my dreams of becoming a lawyer. This is my future. I will study hard and attend school every day. Thank you so much for helping my family with this trip. I appreciate it more then you will ever know.

Ian Moore
General Manager
Western Australia,
The Smith Family

"With the help of the Fogarty Fund, The Smith Family, are working towards breaking the cycle of disadvantage and ensuring our students can access the same learning opportunities as their peers."

The Smith Family Community Engagement Workshop Series

Parent engagement is critical for their children's learning, but this can be difficult for many parents, particularly those with low-incomes or from non-English speaking backgrounds.

In 2018 the Foundation supported The Smith Family to deliver a series of Community Engagement Workshops to the schools in the Dianella Education Precinct - Dianella Secondary College, Dianella Education Support Centre and Dianella Primary College.

The workshops were run by Dr Karen Mapp a world expert in school and community engagement. Dr Mapp is a senior lecturer in education at the Harvard Graduate School of Education and for the past twenty years, her research and practice focus has been on the cultivation of partnerships among families, community members and educators to support student achievement and school improvement.

The workshops focussed on Reshaping, Reforming, and Rewriting student learning with family engagement as a key strategy. Through changing the parent-school dynamic, the schools learn how to support parents as first educators and to engage in their children's learning at school and at home.

School Leader

"I used to think... Parents were the problem and that engaging parents is too much work. I used to involve parents, not engage them. I now know... Parents are an asset to student wellbeing and learning. It's not about adding more work, it's about changing what we already do."

School Leader

"Family engagement is a strategy to improve outcomes in literacy, numeracy. Family engagement needs to be a whole school approach, led by the classroom staff who directly linked to improving student outcomes."

Sports Challenge Australia

Every child in WA needs the best possible opportunity to feel good about themselves and engage with a positive educational experience.

Since 2017, the Fogarty Foundation have partnered with Sports Challenge Australia (SCA) to build educational capacity through improved physical and mental health in children in two of our most in-need communities in WA.

The schools of Clayton View Primary School, in the outer eastern suburb of Koongamia and South Hedland Primary School in the north-west regional town of Port Hedland, were determined to engage and up-skill the young people of these communities in their physical and mental health, to begin to prioritise the children in re-engagement with education.

With the support of the Fogarty Foundation, SCA tailored strategies to engage and up-skill these two communities through:

- Regular sport and exercise regimes for all students
- Up-skilling teachers to continue to deliver targeted PE programs
- Collaboration with community stakeholders to multiply the impact of changes being implemented in the school.
- Provision of experienced mentors to work with the students
- The introduction of diet, nutrition and cooking classes to promote healthy eating, to both students and parents.
- Measuring physical health (fitness) and mental health (self-esteem and self-concept) levels before, during and after the program.

The students at both schools showed an increase in overall fitness and feelings of self-worth. The school communities had a higher regard for health and both students and their parents improved their knowledge of nutritional foods.

The Reach:

2 schools – 1x metropolitan & 1x regional over two years

~500 children (aged 6-13 years)

120 adults (families & stakeholders)

PERTH FESTIVAL

Perth Festival: Education Patron

For 65 years, the Perth Festival has been committed to bringing the best of the world's artists to Western Australia, and the best of Western Australian arts to the world. In 2018, the Fogarty Foundation became the inaugural Education Patron for the Perth Festival.

Young people are makers, thinkers, creators and artists. Through the Perth Festival Education & Creative Learning Program, students have the opportunity to attend performances and be contributing artists. The program offers a range of opportunities including workshops and masterclasses that bring performers into the classroom and delve deeper into the students' creative powers.

In 2019 students created fanfares and films and curated sessions for the Writers Week. This year the Festival's Education Program reached 4,766 students from 53 schools and 405 teachers.

Including students from the programs' partner schools Gilmore College, Dianella Secondary College and Swan View Senior High School had up close and personal access to performances, workshops and masterclasses with remarkable international artists.

The Fogarty Foundation are proud to support the program and enable students to develop real skills and become immersed into the world of arts in a way not imaginable to many. We look forward to supporting opportunities to deepen learning through extended engagement outside the Festival period, working closely with cultural organisations across Perth.

2019 Education Program Highlights:

- ✓ Thousands of young people attended Boorna Waanginy at Kings Park
- ✓ Ground Stories: Another three schools from across WA had their short documentary projects shown during the Lotterywest Films Festival
- ✓ 13 school-targeted Festival performances engaged over 2,000 students
- ✓ The Partner Schools Program worked with Gilmore College, Swan View Senior High School and Dianella Secondary College to engage deeply with the Education Program

Hayley, Young Creative

"Being in a program for arts outside of school gave me the chance to take many more opportunities than I ever could inside of school. I was open to seeing more forms of arts."

Fogarty Literary Award

The Foundation, in partnership with the Fremantle Press has established the Fogarty Literary Award for emerging writers.

Western Australia's literature is nationally renowned and it is important to encourage young and emerging writers to tell their stories and those of our community.

This new award will be one of Australia's most prestigious awards for emerging writers. It will encourage excellence in writing and assist new Western Australian writers in the development of their careers while inspiring and encouraging other young writers in their field.

The award includes a significant cash prize and a publishing contract with Fremantle Press.

The winner will be supported by the Press and the Foundation to visit schools, particularly those in low socio-economic communities, and regional areas promoting reading, the writing of books and the telling of Western Australian stories.

The Foundation is pleased to be partnering with the Fremantle Press, a leading not for profit publisher who has been producing books in Western Australia promoting our culture, heritage and our stories for over 40 years.

The inaugural winner of the Fogarty Literary Award will be announced in May 2019.

ABCN Fogarty Accelerate Scholarships

The ABCN Foundation (Australian Business Community Network) provides intensive mentoring scholarships through the Accelerate program. This three-year program targets exceptional students who face economic, family or social challenges that impact on their study or capacity to pursue their desired tertiary pathways. Scholarship recipients receive support from a dedicated corporate mentor and financial assistance for Years 11, 12 and their first year of tertiary education. ABCN has been working with students from low-SES schools since 2005.

The Foundation is excited to support six students over the next five years, with the first two year 11 students starting in 2019. The Foundation will connect these scholars with other program partners including Harry Perkins, Perth Festival and the UWA Fogarty Scholars.

We believe the mentoring, financial support and exposure to new opportunities are key to the success of these students.

Jeannine,
Leda Primary School

"Excellent links to English Curriculum and speech and language, which shows depth of understanding. This allows teachers to view picture books as more than just enjoyment and pretty pictures, but a rich resource for tracking and learning about literacy and life lessons."

Josephine,
St Gerard's Primary School

"(The presenter's) enthusiasm for literature and love of learning is obvious. You shared many practical strategies to show the functions of language with our students."

The Literature Centre

The Literature Centre provides student and teacher workshops and writing programs to nurture young people's interest in reading and writing.

In 2018, The Fogarty Foundation funded 20 places for teachers working in schools in low socio-economic communities to attend a Professional Learning Seminar with The Literature Centre. The seminar was on how to support oral language development through the use of picture books.

Oral language lays the foundations for reading and writing skills, ignites creativity and fosters a love of learning. The focus of this Professional Learning was using different questioning techniques and activities that can be used in any classroom to create an environment where students are willing and able to share their thoughts and ideas out loud.

The feedback from the teachers was been very positive and appreciative.

Dr Donna Barwood
Health and Physical Education,
Edith Cowan University

"I am very honoured to be the recipient and grateful for the generous support of my research career. The conference is a wonderful event to celebrate the accomplishments of WA education-based researchers, and become informed in others' work."

Western Australian Institute of Education Research

2018 was the first of a three year partnership with Western Australian Institute for Educational Research (WAIER) to provide an Annual Research Grant in the important area of educational research.

WAIER promotes new educational research generated, for the most part, in Western Australia and they work to strengthen the collaboration among higher education institutions, government departments and educators.

A key activity of the Institute is the annual WAIER Forum which provides opportunities for research students and university lecturers to build networks and present their work. It is an important forum for education students, early career researchers and established researchers to receive feedback on their work in a friendly and collegial space and make connections across institutions.

At the 2018 Forum, the inaugural Fogarty supported Grant was awarded to Dr Donna Barwood of ECU towards her research Understanding and challenging the dominant discourse in Health and Physical Education at Edith Cowan University.

In 2019 the Foundation will increase the grant to support deeper, practical research in WA education.

Photo by Samuel Zeller on Unsplash

Future Ready Students

Catalysing innovation in education to ensure that today's students are equipped with skills for the future.

We all know that our world is rapidly changing: This digital world with increasing connectivity, automation and artificial intelligence, is substantially changing the work we do and how we live our lives.

We need to ensure that young people are equipped with the skills for them to thrive in this complex and unpredictable world. So how will education change and how can we enable these changes?

Instead of seeing education as a preliminary stage before a job, now we need to look at education as central to life, constantly upgrading our skills and competencies. Jobs will change or become obsolete and new ones will be created. Learning will be a life project.

Quality teaching of the foundations of learning will continue to be essential: Children need to know how to read and be numerate if they are going to be able to learn. We also know that to thrive in this changing world, students need to be engaged and self-directed learners, they need to be creative and critical thinkers, problem solvers, collaborators and good communicators.

We know that it is not easy to incorporate all of these things into our school and university curriculums. There needs to be changes in our system to allow this to happen.

For the new model of education to be successful, we will need to build an education eco-system that will include more out-of-school learning and real-life experiences with more connections between schools, tertiary education, on-line learning services and business.

Fogarty EDfutures

Exploring Learning Possibilities

EDfutures provides a platform to connect people and organisations to develop learning that best prepares young people for the dynamic and complex challenges of the 21st century.

We are helping to build an education ecosystem of K–12 and tertiary educators, businesses, industry, not-for-profits, social enterprise, government and the broader Western Australian community.

EDfutures was officially launched in 2018 as a systems change initiative bringing together and supporting changemakers on the ground while advocating for systems change, through acting as:

- **Convenor** bringing people together
- **Incubator** identifying areas of great practice
- **Investigator** supporting the development of these practises and;
- **Influencer** disseminating evidence of excellence and how change can be realised

2019

EDfutures will take part in the Presencing Institutes Societal Transformation Lab (S-Lab through MIT). We will work with a network of international changemakers across 7 impact areas to grow and scale the EDfutures initiatives

Our first Sensemaker© study will go live. We will collect narratives from K-12 educators across Western Australia looking at the challenges and opportunities in the education system.

We will host the first EDfutures Systems Change Summit. This will bring together our community to prototype innovative, multi-stakeholder curriculum projects that can be delivered in schools across WA.

Since the launch of EDfutures in May 2018, the community has grown to over 100 members, who connect and communicate through our ecosystem map and social media pages.

Monthly community nights give members the opportunity to share their work, network and collaborate with others in the ecosystem; we also run activities to upskill members in systems thinking and organisational change theory.

These events are run **for** members, building the capacity of emerging change makers in our network, and they are also run **by** members themselves as we capitalise on the knowledge and expertise within the ecosystem.

Highlights of 2018

- ✓ Fogarty EDfutures was officially launched in May.
- ✓ In collaboration with Bankwest, we hosted Eddie Woo, who spoke to our community about the "Future of Maths in Schools".
- ✓ We launched a Community Nights series themed "Helping the System to See Itself".
- ✓ As part of the Future Pathways project, we began supporting a network of deputy principals who are developing innovative approaches to curriculum in their schools.
- ✓ We co-hosted events with Schools of Thinking and the University of Western Australia and with Curtin University's Learning Futures Network.

Coder Dojo WA

Coderdojo WA is a Western Australian network of community coding clubs building digital literacy skills.

The Fogarty Foundation believes that in today's fast-paced and increasingly technological world, it is increasingly important for our young people to have the opportunity to develop a range of 21st century skills, including computer programming, problem solving and computational thinking.

THERE ARE:

2670 Ninjas

in

127 verified Dojos

supported by approximately

181 Champions

and

403 Mentors

CoderDojo WA was initiated by the Foundation in 2013, to help young Western Australians be creative, solve problems and collaborate whilst building a range of digital projects.

CoderDojo WA is a network of free, fun and social computer programming clubs – Dojos, that motivate young people aged 7-17 – Ninjas, to be creators, and not just consumers of technology.

The Dojos are part of an international network of dojos operating in over 100 countries. Here in Western Australia, Dojos are run in schools, libraries, universities, businesses and community centres. What all Dojos share, is a uniquely informal and unstructured social learning environment that unleashes the creativity and initiative of young people as self-directed learners.

Through CoderDojo WA, the Fogarty Foundation is building the capability of individuals, groups and organisations, equipping them with the skills, knowledge and networks to start and run their own CoderDojo coding clubs.

In 2019 we continue to focus on:

- Enabling online mentor training to help upskill our community
- Supporting more community and corporate Dojos
- Enabling more opportunities for Ninjas to share and showcase projects
- Evaluating the impact of CoderDojo WA
- Extending and challenging experienced Ninjas

Coder Dojo WA Highlights of 2018

- With South 32's support of CoderDojo WA, new Dojos were enabled in Collie and Bunbury
- In collaboration with our principal partner Woodside, CoderDojo WA extended even further throughout WA. In 2018, 30% of Dojos are in the regions covering all regional areas in the state
- Bankwest delivered two all-girls CoderDojo days, where teams of all-female technical staff helped girls create games, develop apps, code websites and program mindstorm robots.
- In 2018, the Fogarty Foundation delivered three project showcase opportunities to enable WA Ninjas to demonstrate their projects to the community: the Mid-Year Project Showcase, the Perth Games Festival and the End of Year Party. In total, 700+ CoderDojo WA community members participated in these project events.
- CoderDojo WA continued its support for Curtin University's Autism Academy for Software Quality Assurance (AASQA). AASQA helps young people on the autism spectrum who are interested in IT, to develop job-ready skills and access career pathways. In 2018 the AASQA program expanded to Kalgoorlie, published the Strength-Based Program for Adolescents with Autism report, and won the award for an Outstanding Collaboration for National Benefit at the prestigious Business/ Higher Education Round Table (BHERT) awards.
- CoderDojo WA undertook a Mentor Experience Improvement Project that analysed the user experience of Mentors and recommended improvements that are being implemented in 2019.
- We commenced an evaluation of CoderDojo WA using the Most Significant Change methodology to help us continue to improve the program.

Harry Perkins Institute of Medical Research – Perkins Profs

Student feedback

"I enjoyed this program incredibly! It has inspired me to consider getting a PhD in the future. We learnt a lot in really interesting ways. Thank you for putting the effort in to making us feel welcome."

The Harry Perkins Institute of Medical Research is a world leading medical research hub, conducting innovative research that translates into lasting health benefits. A key focus of the Institute is to engage community and school groups into the world of medical research, through the Lotterywest BioDiscovery Centre.

One of the BioDiveristy Centre's key program is Perkins Profs which enables students to observe and interact with dynamic research scientists. Lab sessions include staining cancer cells, amplifying genes, introduction to bioinformatics, viral outbreak, and protein identification using nanoparticles for drug delivery.

In 2018, the Fogarty Foundation sponsored a Perkins Profs 3 day intensive. This opportunity for 16 students from four EDvance schools, was a unique offering to allow students who are not able to attend term programs, immersion into medical research techniques and give them access to leading medical researchers. The students were a mix of Year 10 & 11's and all science ATAR or heading to ATAR courses in 2019. At the conclusion of the course, 100% of students were considering a career in STEM.

Perkins Prof intensives will be offered in 2019 to students of low SES schools with the support of the Fogarty Foundation.

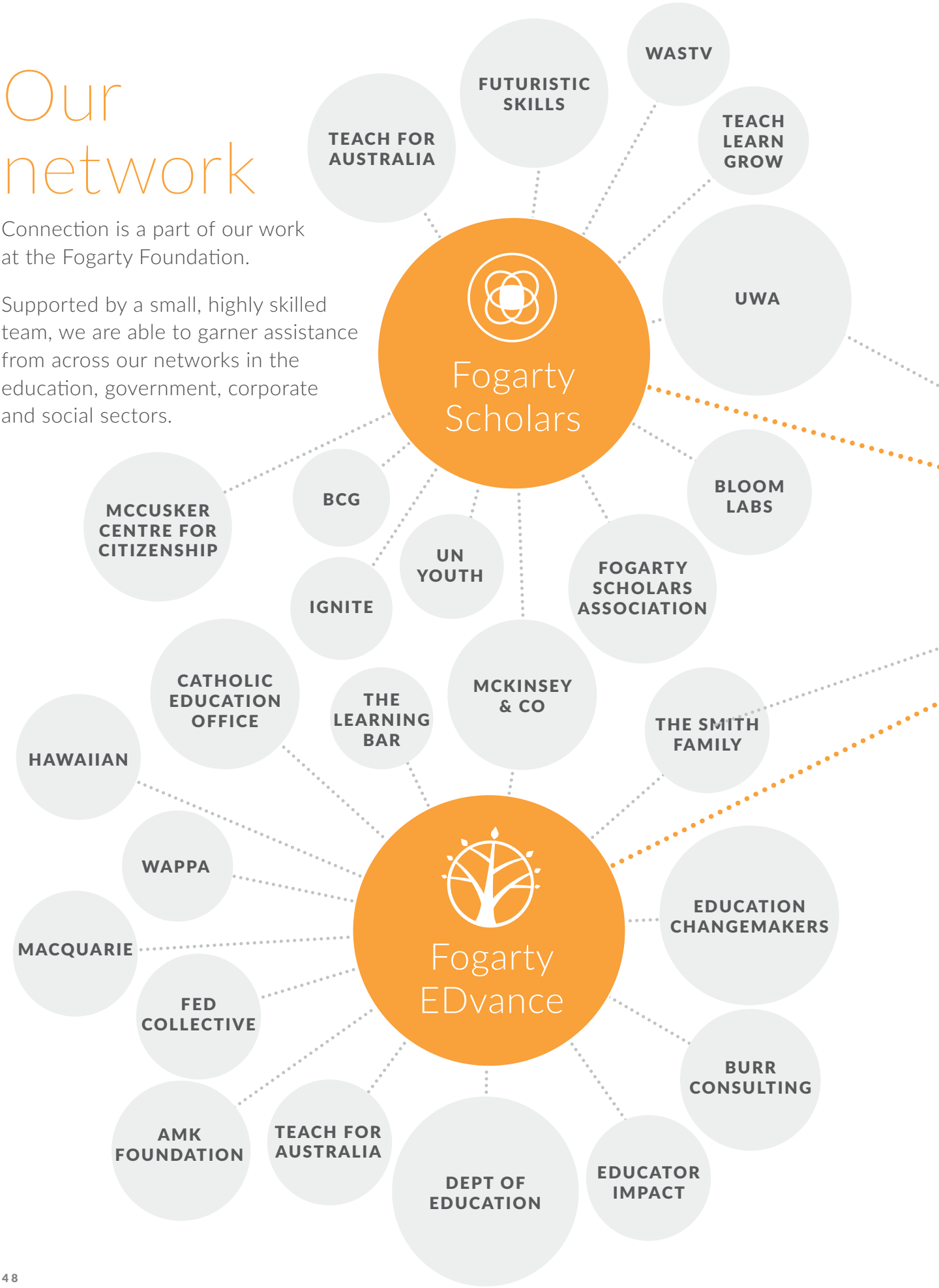
Connecting

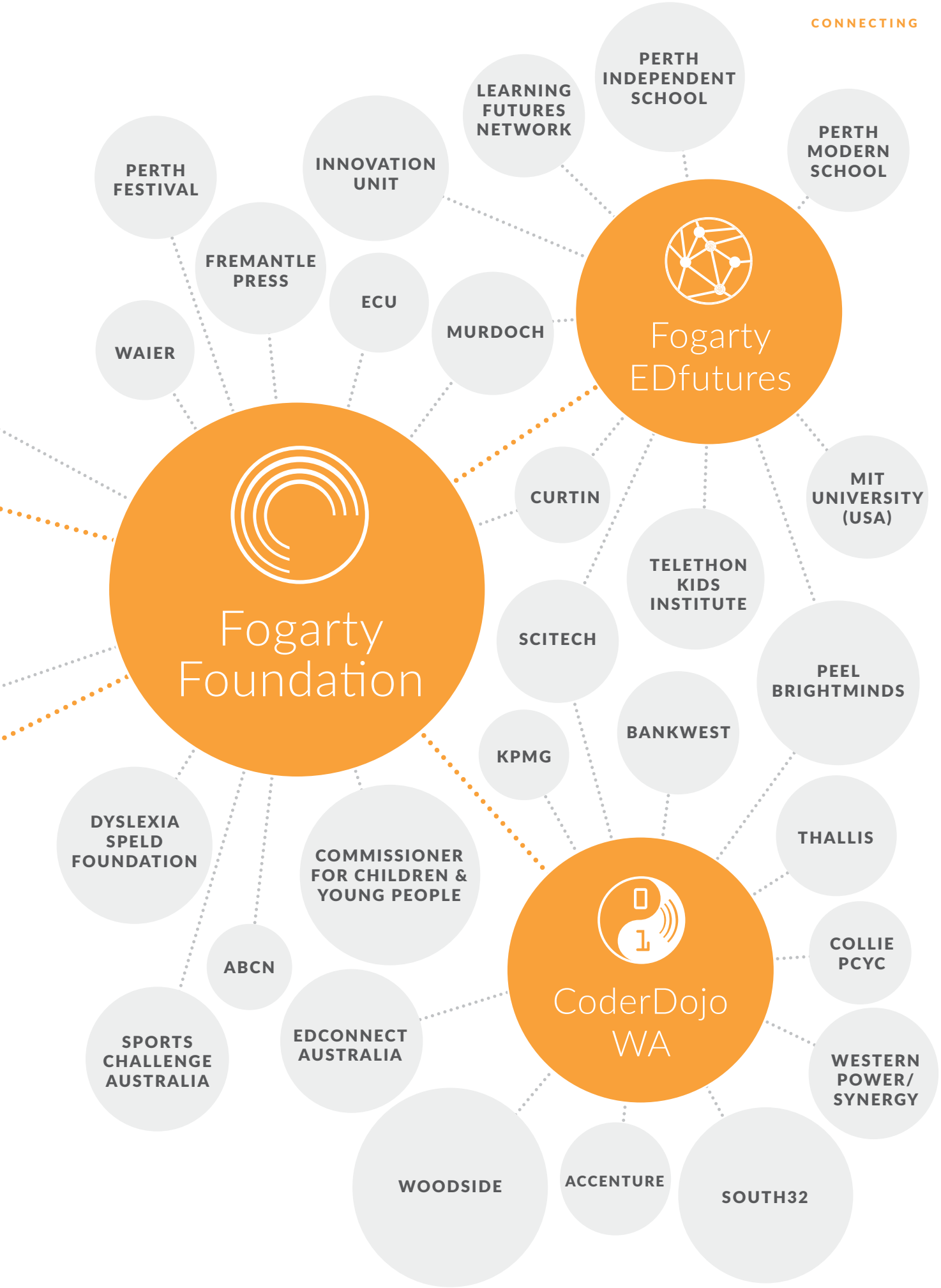
Strengthening and supporting the education ecosystem by connecting and sharing information. We can only achieve high impact in our community by partnering with others.

Our network

Connection is a part of our work at the Fogarty Foundation.

Supported by a small, highly skilled team, we are able to garner assistance from across our networks in the education, government, corporate and social sectors.




PERTH INDEPENDENT SCHOOL
LEARNING FUTURES NETWORK
PERTH MODERN SCHOOL
PERTH FESTIVAL
INNOVATION UNIT
FREMANTLE PRESS
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WAIER
Fogarty EDfutures
Fogarty Foundation
CURTIN
MIT UNIVERSITY (USA)
TELETHON KIDS INSTITUTE
SCITECH
PEEL BRIGHTMINDS
BANKWEST
KPMG
DYSLEXIA SPELD FOUNDATION
COMMISSIONER FOR CHILDREN & YOUNG PEOPLE
THALLIS
ABCN
COLLIE PCYC
CoderDojo WA
SPORTS CHALLENGE AUSTRALIA
EDCONNECT AUSTRALIA
WESTERN POWER/ SYNERGY
WOODSIDE
ACCENTURE
SOUTH32

Our Trustees

Annie Fogarty AM

Annie has been the Executive Chairperson of the Fogarty Foundation since inception in 2000. Annie has had the passion and focus to establish the Foundation as a leader in the WA education community.

Caitlyn Fogarty

Caitlyn was appointed as a Trustee in 2009 but has been a close observer since her parents started the Foundation in 2000. Caitlyn has been involved operational with the Foundation since 2015 and is now the Executive Officer.

Emeritus Professor Bill Louden AM

Bill has played a significant role in educational reform in Australia as a researcher, university leader and regulator. He has led statutory authorities responsible for curriculum, assessment and professional standards and government inquiries into the teaching of literacy and numeracy.

Geoff Metcalf

Geoff had a 35 year career with Department of Education mainly supporting low SES communities including the Kimberley, Western Desert, other rural and diverse metropolitan regions. His leadership of schools is recognised as being at the forefront of the development of the growing number of WA schools offering extended services to the school community.

Megan Enders

Megan is a freelance management consultant who specialises in working with organisations whose main asset is its people. Megan was a senior policy advisor with the Department of Prime Minister and Cabinet and to a former Federal Government Minister. Megan was the inaugural Program Director of Fogarty EDvance and assisted the Fogarty Foundation in implementing Fogarty EDvance. She joined the Board of Trustee's in 2018.

Julia DeLorenzo

Julia is a UWA Fogarty Scholar and joined the Board of Trustees in 2018 for her term as the President of the Fogarty Scholars Association. Julia is studying Political Science, Economics and a Diploma of Modern Languages under the Bachelor of Philosophy (Hons) program at UWA. Within the educational sphere, Julia works in a volunteer capacity with Teach Learn Grow and United Nations Australia, having previously held executive positions with both of these charities.

Lydia Almeida

Lydia is the 2019 Fogarty Scholars Association President and a 2018 UWA Fogarty Scholar, currently studying a Bachelor of Biomedical Science. Lydia has volunteered with a variety of ongoing programs to support the participation of children with special needs in dance classes. In 2018 Lydia has joined the WA Wind Symphony, a group which aims to change lives within the community through music. Lydia brings a passionate and energised view of education across the spectrum to her role as Trustee in 2019.

Our Team

Annie Fogarty AM

Executive Chairperson

Annie, with her husband Brett, established The Fogarty Foundation in 2000 and has been the Executive Chairperson since inception. Annie brings a depth of experience and passion to improving WA through education. Annie has received recognition, including in 2013, being made a Member of the General Division of the Order of Australia for 'significant service to equity, access and advancement of education in Western Australia'.

Caitlyn Fogarty

Executive Officer

Caitlyn has been a Trustee since 2008 and Executive Officer of the Fogarty Foundation since 2018. She worked closely with the Fogarty EDvance Program following her teaching experience and commercial studies. As Executive Officer she will continue to support the deep impact the Foundation has had in the WA community and the wider education system.

Meghan Levett

Fogarty Foundation Communications Manager
(part-time)

Meghan is an experienced communicator and designer. Prior to joining the team in 2018, Meghan worked in a number of marketing roles in Australia and overseas. Meghan's experience as a communications and graphic designer have supported her to be in a position to lead the Foundation's communications.

Ingrid Sealey

EDvance Program Director

Ingrid brings more than a decade of experience in strategy development, organisational effectiveness and operational improvement from the corporate world where she has worked as a consultant and manager prior to her role in education.

Georgie Wynne

EDvance Program Development Lead

Georgie has been involved in the education sector as a teacher, leader and consultant with experience across WA, NT and NSW in both government and Catholic schools and at systems level. Her specialty areas are teacher and leadership development, team building, teaching and learning and student engagement.

Katie O'Driscoll

EDvance Program Lead

Katie joined the Foundation team in 2018 as the Program Lead for Fogarty EDvance. Previously, Katie worked for 5 years as a solicitor in the disputes team at Herbert Smith Freehills in Perth. She specialised in providing advice and representation to clients in commercial disputes, as well as pro bono clients in a variety of industries. Katie has previously worked on numerous mentoring and leadership programs.

Rebecca Loftus

EDfutures Program Director

Rebecca began her career as a scientist, later switching to education, including working as the Head of Science at a regional school in WA for many years. She is currently completing her PhD in educational change at Murdoch University, and managing the development of the Foundation's EDfutures portfolio.

Jess Silva

EDfutures Program Manager

Jess has an extensive background in science communication and STEM education with a passion for all things technology. She joined the Foundation team in 2019, from Scitech where she was developing and delivering STEM programs all over Western Australia for 8 years. Jess is passionate about everybody learning important life skills like problem solving and critical thinking through engaging with STEM.

Karen Wellington

CoderDojo Program Director

Karen brings experience in education, communications, media and project management to her role at the Foundation. Karen has completed a Graduate Certificate in Social Impact and a Masters in Community Development, both of which assist her in leading systemic change to bring about further collaboration and innovation in education and digital literacy.

The future belongs to those who prepare for it today.

- Malcom X

Fogarty Foundation

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