

PRIORITIES FOR EDUCATION IN WESTERN AUSTRALIA

August 2024



EDUCATION – THE KEY TO OUR STATE'S PROSPERITY



What Western Australian children, their families and school teachers, leaders and staff need to thrive

All students in Western Australia need equal access to a world class education that prepares them to thrive in the future.

This is not currently a reality and it is contrary to the commitment made by our (then) Education Minister, and others around Australia, to the goals of the Mparntwe Education Declaration 2019.

However, despite the challenges inherent in our school system, which stem from a wide range of factors, there are some key foundational elements that enable this objective to be achieved. The recent commitment of \$1.6bn by the State and Commonwealth Governments under the Better and Fairer Schools Agreement provides the necessary starting point investment to embed these elements.

Our insights are based on over two decades of engagement with schools and the Western Australian community. This position paper underscores the significance of addressing these fundamentals to pave the way for equal access to a quality education for all young people throughout WA.

"Education has the power to transform lives. It supports young people to realise their potential by providing skills they need to participate in the economy and society, and contributing to every aspect of their well-being."

***Alice Springs (Mparntwe)
Education Declaration 2019***



ABOUT THE FOGARTY FOUNDATION



The Fogarty Foundation is a social venturer, advancing change through education. We do this because we believe education is the key to prosperous and healthy individuals and societies.

We create and support opportunities to improve educational access and outcomes by partnering with purpose driven organisations and focussing on elevating individuals' talents and aspirations.

Founded 25 years ago by Brett and Annie Fogarty, the Foundation is driven by a commitment to improve the lives of Western Australians through education.

Our work supports the next generation of Western Australia's leaders. We do this in many ways. We provide scholarships or opportunities for WA's highest achieving students. Through supporting school leaders and educators through our Fogarty EDvance school Improvement Program, we are inspiring excellence and high quality instruction in 150 WA schools. We also help to equip today's students for the future through other initiatives such as our CoderDojo program and investments in innovation and enterprise.

Through this work we have observed many lessons in improving educational outcomes in Western Australia. This experience forms the basis of this position paper.

Our vision aligns with that of the (Alice Springs) Mparntwe Education Declaration 2019, that states:

“Our vision is for a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face.”

Education has a foundational role in building a better society.

Giving all children a fair start in life through access to good education is critical.

We must think long term, as education is the best investment we can make to ensure the skills and aptitudes to build a knowledge economy for a vibrant and prosperous Western Australia.

Annie Fogarty AM
Chairperson

Megan Enders
Chief Executive Officer



The 2025 State election presents a moment for significant change

We recommend that WA political parties commit to four priorities



1



Create a strong, supported workforce that provides quality, evidence-based teaching for all students.

2



Enable a coordinated, whole-school approach to curriculum planning and delivery, supported by quality resources and materials.

3



Resource schools to be central to the community and to create learning environments in which all students become confident and resilient learners.

4



Raise educational aspirations by setting high expectations and providing meaningful pathways for all students to thrive.

This is consistent with, and provides a pathway to achieving, the Alice Springs (Mparntwe) Education Declaration 2019 goals

Goal 1

- The Australian education system promotes excellence and equity

Goal 2

All young Australians become:

- Confident and creative individuals
- Successful lifelong learners
- Active and informed members of the community

THE CURRENT STATE OF EDUCATION IN WA

Two in three disadvantaged students – and half of regional and remote students – in Australia are not reading proficiently. A staggering 70% of Indigenous students are also not proficient in literacy (1).

And it is not just disadvantaged, remote or regional students who are behind. According to the 2023 NAPLAN results, **36% of year 9 students in WA are not proficient in reading**, the key foundation skill for learning (2).

This highlights a significant issue within the Western Australian education system, which is failing to meet the needs of students and the broader community.

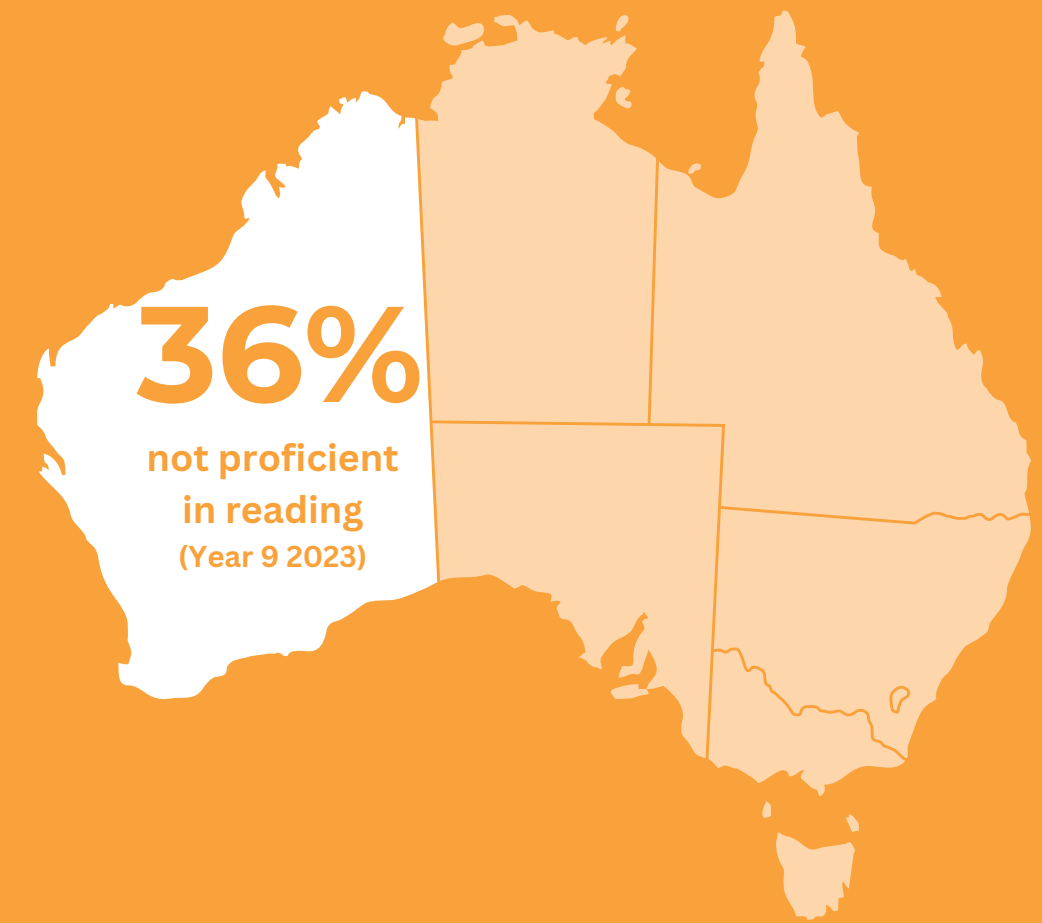
It also demonstrates the gap between rich and poor, and urban and regional students. A gap which is growing.

Researchers have stated that, for students to learn adequately, they must attend for at least 90% of school days (3). Students attending WA's public schools are **not attending often enough to learn adequately**; in Semester 1 of 2022 the attendance rate was 84.4% whilst the attendance rate of our First Nations students was far lower at only 64.6% (4).

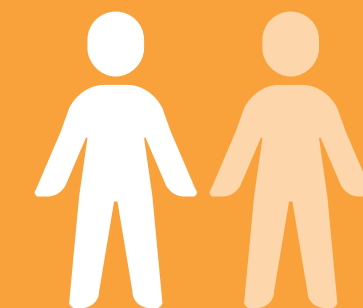
The situation does not improve as students move through secondary school. According to the 2022 PISA results (the OECD's Programme for International Student Assessment), by the time they are 15:

- about **2 in 5 Australian students do not meet the Australian national proficiency standard in reading** and
- **1 in 2 students do not meet the Australian proficiency standard for maths** (5).

When we look at education aspirations in the last year of high school, this is also on the decline. In 2023, 42% of the Year 12 population that were full-time WACE-eligible sat four or more ATAR course examinations (6), resulting in WA having **one of the lowest number of students who sat ATAR** of all States and Territories. This compares with almost 54% of West Australian students in 2018 (7.)



2 in 5 Australian students do not meet the Australian national proficiency standard in reading



1 in 2 Australian students do not meet the Australian national proficiency standard in numeracy

HOW ARE OUR TEACHERS FARING?

It is not just our students who are not travelling well. In Western Australia, **critical staff shortages are occurring now**; particularly in schools serving low-income, regional, and remote schools (8). We are also facing **a significant shortfall of school teachers and leaders** in the coming years.

How do we know this? Research, media reports, and anecdotal evidence report teachers' intentions to leave the profession within their first years of teaching. For example, a 2023 study as part of the *Facing the Facts* report revealed that, in 2023, **86% of teachers surveyed were considering leaving within four years** (9). Whilst the research is showing that we are losing teachers who are early into their teaching career, the majority of those who are leaving the profession are experienced classroom teachers and leaders in their school. For example, a 2023 survey found that forty percent of 255 educators who had left the profession were in school leadership positions at the time of leaving (10).

Stability in school leadership is a key factor that contributes to school outcomes (11) so a large degree of turnover of school leaders leads directly to poor outcomes for students. Currently, the State sector indirectly encourages experienced teachers and leaders to seek roles away from schools in more challenging communities rather than incentivising them to bring the benefit of that expertise to roles in such schools, as is done in the Catholic sector.

The **Fogarty Foundation has witnessed this transience directly** amongst its cohort of almost 150 schools that have participated in (or are participating in) its whole school improvement 'Fogarty EDvance' program. For example, nearly 22% of the 74 schools in Cohorts 2 to 6 had a change of Principal during their three years in the Program, and 46% - almost half - of these schools experienced one or two changes of Principal in the following (one to 8) years post program completion. In reviewing the performance of these schools in our Program, of those who had turnover, only 40% saw an average improvement in NAPLAN domains, compared with 100% of those schools which did not have any change in their leadership during the program (internal Fogarty Foundation analysis).

Why are people leaving the profession?

The challenges being faced by the teaching workforce are numerous and significant. These are due to a range of factors, many of which have built up over time, and have not been adequately addressed by Government. In our experience of working with schools for almost 15 years, two key drivers are:

- a growth in workload, as a result of teachers having to support a wider range of student capability levels and respond to greater administrative and extra-curricular requirements (12); and
- managing a decline in student behaviour – which distracts both teachers and students from teaching and learning;
 - a 2018 OECD report said that the “disciplinary climate” in schools in Australia was among the least favourable in the OECD according to student reports (13); whilst
 - the 2022 PISA study noted that Australian students' reporting of disciplinary climate was one of the least favourable among the comparison countries, with all but 2 countries (Sweden and New Zealand) having a more favourable disciplinary climate than Australia (14).

The sector is also experiencing a heightened focus on risk management, leading to an increase in reporting requirements and extensive communication tasks. Teachers are now expected to respond promptly and comprehensively to every inquiry or issue that arises.

Adequate pay is a factor but not the only one. Being paid properly for work is important, but if working conditions, workload and the degree of autonomy and control that individuals have over their work is not appropriate, then higher pay will not improve wellbeing nor stem the tide of departures.

RECOMMENDATIONS



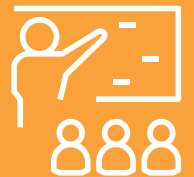
1



Create a strong, supported workforce that provides quality, evidence based teaching for all students.

- 1: Invest in all teachers so they are effectively trained to deliver evidence-based pedagogies through high quality ITE and professional development.
- 2: Embed evidence-based, whole school behaviour management as a standard practice, complimented by an education campaign targeted at parents, carers and families.
3. Enable teachers to teach by ensuring adequate staffing and resourcing so others can perform non-teaching duties.
- 4: Improve incentives and professional support to attract and retain high achieving individuals into teaching careers, particularly in regional and remote areas.

2



Enable a coordinated, whole-school approach to curriculum planning and delivery, supported by quality resources and materials

- 5: Make curriculum expectations clear and provide high quality, comprehensive lesson resources to all teachers, beginning with literacy, numeracy, core STEM and digital literacy.
- 6: Provide support so that all schools embed a whole school curriculum.
- 7: Identify, trial and utilise technology to ensure all teachers have access to quality lessons and resources, particularly those that are teaching out-of-field and in non-metro areas.
- 8: Utilise effective screening tools, supported by explicit instruction, to address skills gaps; to build a strong foundation in literacy, numeracy and digital literacy for all children and to support key school transitions.



3



Resource schools to be central to the community and to create learning environments in which all students become confident and resilient learners.

- 9: Invest in supporting schools as community hubs to provide essential additional services needed in each community.
- 10: Expand and further develop the network of Child and Family Centres to best leverage their impact across the State.
- 11: Continue to support the provision of alternative forms of schooling that are achieving positive outcomes.
- 12: Commit to the development and implementation of an early childhood educator workforce strategy to build, support and keep the best educators, teachers and experts.

4



Raise educational aspirations by setting high expectations and providing meaningful pathways for all students to thrive.

- 13: Support schools and educators to raise expectations and increase resources to schools so that they can offer mentoring and ATAR subjects to all students who wish to follow this path, including providing high level STEM resources and teaching.
- 14: Support all Western Australian students to reach their full potential through post-school study, training or employment through reframing the purposes of senior secondary education and building a system based on learning goals.
- 15: Implement ways to more fully recognise student diversity and achievement.
- 16: Strengthen the delivery of career education and pathway planning that starts earlier to better prepare students for life beyond school.



NEED MORE
INFORMATION?
READ ON FOR
OUR RATIONALE





Create a strong, supported workforce that provides quality, evidence-based teaching for all students

Education is a profession and so, as with any profession, needs to be invested in through the constant **skilling and upskilling** of its members. This is particularly the case given the pressure facing the education sector to understand and adapt to constant and significant change.

Effective professional learning requires the time and space for teachers and school leaders to continue to build and refine their skills. This is, however, unfeasible when they are in organisations that are understaffed and under-funded. It is also critical to ensure professional learning is undertaken in an impactful, effective manner. As with any behaviour change, learning is best done when combined with real time, on the job practice, properly scaffolded with coaching, mentoring and other support and resources, over a longitudinal basis. It has also been shown that improving student outcomes requires a significant improvement in teaching practice, hence the importance of a **robust – and well-funded – approach to high quality, evidence based, professional development** (15). It also requires working with and engaging parents and the wider community more comprehensively, in supporting the education of their children.

In addition, understanding of the merits of the science of teaching and learning is growing rapidly, with the NSW, Victorian and ACT governments making a commitment to explicit instruction. This requires **a renewal of what – and how – current WA educators and school leaders are taught**. Further, based on our work with EDvance schools, the most common complaint is that school leaders – and their teams – know well what constitutes ‘best practice’ but the challenge is ‘how’ to implement ‘what’ is needed.

It is also important that schools are orderly and supportive workplaces. A key enabler of this is **managing student behaviour effectively**, which has become an increasing issue in schools. Teachers are better able to do their work if they embed effective classroom management practices, particularly if school leaders adopt effective whole school approaches to student behaviour management. This includes fit for purpose routines across schools, as these make the job easier for all (16).

Investigating and implementing technology and AI to help reduce teacher workload, and enabling its effective adoption by teachers through building their digital literacy skills is also a key part of the tool kit with which educators should be equipped. A recent report by the Tech Policy Design Centre at the Australian National University, shows growing concerns amongst educators over their ability to keep pace with changing technological trends (17), yet this area of upskilling is vital given education will increasingly need to be tailored for a tech-driven workforce.

1



Create a strong, supported workforce that provides quality, evidence-based teaching for all students (continued)

We welcome the positive development of the State has reaching agreement with the Commonwealth for an additional \$785.4M of funding - and agreeing to match this funding - so that Government schools can reach 100% of the school resourcing standard. We hope that this will assist to support the **workforce growing and that high achieving individuals are attracted to teaching, particularly in regional and remote WA.**

Several innovative approaches being utilised in other States and Territories could be adopted in WA. These include the provision of scholarships (Victoria offers \$18k for secondary teachers, Tasmania \$31k all teachers) and sign-on bonuses (NSW \$20k, Vic up to \$50k).

Another potential avenue to attract and retain teachers in regional areas could be to provide tax incentives that would not increase the overall workforce budget but provide positive incentive for school staff to teach in challenging communities. **Providing proper transition, handover and ongoing support** whilst in the role is also fundamental.

This also links to the role of universities in providing initial teacher education (ITE). We are pleased with the Federal Government's requirements for teacher training programs to focus on core content learning areas which includes classroom management and evidence-based instruction.

We are also pleased to see the recent Federal Government announcement of funding_pre-service teachers to complete their placements.

Lastly, we commend those tertiary institutions that have **placement time across all four years** of study, as this will help to ensure those who wish to follow this path are the most suited to the role (ideally reducing the number of departures in the initial years post-degree).

Recommendation 1:

Invest in all teachers so they are effectively trained to deliver evidence-based pedagogies through high quality ITE and professional development.

Recommendation 2:

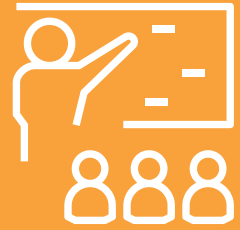
Embed evidence-based, whole school behaviour management as a standard practice, complimented by an education campaign targeted at parents, carers and families.

Recommendation 3:

Enable teachers to teach by ensuring adequate staffing and resourcing so others can perform non-teaching duties.

Recommendation 4:

Improve incentives and professional support to attract and retain high achieving individuals into teaching careers, particularly in regional and remote areas.



Enable a coordinated, whole-school approach to curriculum planning and delivery, supported by quality resources and materials

A **quality curriculum, supported by quality resources and materials**, enables great teaching and learning. Such materials support teachers to deliver high impact instruction by mapping out a progression of learning lesson-by-lesson, across a year, and are ones that can be adopted or adapted as needed. The Grattan Institute found that having access to such banks of materials could **reduce teacher workload by up to three hours a week**, giving teachers time back to help with differentiating what is taught to suit the range of students in their class (18). This is consistent with the findings of a report commissioned by the WA Department of Education in 2023, which recommended the Government provide centrally developed units of work – syllabuses – aligned with curriculum and learning outcomes (19).

Such resources are already available or being developed by several Australian states, as well as professional associations, commercial and non-profit curriculum providers, so **this may not require a significant investment** or building such content from scratch; it is possible to **borrow and learn from other jurisdictions**. A good example of such support is the Victorian Government committing \$40 million to developing lesson plans aligned to the new Victorian Curriculum and subsidising access for Victoria's more than 300 government secondary schools to one of two providers (Stile and Education Perfect) for their science curriculum (20). These offerings provide a customisable core science curriculum with resources to support both students and teachers, helping to engage students, track growth and differentiate teaching. The next step is to **establish and implement a quality assurance model** for giving all teachers confidence about what materials to use, how and when.

This also enables a **whole school curriculum** to be put in place. This is important because great teaching not only requires classroom instruction based on well-designed, knowledge-rich, and carefully sequenced lessons but ones that **build student knowledge and skills over time**, year on year as students progress through their schooling. As Grattan observes, **without a whole-school approach to curriculum planning, even the hardest-working teachers will struggle to give their students the best education** (21).

Additionally, committing funding to exploring - and trialling - the opportunities offered through the **use of technology, including AI, in an equitable and ethical manner** should also remain high on the Government's priority list for education. Such tools can be leveraged to reduce teacher workloads, enhance face-to-face learning and help provide personalised learning to address differential skills and capability across a class or student body.



Enable a coordinated, whole-school approach to curriculum planning and delivery, supported by quality resources and materials (continued)

It is also important to improve the transition to school and between key stages during primary and secondary school. Pivotal to this is **screening to identify learning gaps** at the start of each stage, followed by the implementation of evidence-based intervention to address any skill development issues.

Phonics screening in Year 1 has resulted in significant improvements in literacy for students in South Australia, and is an approach being adopted elsewhere.

A similar approach is essential for early numeracy skills (22), and eventually, for digital literacy.

This includes **screening not just in the early years of primary school but in high school**, consistent with Grattan's recommendations that any new school entrants, and all students in the transition to secondary school, should be screened to identify those that may not have learnt foundational reading skills, to which the Foundation also recommends adding numeracy and digital literacy skill assessment.

“Systems must do away with the ‘wait-to-fail’ approach and make sure every student at risk of falling behind is identified as early as possible.” (23)

Recommendation 5:

Make curriculum expectations clear and provide high quality, comprehensive lesson resources to all teachers, beginning with literacy, numeracy, core STEM and digital literacy.

Recommendation 6:

Provide support so that all schools embed a whole school curriculum.

Recommendation 7:

Identify, trial and utilise technology to ensure all teachers have access to quality lessons and resources, particularly those that are teaching out-of-field and in non-metro areas.

Recommendation 8:

Utilise effective screening tools, supported by explicit instruction to address skills gaps; to build a strong foundation in literacy, numeracy and digital literacy for all children and to support key school transitions.



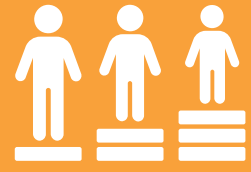
Resource schools to be central to the community and to create learning environments in which all students become confident and resilient learners

All schools should create environments so that all teachers can deliver and all students can fulfil their learning potential. In the Fogarty EDvance program, school leaders understand from their own experiences that optimal conditions for learning are indispensable for both effective teaching by educators and meaningful learning by students. Such school environments are also safe, orderly, inclusive, supportive and culturally responsive. As noted previously, **whole school behaviour management is a key contributor to creating such positive learning environments.** The **provision of other services that help to create the right environment** - such as psychologists and counsellors - is also an important contributor.

Additionally, **schools play a vital role as the heart of many communities**, particularly in those that are regional and remote. One model for supporting schools in less advantaged communities is through **schools as community hubs**. These schools work in close partnership and collaboration with other professionals and community representatives to provide a wide range of services and supports that are needed by students AND their families. Such services include dental, speech therapy and physiotherapy, as well as adult education (English language skills, parenting skills, etc) and volunteer opportunities. This helps to build an holistic and supportive community for children, their families and guardians, in support of the role of educators.

Child and Family Centres have been in place for over a decade in WA and make a significant contribution to children having a good start in life and in their education. Like hubs, these provide a range of services where and when they are needed, in a holistic manner; and the number and scope of these should be increased, and adequately funded. **Encouraging playgroups will also help**, as well as ensuring **universal and timely access** to child development – and parenting – supports. This includes the wider application of early intervention programs for child development as well as supporting parents with early detection, advice, assistance and access to services. To that end we support the findings and recommendations in the April 2024 final report of the WA Select Committee into Child Development Services (24).

These efforts will go far to ensure that all children begin pre-school at appropriate developmental levels; and can participate in primary and secondary school more successfully. These examples of collaborative approaches by government agencies encompassing education, community and health go a long way to addressing the complex issues that contribute to disadvantage and inequality.



Resource schools to be central to the community and to create learning environments in which all students become confident and resilient learners (continued)

School engagement is also a powerful protective factor for student wellbeing, which in turn helps to build confident and resilient learners (25). If students are given the right environment, and are taught well, they become confident learners who are willing to attend and participate.

As noted by a recent Robinson and Hamilton report for the WA Education Department, “teachers can best improve student wellbeing through good teaching and positive teacher-student relationships rather than pursuing it as a separate domain (26).”

Alternative schools are another way to support and engage students who have fallen out of mainstream schooling, particularly with the growing level of school refusal. Whilst few such schools exist at the moment, those that are achieving outcomes by providing a quality education to those who would otherwise be disengaged should continue to be supported as a viable alternative.

Lastly, but by no means least, another way to build the foundations for lifelong learning, that brings WA into line with the other States and Territories, is to develop and implement a **comprehensive early childhood educator workforce strategy**. Early childhood educators, together with parents and carers, play a significant role in preparing children for successful school life and WA needs to better develop and nurture this sector.

Recommendation 9:

Invest in supporting schools as community hubs to provide essential additional services needed in each community.

Recommendation 10:

Expand and further develop the network of Child and Family Centres to best leverage their impact across the State.

Recommendation 11:

Continue to support the provision of alternative forms of schooling that are achieving positive outcomes.

Recommendation 12:

Commit to the development and implementation of an early childhood educator workforce strategy to build, support and keep the best educators, teachers and experts.



Raise educational aspirations by setting high expectations and providing pathways for post-secondary schooling and occupations

More than ever before, it is imperative that we **build a knowledge economy** and become a smart state. It is estimated that, in the next 10 years, more than 9 out of 10 new jobs expected to be created will require post-secondary qualifications (27).

However, our system is not presently providing education that will enable us to realise this future. More specifically,

- Australia's educational performance is declining:
- **our curriculum is not as aspirational** as other OECD countries: the Australian Science curriculum in the first nine years (1-9) has 50% the content of other countries with higher educational outcomes (28); and
- in Western Australia **our educational aspirations are decreasing**, as exemplified by our ATAR participation rates declining. It is important that there are various pathways to tertiary education to enable access to a diverse range of students, but low numbers of students taking ATAR subjects indicates low aspirations. A diminishing focus on ATAR at some schools means that lower secondary curricula may not be sufficiently challenging and will limit post-secondary options for all students.

Improved educational attainment is important for every student as it will increase their life opportunities, help them to realise their potential and improve their long-term success. It is also essential for our State in meeting the need for our future workforce. We need to **build a culture of excellence in education** with high aspirations for all children and we need to support our schools to enable this culture.

This will require our schools and our teachers to be resourced and upskilled so they can **best educate and prepare our students to be able to build their own futures**. This involves working with students from Year 7 so they are **confident and capable of studying at as high a level as possible**.

To that end, we support the Chair of the Review Panel who writes in the 2024 Pathways to Post School Success Report draft:

Our aspiration is that all students in Western Australia have access to senior secondary pathways that are meaningful for them and set them up well for the lives they imagine. We also need to ensure that the system is sensitive to other challenges, including the need to support student wellbeing and the changing world of work (29).



Raise educational aspirations by setting high expectations and providing pathways for post-secondary schooling and occupations (continued)

Other initiatives that help raise students' aspirations include **improved encouragement of STEM education and inspiring interest and aspirations** in these fields. We support the investment being made in the new Space Science Education Centre at Joseph Banks Secondary College and in science labs but believe much more funding and emphasis should be provided, particularly in the regions, where STEM is often taught by teachers out of field.

Workplace opportunities are also changing and the way in which the skills and competencies of secondary students are assessed and recorded needs adaption to suit the future world of work. As the Expert Panel notes, **we need a system that recognises and celebrates the 'whole student'**, beyond pure academics, and that caters to the diversity of the WA student population (30), potentially through **tools such as skills passports**.

Western Australia is well placed to offer many world class opportunities in areas such as space, renewables, marine and agriculture given we are home to the world class Square Kilometre Array and are experts in remote operations.

It is essential that we invest in our youth so they can take advantage of these exciting state-building opportunities.

Recommendation 13:

Support schools and educators to raise expectations and increase resources to schools so that they can offer mentoring and ATAR subjects to all students who wish to follow this path, including providing high level STEM resources and teaching.

Recommendation 14:

Support all Western Australian students to reach their full potential through post-school study, training or employment through reframing the purposes of senior secondary education and building a system based on learning goals.

Recommendation 15:

Implement ways to more fully recognise student diversity and achievement.

Recommendation 16:

Strengthen the delivery of career education and pathway planning that starts earlier to better prepare students for life beyond school.

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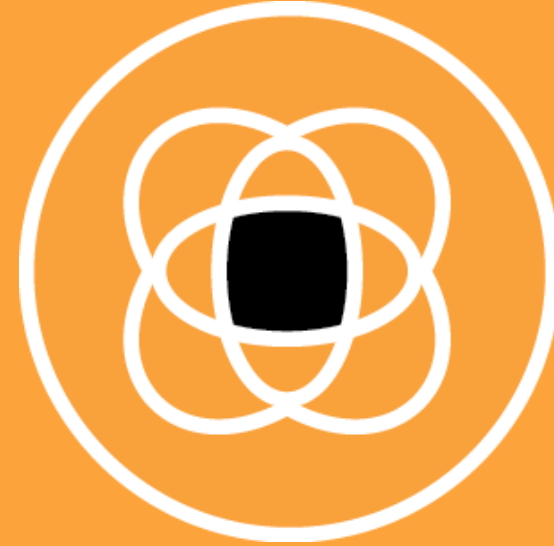


ABOUT OUR WORK

The Fogarty Foundation has consistently advanced education in Western Australia through successful projects that have identified and then effectively addressed gaps in the system.

These initiatives have not only achieved their goals but have served as a catalyst for future improvement in the sector, exemplifying the Foundation's strong commitment to fostering educational excellence, equity and innovation across Western Australia.

Through strategic interventions, the Fogarty Foundation continues to play a role in shaping a brighter future for WA's students and educators alike.



The Foundation established the UWA Fogarty Foundation Undergraduate Scholarship of Merit in 2004.

It was an Australian first for being an undergraduate Merit Scholarship program, and now, is regarded as one of Australia's premier scholarship programs.

Together with the University of WA, the Fogarty Foundation invests in exceptional young people who use their skills, abilities and commitment to lead positive change.

Since 2004, the Scholarships have supported and inspired almost 200 high achieving students to positively influence their communities, including through the establishment of a number of impactful initiatives and organisations across the State.



Fogarty EDvance - an Australian first innovation - was founded by the Fogarty Foundation in 2012.

It was established to improve access to education in challenging communities by enhancing the capacity of school leaders to respond to the challenges in their schools.

This three year School Improvement Program focuses on building the capacity of school leadership teams to make informed evidence-based decisions, plan strategically, and implement change to improve student outcomes.

Developed collaboratively with a range of stakeholders, the Foundation has partnered with the Department of Education and Catholic Education since the inception of the program.



In 2013, the Fogarty Foundation saw a growing need for young people to build skills in digital literacy, including an understanding of the language of computers, coding. So it brought CoderDojo, an innovative, community-led initiative to WA.

Dojos are free, fun, and social computer programming clubs to inspire youth aged 7-17 (Ninjas) to become creators, not just consumers, of technology. They provide a supportive environment where young minds can build their own digital projects, and collaborate with peers, while gaining essential future skills.

The program has fostered the next generation of innovators and impactful initiatives such as Dojos for children with autism and increased support for coding in schools.



change



Fogarty Foundation

Creating opportunity, realising potential

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