



Progress Report – Morgans Foundation 2024 funded projects

We are pleased to provide an update on the six school initiatives supported through Morgans Foundation and Big Dry Friday supporters' generous contributions in 2023. This report details the progress of each project, highlighting key activities and outcomes. Together, these programs are creating transformative change, thanks to your ongoing support.

MACLEAY COMMUNITY OF SCHOOLS – NURTURING AND CREATING MOTIVATED LEARNERS

Cluster of 8 Schools led by Crescent Head Public School (NSW) (Multi-year Project)

Project goal: To train all school personnel in the Berry Street Education Model (BSEM) to build a whole school/whole of community approach to wellbeing and learning practices through a Community of Practice network.

Estimated beneficiaries: 783 children/104 school staff/325 family/community members

Key Activities to date:

- A leadership team of 19 Principals, Assistant Principals, and middle leaders was established to develop and align project goals across all schools. Since the partnership application to Schools Plus a further 4 schools have joined the cohort so that 8 schools are now participating.
- Development and implementation of the Student Sense of Belonging Survey, with baseline data collected for all schools.
- 193 staff trained in the Berry Street Education Model (BSEM). Final two days of training planned for the end of the year.
- Morning Circles and Brain Breaks, based on the BSEM, have been introduced and implemented in all cluster schools, creating a "Ready to Learn" environment and teachers developing their skills in using new classroom routines and strategies.
- The creation of a Project Roadmap that aligns with each school's Improvement Plan, ensuring a consistent and focused approach across the cluster.

Project Outcomes

- Morning Circles and Brain Breaks are now part of daily routines, helping students become more focused and ready to learn. Schools are tracking progress to improve student connectedness and engagement.
- Staff across the schools are actively using the BSEM framework, with teachers reporting increased satisfaction and engagement in the new teaching strategies.
- Of the surveyed staff, 90.2% believe the BSEM will have a positive impact on the sense of belonging in their schools, compared to 42.6% who felt that wellbeing processes were not effective before BSEM training.
- A Ready to Learn Scale has been developed and shared across all schools to further support the implementation of positive classroom routines.

 **Mrs Maynard**
Mrs Maynard's Class Jun 12



Since attending my Berry St. training a few weeks ago, one thing I have tried implementing into the classroom more is quick brain breaks throughout the day. Today we tried Cardio Drumming with pool noodles.....it was lots of fun!! Looking for a quick, fun family activity? Search for it on YouTube....there are lots of choices!

READING BOOST FOR GRAY SCHOOL

Gray Primary School, Palmerston (NT) (Single-year Project)

Project goal: By the end of 2024, significantly enhance literacy outcomes to enable all students to become proficient and enthusiastic readers through the implementation of evidence-based Science of Reading pedagogy and personalised intervention support.

Estimated beneficiaries: 280 children/30 school staff

Key Activities to date:

- All students have undergone baseline reading assessments for tracking and analysis.
- Students are actively using the Boost Reading program during class, and extending this learning at home.
- All decodable readers have been purchased and are available in the school library for easy access.
- Teachers and staff have been comprehensively trained and are delivering structured literacy sessions in class.
- Printable readers are now being sent home to provide additional reading support for students.
- Parent sessions have been held to share student progress, data and strategies for improvement.

Project outcomes

- The project is showing improvement data for students. A data wall in the front office displays the benchmarks and progress of all students so that results can be celebrated.
- Project outcomes were presented at the Top End Literacy Leaders Workshop with lots of interest in the results, data and process from other schools.
- Increased teacher confidence in using tools like mCLASS, Boost Reading, and Amplify.
- Structured literacy approaches have been implemented successfully across all classrooms, adapted to support diverse learners.
- Established University of Florida Literacy Institute intervention class, which is like the superhero of reading programs. This is showing early success in improving student outcomes.
- Stronger partnerships between families, students, and teachers through parent engagement sessions focused on progress and improvement strategies.
- The school is now collaborating with a network of nearby schools, providing an opportunity to expand impact.



THE RESILIENCE PROJECT

Cluster of three schools led by Renmark North School, (SA) (Single-year Project)

Project goal: To foster a culture of resilience through comprehensive educator and family engagement that will enable students to navigate complex social situations and enhance their overall well-being.

Estimated beneficiaries: 387 children/55 school staff/530 family and community members

Key Activities:

- Educators completed The Resilience Project (TRP) training and have actively implemented these principles in their classrooms. The training was completed enthusiastically with some staff purchasing extra resources themselves.
- GEM (Gratitude, Empathy, Mindfulness) meetings for parents have taken place at all three schools and has resonated throughout each of the school communities.
- Students are practising a range of wellbeing strategies, including "brain breaks" during lessons.

Project Outcomes

- Behavioural incidents have decreased, with suspensions becoming less frequent and less severe.

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- Mid-year benchmarks indicate students are developing stronger emotional regulation skills, surpassing initial expectations.
- Educators report a positive shift in their own well-being, resulting in a more supportive learning environment.
- The program has become a core focus of the participating schools and their communities. Growing demand from staff/students for TRP resources has highlighted the need for further funding and planning to grow the program.
- The success of the program is leading to school to consider expanding the program to additional schools in the Riverland region.



GEM meeting for Parents

IMPROVING READING OUTCOMES FOR PREP-YEAR 2 STUDENTS

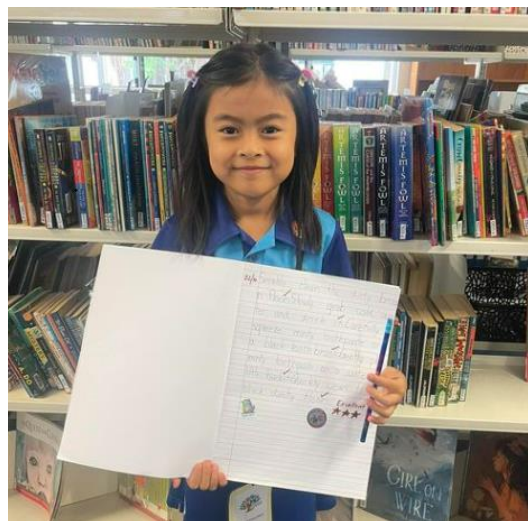
Parramatta State School, Cairns, (QLD) (Single-year Project)

Project goal: To build capacity of staff to support years Prep-2 to read and write effectively using alphabetic code.

Estimated beneficiaries: 180 children/16 school staff/90 family members/10 community members

Key Activities to date:

- Professional learning and upskilling for teachers has been the focus of the past 6 months, emphasising the Science of Reading.
- A structured routine for reading has been developed in consultation with staff, focussing on phonics.
- Teachers engaged in additional professional learning, including Scarborough's Reading Rope and collaborative planning models. Teachers have reported high satisfaction with the professional development and classroom application.
- Successful parent sessions took place to review student progress, and share improvement plans.



Project Outcomes

- The school has met the mid-point target with 75% of students achieving A, B or C marks in English during Semester 2, and are on track for 80% by Term 4.
- Data analysis for Prep-2 shows student progression has improved in word recognition.
- Phonics-based literacy routines are now established in all Prep-2 classrooms, and a Head of Pedagogy has been appointed to guide reading practices.

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- Noticeable increases in students' decoding (reading) and encoding (writing) abilities in Prep-2.
- Professional learning has greatly enhanced teacher effectiveness in delivering reading instruction, with increased confidence across staff.

MENTORING AND COACHING TO IMPROVE STUDENT OUTCOMES

Wilson Park Primary School, Collie (WA) (Single-year Project)

Project goal: To enhance students' academic achievements by implementing effective teaching through cross school mentorship to create measurable improvements in learning outcomes.

Estimated beneficiaries: 80 children/6 school staff

Key Activities to date:

- Teachers are delivering structured lessons centred on Spelling Mastery and InitLit programs, targeting literacy skills in reading and spelling.
- Project leaders have completed the Science of Reading professional development and are now sharing their knowledge with the broader teaching staff.
- Teachers completed Impact Cycle professional development, gaining skills in reflection and coaching, which are being applied successfully in their classrooms.

Project Outcomes:

- Preliminary data from NAPLAN shows growth in grammar, punctuation, reading, and spelling, suggesting the literacy strategies are beginning to yield positive results.
- Classroom teachers have reported noticeable improvements in student engagement and comprehension, although broader data is still being collected.
- The school encountered difficulties in its partnership with Balga Primary School, as collaboration meetings highlighted a misalignment in their working approaches. As a result, the partnership was discontinued, allowing the school to establish a new collaboration with the Centre for Excellence in the Explicit Teaching of Literacy program. This new partnership has paired the school with a high-performing mentor school, enabling a more targeted and productive focus on explicit literacy instruction.
- The school is making strong steps in establishing a culture of data informed practice at the school.

Scroll down to see a super cute photo of the kids reading at Wilson Park Primary School!



Our very clever Pre-Primary and Year 5/6 students demonstrated their amazing literacy skills to some very special visitors to our school this morning. After lunch they applied their skills by reading together in the Library. They finished the afternoon by listening to Mrs Oliver read a story



STRONGER, SMARTER ENGAGEMENTS FOR EVERYONE

Tara Shire State College (QLD) (Multi-year project, continued from a single year project in 2023)

Project goal: To build the collaborative and cultural competencies of students in Years 3/4; Year 7 and Year 10 with a focus on cultural analysis, identity, relationships, diversity and building resilience both within the classroom and in the natural environment.

Estimated beneficiaries: 110 children/30 school staff/90 family members/20 community members

Key Activities to date:

- Year 4 class completed the Stronger Smarter Leadership program throughout Term 2 2024. The students learnt how music is a vital tool in Indigenous culture to tell stories and pass on traditions, and developed their own class song symbolising their passage through the program.
- Students participated in camps on country in early September 2024, which deepened their connection to the land and enriched their cultural understanding.
- Collaborations with Dr. John Davis led to the creation of the Tara Shire State College Dance Group. Their performances during the Tara Festival and a community reconciliation ceremony were a highlight for all involved.
- Staff successfully implementing Stronger Smarter leadership program activities and strategies such as higher-expectation relationships, perceptual positioning, trust, starting a conversation, cultural shifts, and personal leadership within their classes across the school.

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Project Outcomes:

- Improved Attendance: Year 4 First Nations student attendance improved from 80.7% in Term 1 to 91% in Term 2.
- Reduction in Behaviour Incidents: Year 4 students saw a complete elimination of negative behaviour referrals, while Year 10 saw an 87% reduction in incidents.
- Teachers who completed the leadership training reported improved student engagement and reduced classroom behaviour issues.
- Family engagement: A First Nations parent and carers group has been established, with its inaugural meeting held in August 2024.



Thank you for your transformational funding!

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