



**Fogarty  
Foundation**

Creating  
opportunity,  
realising  
potential.

**20  
26**

# **FOGARTY REPORT 2026**

**ADVANCING SOCIAL CHANGE THROUGH EDUCATION**



# CREATING OPPORTUNITY, REALISING POTENTIAL.



The Fogarty Foundation is a social venturer, advancing change through education. The Foundation creates opportunities by partnering with purpose-driven organisations and supporting individuals' talents and aspirations. Founded in 2000 by Brett and Annie Fogarty, the Foundation is committed to excellence, leadership and innovation, enriching the Western Australian community through knowledge and empowerment.



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# OUR WORK

The Foundation's programs and partnerships fall within three pillars:

- **Next Generation Leaders:** Empowering, extending and creating opportunities for high achieving and high potential young people
- **Excellence in Education:** Inspiring excellence and high-quality instruction in schools by investing in teachers, school leaders, and education programs to ensure that all students receive a high-quality education
- **Future Ready Students:** Equipping today's students with the skillsets and mindsets to thrive in the future

The ripple effect, depicted in the Fogarty Foundation's logo, is at the centre of everything the Foundation does, creating opportunities for improved outcomes with wide impact.

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# CHAIRPERSON'S REPORT



As Australians, we value a socially cohesive society, based on equality, shared values and a strong sense of community. Education is the single most powerful force we possess to build and sustain social cohesion. Through education, we learn not only academic knowledge, but the values and capabilities that enable us to engage with others. High quality education fosters critical and ethical reasoning, respect for difference and a shared sense for civic responsibility. It provides opportunity and mobility, reducing inequality and strengthening social bonds. When education systems are strong, inclusive and purposeful, they do more than prepare individuals for work – they build the foundations for a cohesive, resilient and flourishing society.

This is why the Fogarty Foundation continues to focus on ensuring that we have quality and equitable education for all West Australians: That we value our education and make the most of the opportunities it can provide. For us that means supporting organisations providing excellent educational programs, developing new initiatives to lead positive change and promoting discussion on important education issues.

Over the past twelve months we have held a number of public forums on education including EDUCATED which now will be an annual event and brings together people with a diverse range of perspectives and the ability to make change happen. The first in 2025 was on the importance of us all valuing education with a theme of Education Is Everyone's Responsibility. We then built on those ideas to explore the importance of raising aspirations: Aspirations for young people to achieve well in their studies and in life. Aspirations are the horizons students can imagine for themselves—what they believe is possible and what they can attain through learning. We have the opportunity to ensure that every young person can see their horizon, believe they can attain it and give them the knowledge, skills and support to reach it.

***"We have the opportunity to ensure that every young person can see their horizon, believe that can attain it and give them the knowledge, skills and support to reach it."***

Artificial intelligence is reshaping the world in which we live and its influence on education will be profound. AI has the potential to greatly enhance learning – to personalise support, extend access to knowledge and deepen inquiry – but only if it is used thoughtfully and ethically. The educational imperative is to prepare students for AI, the opportunities and the risks.

For the past three years the Foundation has been working with individuals and national networks on how we can enable educators to best use AI to improve educational outcomes. Our first focus is on empowering educators to be more knowledgeable about AI and how it can be used to benefit their working day, their practice and support their students' use of AI wisely as a learning tool and not an answering machine - to increase deep learning and not enable cognitive offloading.

The Foundation's work includes partnering with organisations working in the education and technology sectors, providing professional development and guidance for educators and raising the important issues to ensure we are making the best decisions in this important area of education.

Western Australia's future prosperity and security depends on a workforce with strong science, technology, engineering and mathematics (STEM) capability. The state's fastest-growing and highest-value industries—across defence, energy, advanced manufacturing, health and technology—are increasingly STEM-intensive, yet too many students leave school without the foundational skills to access these opportunities. This gap is most acute in low socio-economic communities, where untapped talent risks being left behind. So the Foundation will be focusing on improving the opportunities for Western Australian students through lifting their capability in STEM skills.

We will begin this year concentrating on numeracy, supporting Dyslexia-SPELD Foundation (DSF) to run a series of workshops for teachers to improve maths outcomes and supporting the development of an early screening tool for maths. We will continue working with the exciting Space sector as an opportunity to engage students in STEM education, to inspire and equip them with the critical skills they need.

We are also developing a STEM Initiative which will start with the foundational numeracy program and build a K-12 STEM pathway for essential science, maths, technology and enterprise.

The core of the Foundation is providing opportunities and enabling great leadership. Our longest standing initiative is the UWA Fogarty Undergraduate Merit Scholarship Program. There are now over 200 UWA Fogarty Scholars studying and working in our community and around the world, leading in their studies, their professions and advancing positive social change. With the expansion of the Scholarship Leadership Program into the enriched Fogarty Ripple programs, which are now available to all UWA Merit Scholarship holders - Fogarty, Winthrop and Lawrence - the Foundation is able to expand the advancement of many more young people in WA.

Schools and educators face an increasing range of challenges and many require support to ensure they can provide the best education possible for their students. The Fogarty EDvance program has been a driving force in school improvement and developing school leadership in WA for the past 14 years. This year under the management of Knowledge Society, Fogarty EDvance will be commencing its 13th cohort with over 160 Western Australian schools now being part of the program. The three year program, provides a strategic and scaffolded approach to improving educational outcomes for students attending schools in challenging communities, enhancing their opportunities and life outcomes.

The program is now being developed into the 500 Schools Project which will take an enhanced model to 500 low socio-economic schools nationally.



Annie Fogarty AM

Brett and I would like to thank the Foundation Team, led by Elizabeth Knight who has been an outstanding CEO this last year, bringing energy, ideas and new approaches to how the Foundation is delivering our aims. Thank you to Laura Potts, our Program and Communications Manager, our newest team member Harry Kwon who is responsible for the Fogarty Ripple programs and Caitlyn Embley who is returning from maternity leave. To the 3rdwavecapital Finance and Investment teams with an exceptional contribution from Mitch Fogarty, for their outstanding work and commitment to the Foundation and the work we do.

Grateful acknowledgement to our Trustees for their invaluable advice and ideas, with special thanks to Mariya Faisal, the Fogarty Scholars Association (FSA) President, for her year with us as a Trustee and we welcome to Matt Vinci who is this year's President of the FSA and so will be a Trustee with the Foundation for 2026.

A special note of thanks to Bonnie Lin who has been a Trustee for six years and has provided great advice particularly in the areas of technology and enterprise and sincere gratitude to Emeritus Professor Bill Loudon AM who has brought his wisdom and deep knowledge of education to his role as Trustee and also advisor and mentor to me.

This year we are joined by new Trustees Emeritus Professor Phil Dolan, former Dean of the Business School and Executive Director for the Future of Business at Melbourne University and Professor Peter Klinken AC, former Chief Scientist of WA and 2025 Inductee into the Science Hall of Fame. I look forward to the new knowledge and ideas they will bring to the Foundation.

In 2026 I am confident that the Foundation's social venturing of forward-thinking approaches and collaboration, will enable many more young people to learn, thrive and contribute meaningfully to our society.

# CEO'S REPORT



This year has been defined by inspiring people – the educators, students, industry partners and fellow philanthropists we have worked with from across Western Australia and beyond. At the Fogarty Foundation, our team and partners are united by a simple conviction, which is that WA's potential is extraordinary. It's this untapped potential that is at the heart of our work; across all our partnerships and initiatives we strive to find ways to unlock this potential by amplifying the endeavours of those already leading the way and ensuring opportunity reaches further, faster.

In that spirit, I want to share three opportunities and challenges that have shaped our work in 2025 and early 2026, which will continue to guide us in the year ahead.

Our Next Generation Leaders portfolio has been defined by the need for strong direction and hope in a time of uncertainty. For more than 25 years, the Foundation has invested in the potential of young Western Australians to shape their communities and our future. We are living through a period of rapid change, in a more globalised, technology-enabled and complex world that can bring both disruption and growth. In such times, strong leadership is not optional, it is essential. Our task is to inspire hope and create pathways so that emerging leaders can act with purpose and courage.

Our long-standing partnership with The University of Western Australia through the UWA Fogarty Foundation Scholarship continues to be a cornerstone of this pillar. More than two decades in, we are witnessing our Scholars step into significant leadership roles, as policymakers, entrepreneurs, researchers, educators and community leaders, and then return to mentor those who follow. It is exciting to see that continuity deepen the Scholarship's impact and creating a ripple of leadership and service.

In 2025 we introduced the Fogarty Ripple programs, a scaffolded leadership and enterprise accelerator that will support 80+ young leaders each year to transform potential into purpose. Fogarty Ripple is structured to give participants access to networks, mentors, catalytic opportunities and practical tools to move from idea to impact. I want to express my thanks to Racheline Tantular

for her leadership in the program's development and Harry Kwon, who has stepped seamlessly into the Program Coordinator role and has led the program from strength to strength in 2026.

Our Excellence in Education portfolio responded to the need to invest in teacher support and capability during a time of change. Every day, we see teachers shoulder the responsibility of guiding young people through complexity, helping them grow as learners and as citizens. We are privileged to work alongside inspiring educators across WA, and wherever possible, we strive to champion and support them.

One defining opportunity and challenge is the rapid emergence of artificial intelligence in education. Historically, we have championed programs backed by strong evidence. AI has tested this paradigm, as traditional research cycles are struggling to keep pace with real-world adoption of AI in the classroom and the world around us. We have responded by holding fast to our values of equity, ethics and evidence, and are investing in rapid learning and cross-sector collaboration so teachers are not left to navigate this new frontier alone.

A highlight was the State of AI in WA Schools Forum, in partnership with the Beyond Boundaries Institute, which brought together 220+ educators, school leaders, researchers, policymakers and industry to explore the opportunities and risks AI presents for education. It was a reminder of what the Foundation does best, acting as a strategic convenor who can bring diverse, thoughtful voices together to solve complex problems and then translate those insights into tools and support educators can use.

While technology offers extraordinary new possibilities, strong and deliberate leadership is essential to ensure all teachers and students are supported, included and empowered, because technology is not equitable by design. Looking forward, our approach in this domain is guided by three priorities: AI literacy for teachers and students across the state, which we are proud to deliver in

partnership with Day of AI Australia, building the evidence base on AI in education, and giving young people agency to shape the future of AI and its role in society.

Finally, our Future Ready Students portfolio has been inspired by the reality that the Western Australia of the future will not look like the WA of the past. As our economy diversifies and new industries emerge, we have an obligation to equip young people to thrive now, and during these transitions. For us, “future ready” means two mutually reinforcing things - strong foundations and enabling future pathways through STEM skills and creativity.

First, foundations. For many years the Foundation has invested in literacy and the conditions for high-quality instruction. In 2025 we began to extend that commitment to numeracy, partnering with our longstanding partner DSF to help more schools deliver consistent, evidence-aligned maths teaching, with a focus on building teacher confidence and capability. Every child deserves access to the knowledge and skills that unlock future learning, and critically, the industries that will power WA’s future will require strong STEM foundations which we know begin with numeracy education in the early years. Celebrating and supporting our incredible STEM teachers is central to this work, which is why we are proud to continue our support for the Premier’s Science Awards and the STEM Educator of the Year - Secondary Award, which in 2025 was awarded to the inspiring Nathan Curnow, Head of Science at Willetton Senior High School.

Second, enabling future pathways through STEM skills and creativity. We support programs that connect students with WA’s growth sectors, such as space, health and life sciences, and the arts & creative industries. We welcome new partners who support this mission including the Habitats for Life program led by Perth Zoo, Musica Viva Australia’s Music Education Residency program, the Kids in Space program from the Andy Thomas Space Foundation, and the Game Changer Awards led by WAITTA.

In the year ahead we will deepen this commitment through new strategic partnerships and initiatives which aim to build foundational numeracy skills, inspire WA students, teachers and communities to engage meaningfully with WA’s future industries, and develop the transferable skills which we know will enable them including creativity and critical thinking.

As you will discover in this report, we have the immense privilege of spending our time with some of the most inspiring and incredible individuals and education programs that WA has to offer. This work is a source of joy and hope for the future. As this report highlights, whilst there are so many areas of need in our community, there are also many opportunities in front of us for genuine change and positive impact.

My sincere thanks go to the exceptional Fogarty Foundation team – Laura, Harry, Caitlyn, Terry, and our Finance and Investment team colleagues at 3rdwavecapital, Mitch, Patrick, Adam, as well as Racheline, Deborah, and Marcus. Your dedication, passion and support have enabled us to bring ambitious initiatives and meaningful partnerships to life this year. Thank you to our wonderful Trustees for your ongoing wisdom, inspiration and counsel. I extend my deepest gratitude to Annie and Brett Fogarty. Your enduring commitment, generosity and vision continue to shape a prosperous, aspirational Western Australia is inspiring.

It is a privilege to be part of this wonderful team and mission, and I look forward to the opportunities the year ahead will bring.



**Elizabeth Knight**

# OUR THEORY OF CHANGE

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Our Theory of Change reflects what we have learned over 25 years about how meaningful, lasting change happens and what is required to create impact at scale. We believe education is the key to a prosperous society. However, we recognise that no single lever, pulled alone, is ever enough to create durable progress. While our context has evolved over time, the core beliefs that guide our work have remained consistent and continue to shape our decisions, investments, and partnerships.

Our Theory of Change sets out the principles that underpin everything we do. It provides a clear framework for how we pursue our purpose, vision, and mission, and for determining which initiatives we start, support, or scale. By aligning our work to this framework, we ensure our efforts remain focused, coherent, and directed towards long-term outcomes.

At its core, our Theory of Change is grounded in the belief that investing in people, leadership, and excellence creates ripple effects that have wide and long-term impact, lifting communities. By creating opportunity, realising potential, and connecting high-potential individuals, we aim to deliver enduring benefits for education, leadership, and prosperity across Western Australia.

## OUR VISION

A prosperous Western Australia where every child has access to a high-quality education that enables them to realise their potential – creating equitable opportunities and lasting, system-wide change across communities and sectors.

# GUIDING PRINCIPLES

## Social venturer for innovation

We identify unmet social or economic needs and opportunities, responding with innovative, mission-driven solutions. This guiding principle is underpinned by an enterprising mindset; we strive to catalyse new innovations in education that are sustainable and leverage Western Australia's unique strengths and contexts.

## Excellence in our endeavours

We aspire for excellence in everything that we do, aiming to continuously improve, innovate, and become resilient against stagnation. Enabling excellence means inspiring high aspirations by connecting Western Australians with world-class people, organisations and ideas, and championing examples of excellence from our own state.

## Leadership creates a ripple effect

We invest in and inspire leaders in Western Australia, empowering individuals to drive meaningful change and expand their impact across communities. We believe empowering individuals is key to driving systemic change and building long-lasting capabilities in schools and communities.

## Clusters of high-potential individuals

We create and support clusters of high-potential people, bringing together individuals who collaborate, innovate, and accelerate one another's growth and impact. We prioritise collaboration where possible to ensure connection, shared learning, and mutual acceleration.

## Rising tide to ensure systemic uplift

We enable models designed for longevity and broad impact across communities and sectors. This is achieved by engaging with systems to identify and activate leverage points that enable scalable, replicable, and enduring change. Where possible, we assume the role of a strategic convener, aligning people, systems, and ideas to catalyse collective action.



# NEXT GENERATION LEADERS

Empowering, extending, and creating opportunities for high-potential young people who demonstrate ambition, curiosity, and a drive to make a difference.

We create meaningful opportunities for young people in WA to lead social impact and economic prosperity through their careers, ventures, and leadership endeavours. By bringing together clusters of high-potential young people who challenge and accelerate one another, we build the values, skills, and networks needed for leadership that creates a ripple effect far beyond the individual.



# UWA FOGARTY FOUNDATION SCHOLARSHIP

The UWA Fogarty Undergraduate Merit Scholarship Program is a flagship program within the Next Generation Leaders pillar and has been running for more than 20 years. As one of Australia’s leading Scholarship programs, it champions Western Australia’s most dedicated and high-achieving students. Delivered in partnership between the Fogarty Foundation and the University of Western Australia, the prestigious Scholarship supports Scholars throughout their entire undergraduate and postgraduate studies and is complemented by Fogarty Ripple, a transformative leadership and enterprise accelerator.



**160** Alumni studying and working around the world

**56** Scholars currently studying at UWA

Throughout their time at university, UWA Fogarty Scholars engage in opportunities that deepen their learning and connect them with influential WA leaders and innovators. They gain real-world experience through mentoring, Fogarty Ripple at UWA programs, and a network of high-achieving peers. Our Scholars study across a broad range of subjects; our Alumni therefore end up working in a range of fields in Australia and beyond. Because our Scholars and Alumni span such a diverse range of disciplines and industries, mentorship within this network carries unique value; connecting people across fields, broadening perspectives, and equipping each Scholar with the insights and relationships they need to thrive wherever their path leads.



**THE UNIVERSITY OF  
WESTERN  
AUSTRALIA**

The Fogarty Foundation is proud of our longstanding partnership with the University of Western Australia, the oldest university in the state. Over the years, we have collaborated on a number of meaningful projects and continue to deepen that partnership, working together towards shared goals that benefit students.



Annie Fogarty AM (centre), pictured with the 2026 Cohort of UWA Fogarty Scholars.

## THE SCHOLARSHIP PROGRAM

The UWA Fogarty Scholarship represents a long-term investment in the future leaders of the state by supporting students not only financially, but also through mentorship, leadership development, and a strong community network. UWA Fogarty Scholars are selected for their strong vision for change, integrity, deep and broad knowledge, initiative, emotional intelligence, and the ability to connect with others and drive innovation. These qualities, along with their academic commitment, make them a UWA Fogarty Scholar.



**\$12,500** Scholarship per annum for Undergraduate & Postgraduate Studies at the University of Western Australia



**Fogarty Ripple**, a world-class, transformative leadership and enterprise accelerator to equip you with skills, experiences and networks needed to lead positive social change



**Personalised Mentoring** to support academic, professional and leadership development throughout their studies



**Residential Scholarship** provided by St Catherine's College, 100% fee reduction for students from UWA Broadway schools, 50% fee reduction for other Scholars



**Network** of other accomplished Scholars, and access social support through the Fogarty Scholars Association (FSA)



**Access exclusive leadership and career development opportunities** via the Scholars Portal, a digital platform supporting them throughout their studies

## SUPPORTING AMBITIONS

**Jeremy Cheang Award:** a \$2,000 stipend to celebrate exceptional achievements or community contributions by a Scholar.

**Expand Fund:** an initiative designed to strengthen enterprise, technology and innovation capabilities among Fogarty Ripple participants by providing funding for opportunities or initiatives.

**Travel Grant:** Access to the UWA Travel Grant Program which supports study abroad, or travel for academic and extra-curricular opportunities.



2025 Jeremy Cheang Award Winner, Shihan Tan with Annie Fogarty AM.

# FOGARTY SCHOLARS ASSOCIATION

The Fogarty Scholars Association (FSA) is a vibrant community for all UWA Fogarty Scholars. As a dynamic, student-led organisation, the FSA is dedicated to strengthening connections, fostering collaboration, and amplifying the collective impact of Scholars across the university. Working in close partnership with the Foundation, the FSA empowers its members to make a meaningful and positive contribution to society. Each year, the FSA delivers a range of events and programs designed to build strong relationships and develop valuable skills through engaging workshops and initiatives. One of the flagship events is the Fogarty Futures Conference, hosted annually by first-year Scholars.

In 2025, the FSA was led by President Mariya Faisal, who did a wonderful job guiding the FSA and enriching the Scholar community. In 2026, Matthew Vinci (pictured below) has taken over as President, continuing the FSA's commitment to excellence and impact.



## 2025 FOGARTY FUTURES LEADERSHIP CONFERENCE

The Fogarty Futures Leadership Conference is an annual event designed to inspire and develop leadership skills among high school students. The 2025 event featured strong participation from students from regional and rural communities, highlighting the conference's commitment to inclusivity. In 2025, 48 students from 29 different schools attended, including 9 students from regional and rural areas. The conference brought together a diverse group of participants consisting of 33 girls and 15 boys.

*"The main thing I learnt from the conference was definitely leadership skills and I gained a lot of confidence in terms of public speaking, as before I was very shy and generally I will steer away from public speaking if I can, but I actually found myself having fun!"*

**FOGARTY FUTURES PARTICIPANT, 2025**



# ALUMNI COMMUNITY



The UWA Fogarty Scholar Alumni community is a vibrant network of graduates who continue to lead, create, and contribute long after their studies. Our alumni work across a wide range of fields, with many in leadership roles: including contributing to NASA's Starling project, shaping domestic and international policy or founding for-purpose companies. Many alumni have gone on to win prestigious global scholarships to further their studies and research, and inspire current Scholars to become part of a lifelong network shaping a better future.



## 2026 WA YOUNG AUSTRALIAN OF THE YEAR

UWA Fogarty Alum Haseeb Riaz and his co-founder Gareth Shanthikumar (both pictured above) were awarded the WA 2026 Young Australian of the Year Award for their work with MAN UP, a peer-to-peer initiative they founded in 2020 to empower young men and redefine masculinity through workshops and open discussions. The project grew from their own journeys, transitioning from high school to the 'real world'. Both coming from all-boys schools, they were never formally taught how to deal with negative emotions or how to navigate healthy relationships. From this passion, MAN UP has since supported over 22,000 young men across Western Australia.

## UWA FOGARTY ALUMNI: PRESTIGIOUS SCHOLARSHIP RECIPIENTS

**7**  
Rhodes  
Scholarship  
recipients

**4**  
Fulbright  
Scholarship  
recipients

**5**  
John Monash  
Scholarship  
recipients

**3**  
Westpac Future  
Leaders  
Scholarship  
recipients

**1**  
Erasmus Mundus  
Joint Masters  
Scholarship  
recipient

**4**  
New Colombo  
Plan Scholarship  
recipients



## ALUMNI STORY: LEADING INNOVATION IN MEDICINE

In 2025, UWA Fogarty alumni Ella Dickie achieved a significant milestone as the first Fogarty Scholar to be awarded an Erasmus Mundus Joint Masters (EMJM) scholarship. After completing her undergraduate degree in 2024, Ella began exploring postgraduate opportunities both locally and abroad, ultimately applying for the prestigious International Master in Innovative Medicine (IMIM). This highly regarded European program is known for its focus on translational medical research, biotechnology innovation and leadership development, and is recognised globally for producing graduates who go on to lead in medical research and industry.

Selected from more than 1300 applicants worldwide, Ella earned both admission to the program and one of only ten EMJM scholarships offered each year. The competitive scholarship is awarded to outstanding students demonstrating academic excellence, global leadership potential and a commitment to advancing medical science. The two-year program, which Ella will commence in 2026, is delivered across universities in Germany, Sweden, the Netherlands and Estonia, giving scholars access to world-class laboratories, interdisciplinary research teams and international industry networks.

As she concludes her time as a UWA Fogarty Scholar, Ella reflects on the program as a life-changing opportunity that built her leadership skills, broadened her perspective and strengthened her confidence to pursue ambitious pathways. While she is sad to be leaving the Fogarty community, Ella is excited to represent Western Australia abroad and looks forward to returning to Perth with new knowledge, global insights and a renewed commitment to driving innovation in her field.

*“I truly believe I would be a different person today if it was not for the leadership opportunities and learning experiences that Fogarty has offered me, and I certainly would not have had the self belief to apply for future Scholarships such as this one I have now received”.*

### ELLA DICKIE

UWA Fogarty Alumni  
Erasmus Mundus Joint Masters  
(EMJM) Scholar





# Fogarty Ripple

## TRANSFORMING POTENTIAL INTO PURPOSE



In 2025, the Fogarty Foundation launched Fogarty Ripple at UWA, a strategic initiative available to the UWA Fogarty Scholars, Winthrop Scholars and Lawrence Scholars. Fogarty Ripple is designed to support participants to become future leaders.

Fogarty Ripple is structured as a staged leadership pathway comprising three distinct programs; Leadership Foundations, Leadership Horizons, and Leadership Legacy. Leadership Foundations supports first-year participants to develop self-awareness, clarify personal values and purpose, and build foundational leadership, communication, and project management skills. Leadership Horizons, delivered in second year, broadens participants’ perspectives through career development, innovation and enterprise experiences, and global exposure. Leadership Legacy, offered to third-year participants and beyond, enables participants to apply their leadership learning through self-directed initiatives designed to create tangible and lasting impact on the WA community.

Across all stages, Fogarty Ripple provides opportunities for participants to receive personalised mentoring from WA leaders, participate in structured workshops and bootcamps, and deliver real-world projects for their local communities. These experiences are designed to enable participants to practice leadership in applied settings while building professional networks and confidence. Feedback collected during the 2025 pilot indicates increased confidence in career decision-making and enterprise capability among participants.

Following the successful pilot in 2025, Fogarty Ripple has expanded in 2026 to include a wider cohort of participants. This expansion aims to strengthen cohort-based learning and collaboration by bringing together clusters of high-potential young people. Through these networks, the program encourages collaboration and generates broader leadership impact across disciplines and communities.



*“[Fogarty Ripple] was a fascinating experience that broadened the scope of my understanding of the impact I may be able to make, how I can realise my potential, and the many others who are interested in making a difference to our world.”*

### 2026 FOGARTY RIPPLE PARTICIPANT

## FOGARTY RIPPLE AT UWA

In 2025 the program was piloted at UWA and in 2026 over 80 UWA students are taking part. The program has been developed from the pilot to include intensive bootcamps and fireside sessions before applying their skills through Ripple Roots, a self-led project which aims to influence positive change for young people in their community.

Participants in Leadership Horizons will take part in accelerators which focus on the following themes: 1) career development and employability, 2) enterprise, technology and innovation, and 3) global perspectives. Participants can also apply for support from the Expand Fund to pursue opportunities that extend their learning. In 2025 Horizons participants heard from Grant Dusting, Director of Strategy at McCrindle (pictured right). Participants heard from Grant about *'How to think like a futurist'* focusing on three key contexts essential for anticipating the future: demographic, social, and technological. He showed how changing populations and generational patterns influence societal trends, how social dynamics interact with these shifts, and how technological advancements are amplifying and reshaping both. By examining these interconnected contexts, Grant provided data-driven projections to help participants better understand the future of work and society.



A new feature of Fogarty Ripple at UWA 2026 expansion is the introduction of Scholar Facilitators, Fogarty Scholars in their second-year or higher who will co-design and lead sessions, provide peer mentorship, and guide the review of Leadership Development Plans (LDPs) for Leadership Foundations participants. This peer-led model strengthens community while providing facilitators with development opportunities in workshop design, facilitation, and mentoring, creating pathways for Scholars to develop their capabilities while contributing to the growth of others.



### AT A GLANCE: FOGARTY RIPPLE IN 2025

40

Mentor Relationships formed

22

Leadership Development Plans created

22

1-on-1 leadership meetings held

10

Alumni engaged during the program

## EXPAND FUND

The Fogarty Ripple Expand Fund is a strategic initiative designed to strengthen the enterprise, technology and innovation capabilities of Fogarty Ripple participants.

The Fund aims to encourage participants to explore future-focused opportunities they may not otherwise consider, broaden their understanding of innovation within their chosen study pathways, and build confidence to think entrepreneurially. In 2026, participants used the Expand Fund to attend events and conferences including the Perth 2050 Summit led by Committee for Perth, participate in Perth Biodesign's Flagship program for medical technology innovations, and the Melbourne Connect Innovation Week. The Fund supports knowledge sharing amongst Fogarty Ripple participants, with participants contributing their learnings back to the community to inspire peers and create a broader ripple effect.

Through this approach, the Expand Fund contributes to Fogarty Ripple's broader goal of developing adaptable, future-ready leaders equipped to create meaningful impact in Western Australia and beyond. The alumni community can also access support from the Scholars Enterprise Investment Program. Established in 2019 by the Fogarty family in collaboration with the Fogarty Foundation, the Scholars Enterprise Investment Program is designed to provide investment opportunities for enterprises founded by UWA Fogarty Scholars and Alumni.



*“The Expand Fund enabled me to participate in the Perth Biodesign Flagship Program 2025, giving me the opportunity to pursue my interest in healthcare and technology while learning in a rapid, dynamic environment. Through the program, I have come to understand that innovation thrives through multi-disciplinary collaboration, and I now feel better equipped to appreciate what is required to create viable and meaningful solutions for the people who need them most.”*

**SHREEYA NAROTH**

UWA Fogarty Scholar  
Fogarty Ripple Participant



## FOGARTY LITERARY AWARD



Annie Fogarty AM and Georgia Richter, pictured with the 2025 shortlisted writers Serena Moss, Jessica Baker, Seth Malacari and Chuckie Raven.



The Fogarty Foundation, in partnership with Fremantle Press, proudly supports the Fogarty Literary Award, a biennial prize recognising the best unpublished manuscript by a Western Australian author aged 18-35. The award was established to foster emerging literary talent and provides the winner with a cash prize, a publishing contract with Fremantle Press, and opportunities for further professional development, including residencies and mentorship.

In 2025, the Fogarty Literary Award was won by Chuckie Raven for their debut young adult novel *'Glimmers in the Sea Glass'*. This queer coming-of-age story moves from the quiet isolation of small towns to the intensity of children's hospital wards, following the intertwined lives of two young protagonists. The novel explores themes of identity, belonging, family, and resilience, capturing the authentic experiences of queer youth in Western Australia. With Fremantle Press, *Glimmers in the Sea Glass* will be published in 2026, and Chuckie will tour schools across the state, running workshops and engaging with students to inspire literacy, creativity, and a love of storytelling.



*"It feels like the world of writing has opened up to me and I can't imagine where that's going to lead. It feels so validating and humbling to have my work read and noted. I'm also really excited about the possibility of bringing another queer West Australian story to the world."*

### CHUCKIE RAVEN

2025 Fogarty Literary Award Winner

The ongoing collaboration between the Fogarty Foundation and Fremantle Press continues to champion emerging Western Australian writing talent, strengthening the state’s literary community and supporting the next generation of readers and writers. This work falls under the Foundation’s Next Generation Leaders pillar, which focuses on nurturing young people’s creativity, confidence, and leadership potential. By providing emerging authors with the resources, mentorship, and platforms to share their work, the Fogarty Literary Award not only develops the skills of individual writers but also empowers them to inspire others, fostering a culture of learning, curiosity, and artistic leadership across Western Australia.



*“Once again the Fogarty Award has unearthed a unique manuscript that we’re excited to publish. The judges were so impressed with this novel that highlights how lived queer experience has changed across decades as well as how that experience can be so strongly affected by the community in which you live.”*

**ALEX ALLAN**  
CEO, Fremantle Press

In 2026 Fremantle Press will mark its fiftieth year as Western Australia’s independent, not-for-profit book publisher championing WA voices and stories from across the state and country. Founded in 1976, it has built a strong reputation for publishing fiction, non-fiction, poetry, children’s books, and works that reflect the history and culture of the region.

To coincide with its fiftieth year the Press is moving into its first permanent home at the historic SEC Substation on Parry Street in Fremantle. The organisation and CircusWA bought the heritage building with support from donors and government funding and are transforming it into a creative hub for writers, readers, and the wider community.

The Substation space will include areas to house fifty years of published books, a dedicated podcast room, and collaborative workspaces.

Over five decades Fremantle Press has become a cultural institution in Australia, supporting local talent and bringing Western Australian stories to a broader audience. Its legacy is a vibrant catalogue of literature that reflects the diversity, creativity, and spirit of the region, making it a cornerstone of the country’s literary landscape.



# EXCELLENCE IN EDUCATION

Inspiring excellence and high-quality instruction by investing in teachers, school leaders and education programs.

High-quality education underpins lasting impact, and the Excellence in Education pillar reflects our commitment to fostering outstanding teaching and leadership in WA schools. By investing in teachers, principals, and education programs, we aim to ensure that every student has access to the foundations of learning and transformative learning experiences. Our work strengthens the capabilities of educators through professional development, school improvement initiatives, and the integration of future-focused skills such as AI literacy. These programs are designed to equip teachers with the tools they need to deliver high-quality instruction in a rapidly evolving world.



# EDUCATED

## ASPIRATIONS IN EDUCATION

# 20 26

EDUCATION IS **EVERYONE'S** RESPONSIBILITY -  
JOIN THE CONVERSATION TO SHAPE WA'S FUTURE

EDUCATED is the Fogarty Foundation's annual breakfast event. In 2026, EDUCATED was a resounding success, educating and engaging 140 attendees from across Western Australia's education and community sectors. The event brought together educators, policymakers, school leaders, community advocates and sector partners to explore the future of education in WA.

Centered on the 2026 theme, **Aspirations in Education**, the event examined how young people's aspirations are nurtured and how a more aspirational education system can be created for students, teachers and school leaders across the state. The breakfast sparked meaningful conversation, encouraged collaboration and highlighted the critical role of leadership, innovation and shared responsibility in shaping WA's educational future.

Attendees heard from an inspiring lineup of speakers, including:

- **Peter Klinken AC**, Former Chief Scientist of WA and 2025 Science Hall of Fame inductee
- **Mandy Nayton OAM**, CEO of Dyslexia-SPELD Foundation Literacy and Clinical Services, President of AUSPELD and a leading advocate for inclusive learning and literacy development
- **Liz Smith**, Principal of Joseph Banks Secondary College and the Western Australian Space Science Education Centre
- **Joshua Patrick**, UWA Fogarty Scholar, youth advocate, young carer and founder of SWAN Australia's sibling support network

The event successfully inspired attendees to reflect on the power of aspirations in education, showcased the Fogarty Foundation's approach to driving systemic change and strengthened cross-sector collaboration in support of young people and communities. EDUCATED 2026 amplified the ripple effect of leadership, innovation and opportunity, reinforcing a shared commitment to improving educational outcomes across Western Australia.



# HIGH ASPIRATIONS FOR WESTERN AUSTRALIA

By Peter Klinken AC

Education is one of the cornerstones of modern society. It has been central to the development of a prosperous and cohesive Australia.

However, the world is undergoing the 3rd, the 4th and now the 5th Industrial Revolutions simultaneously. Life has never changed at a faster pace. In a hyper-competitive world, there are many hungry, aspirational countries seizing this moment to leapfrog others. Education is at the core of these dynamic nations.



My deep concern is that Australia is not keeping pace with this global race and is drifting into comfortable complacency. Australia's once proud Education system is slipping and is under serious threat. If we don't aspire to be among the best, we risk being left behind in a rapidly changing world.

If the Australia viewed Education like it does sport, we may be having a very different conversation. Australians expect their athletes to perform at the elite level and be competitive on the global stage. International indices indicate that Australia's Education performance is falling compared to other nations. So, why isn't there a huge outcry? Compare the muted response in Educational performance to the uproar associated with sporting "disasters" and "crises", such as Australia's disappointing performance at the Montreal Olympics, when the nation failed to win a gold medal for the first time in 40 years?

There are many reasons for this Educational decline, including a tired curriculum and a teaching model developed over 150 years ago. I have long worried that "curriculum content can crush curiosity and creativity", skills which are critical to succeed in this rapidly accelerating world. I also fear that those who need a good Education system most are falling even further behind.

Fortunately, there has been no shortage of excellent reports that have identified the problems and have developed compelling strategies to address these challenges. Tragically, implementing change has been painfully slow. This is totally unacceptable.

Australia is one of the wealthiest countries on Earth. If we, as a nation, are not providing the very best Education possible to current, and future, generations, then we have failed them. This is not a legacy to be proud of.

So, we face a moment in time when we can stand by and watch a slow, inexorable decline in Educational standards, or we can stand up and really do something about it. It requires leadership - collective leadership. We all have a role to play in striving for excellence and to be constantly seeking new ways to improve. Our aspiration should be to be among the best Education systems in the world and perform with the global elite. Nothing less is acceptable.

*"We face a moment in time when we can stand by and watch a slow, inexorable decline in Educational standards, or we can stand up and really do something about it."*

## PETER KLINKEN AC

Former Chief Scientist of WA  
and 2025 Science Hall of  
Fame Inductee

# EDVANCE SCHOOL IMPROVEMENT PROGRAM



Since its establishment in 2012, the Fogarty Foundation’s EDvance School Improvement Program has played a significant role in improving educational outcomes for students in challenging communities across Western Australia. Guided by a vision for excellence, the program has supported 167 schools and 570 school leaders to date, focused on schools with low Index of Community Socio-Educational Advantage (ICSEA) scores. Its focus has been on building the capability of school leadership teams so they can deliver sustained improvement and stronger learning outcomes for their students.

After more than a decade of successful delivery, the program began a new chapter in 2023 when it joined Knowledge Society. Knowledge Society works with schools and systems to design and deliver programs that strengthen learning and belonging. Throughout this evolution, the program has maintained the rigour, relational support and practical focus that have defined EDvance since its inception. The Fogarty Foundation continues to provide financial and strategic support to ensure continuity of purpose.

**13**  
EDvance  
Cohorts

**167**  
Schools  
supported

**570**  
School  
Leaders

**65,000+**  
Students  
Impacted in  
WA



## EDVANCE PROGRAM

Key elements of the EDvance Program include leadership development workshops and access to diagnostic tools that guide leaders towards creating a strong school culture. Leaders also develop strategic plans centred on their school's moral purpose and empower their staff to improve classroom practices.

Upon the successful completion of the EDvance School Improvement Program, schools join the Alumni Network. This serves as a dynamic platform through which school leaders maintain access to program tools, pivotal initiatives and a range of customised workshops. Through the network, EDvance is dedicated to actively supporting and advancing the continual improvement of school leaders and their schools.

## 2026 TEACHING INTENSIVES

The 2026 EDvance Teaching Intensives marked the ninth year of this evidence-based professional development program, with 130 teachers participating. Over four days, educators explored the theory and practice of high-impact instructional strategies. Since its launch in 2018, more than 700 teachers have taken part.

Designed for Early Childhood, Primary, and Secondary teachers, the Intensives are delivered in partnership with Dawson Park Primary School. They are led by Dr. Lorraine Hammond AM, Professor at The University of Notre Dame, and Brooke Wardana OAM, an early-years literacy expert. The Fogarty Foundation continues to support the Intensives with the provision of scholarships to pre-service teachers.

*“The most valuable aspect of the EDvance Teaching Intensives for me was learning how to make explicit teaching engaging and effective in the classroom. It gave me practical strategies I can confidently apply across different learning areas. The program increased my confidence as a pre-service teacher, particularly in leading lessons and trusting my own teaching decisions.”*

## PRE-SERVICE TEACHER

Teaching Intensives Participant



Dr Lorraine Hammond AM (centre), pictured with the 2025 scholarship award recipients.



# 500 SCHOOLS

## Place-based school improvement to transform learning and wellbeing

The EDvance School Improvement Program started by the Fogarty Foundation in 2012 has inspired the creation of a new educational charity, 500 Schools. It aims to provide a transformational school improvement experience to 500 schools in disadvantaged communities across Australia. This new national charity will focus on dramatically improving student outcomes and wellbeing in 50 of the nation's most challenging regions. By supporting clusters of schools, the charity aims to address entrenched community-wide educational disadvantage. The Fogarty Foundation and the Snow Foundation have provided the initial funding to launch the campaign to grow access to high quality school improvement nationally.

A good education is the birthright of every Australian child. Until recent decades, our schools were able to deliver a comparable standard of education in every postcode. The sad truth is things have changed. 500 Schools will play a significant role in transforming the nation's schools and restoring them as the engine of opportunity they are meant to be. 500 Schools aims to bring together the best elements of school improvement nationally including leadership and data-driven performance improvement, classroom management, high impact instruction and curriculum renewal.



Like the EDvance program before it, schools who participate in the 500 Schools Program will receive a comprehensive suite of supports over three years to help transform their classrooms into places of maximum engagement, participation, and learning and to turnaround the academic performance and wellbeing of students. It is the ambition of the 500 Schools program to also support comprehensive curriculum renewal. Research has shown that providing access to a guaranteed and viable, knowledge-rich curriculum is essential to improving educational outcomes, excellence and equity in the nation's schools.

Another important feature of the 500 Schools Program will be delivery in clusters of schools in 50 disadvantaged regions around Australia. Creating local communities of practice means primary and secondary schools will learn and work together, supporting one another in long-term implementation and embedding change. Evidence supports place-based strategies, as fostering collaboration among the majority of disadvantaged schools within a community facilitates the community-wide adoption of evidence-based practice. This is the quickest route to overcoming entrenched educational disadvantage and alleviating poverty.

The 500 Schools initiative is designed to directly benefit 200,000 disadvantaged students, transforming their lives. Ultimately, this effort seeks to drive systemic change. In participating States/Territories, Education Department regional teams will be engaged in the rollout of the program to local schools, building their internal capacity to support schools to implement evidence-based school improvement. Through demonstrating to education systems how to achieve transformational school improvement at scale, 500 Schools will create the enabling conditions for universal school improvement across State/Territory government systems and Catholic Diocese.



**“500 SCHOOLS IS COMMITTED TO BUILDING ON THE STRONG FOUNDATIONS CREATED BY THE FOGARTY FOUNDATION THROUGH THE EDVANCE SCHOOL IMPROVEMENT PROGRAM IN WA. INSPIRED BY THIS WORK, WE AIM TO PROVIDE A TRANSFORMATIONAL SCHOOL IMPROVEMENT EXPERIENCE TO 500 SCHOOLS IN DISADVANTAGED COMMUNITIES ACROSS AUSTRALIA.”**

**DAVID GILCHRIST**

Chair  
500 Schools

# OVER A DECADE OF PARTNERSHIP WITH THE DYSLEXIA-SPELD FOUNDATION

At the Fogarty Foundation, we are proud to partner with the Dyslexia-SPELD Foundation (DSF), an organisation that has consistently demonstrated excellence in supporting learners with dyslexia and other literacy challenges. DSF plays a vital role in WA's education landscape, providing evidence-based programs, specialist tutoring, professional development for teachers, and extensive resources for educators and families across the state.

Their work fills a gap that is often left unaddressed by mainstream education systems, ensuring that students who struggle with reading and learning are given the support they need to succeed. What is particularly remarkable about DSF is their ability to achieve extraordinary impact with a relatively small team and limited resources.

Through innovation, careful program design, and a commitment to capacity building, they extend their influence far beyond the students they directly serve, empowering schools, teachers, and families to continue the work of supporting literacy long after initial interventions. Without DSF, there would be a significant void in the system, and countless learners would miss out on opportunities to thrive academically and personally. By partnering with them, we are able to support and amplify their important work, ensuring that effective, high-quality literacy support reaches as many learners as possible and contributes to long-term improvements in education across our communities.

*"Teachers who understand and can utilise effective teaching strategies, who can manage their time and resources effectively, who have a deep knowledge of the content they are teaching, and who can create a climate of high expectations - are generally teachers who have had access to training, evidence-informed resources and ongoing support."*

## **MANDY NAYTON OAM**

**CEO**

Dyslexia-SPELD Foundation



The Fogarty Foundation partners with DSF to support three evidence-based literacy initiatives that improve outcomes for students across Western Australia. Through this partnership, the Foundation funds targeted programs and professional development projects that equip teachers, parents, and schools with effective strategies to boost literacy, especially for learners with diverse needs.

## BOOST

The Boost program is designed to provide parents and carers of children in Kindergarten to Year One with information about how children best learn to read and write. Boost focuses on empowering parents by providing them with the information, resources and confidence to engage their children in enjoyable learning activities within the home; all designed to assist in the development of a firm literacy foundation.

In 2025, DSF delivered four Boost workshops across EDvance schools at Ashdale, Mundaring, Maida Vale, and Nollamara Primary Schools, reaching 61 parents and caregivers. Post-workshop data showed that 100% of respondents felt better equipped to support their child's reading and spelling, with 83% reporting a significant increase in confidence. Measurable gains were recorded in key phonological awareness skills, including an 11% improvement in sound identification, the skill most closely linked to reading and spelling development, and a 10% improvement in rhyming. Overall, 62% of participants reported feeling more confident in supporting their child's literacy at home, a 12% increase from pre-workshop levels. School principals praised the program enthusiastically, with all four schools expressing a desire to host Boost again in 2026. Beyond individual families, the program's reach extends further as parents share their knowledge with others in their communities, amplifying its impact well beyond the workshop room.

*“We really appreciate the opportunity that you have given us to be part of this amazing program. We love the work done at DSF and this program will really support our parents with kids in the early years particularly. We really hope that we can welcome you back next year to present again to more of our parents.”*

### NIKKI WILLIAMS

ASSOCIATE PRINCIPAL

Maida Vale Primary School





## TALK FOR WRITING: LEAD TEACHER PROJECT

Now in its seventh year, the Talk for Writing Lead Teacher project has trained a cumulative 45 lead teachers across low SES schools in Western Australia since 2019. In 2025, eight new lead teachers across five schools completed or progressed through the program, with two schools choosing to fund additional teachers themselves, a strong indicator of school-level commitment to the approach. Teachers engaged in a tailored combination of masterclasses and three half-day coaching and consultation sessions, with the program's flexible masterclass structure ensuring each teacher's professional development was matched to their individual goals. Feedback from participating teachers highlighted the program's impact on both classroom confidence and whole-school leadership capacity, with teachers reporting greater clarity in their practice and an increased ability to support and guide colleagues. The sustained enthusiasm of the program is perhaps best captured by a 2024 cohort graduate who invited their DSF trainer back to school in late 2025 to celebrate the progress made since completing the project. The Fogarty Foundation looks forward to continuing support for Talk for Writing in 2026 to build lasting literacy leadership across Western Australian schools.

## WORD ORIGINS

A team of highly dedicated staff members at DSF have worked extremely hard over the last year to finalise Level 2 of the Word Origins spelling and word study program. It was released at the end of 2025, and the team are now working just as hard to finalise the third level of the program prior to its scheduled release date later this year. More than 1,600 teachers have trained in DSF's Word Origins program since November 2024, and the feedback from educators and students alike has been overwhelmingly positive.

Students are highly engaged and motivated, finding the program to be both fun, interesting, and challenging. They report feeling more confident in their ability to spell words, including those with more complex spelling patterns. Additionally, students note an increased understanding of word meanings, and they are able to use these words both in speech and in writing. Teachers highlight the program's ease of use, valuing the highly structured and explicit lesson plans. They also appreciate the fast-paced nature of the program and inclusions of hands-on resources, which help to support student engagement. Since commencing Word Origins in their classrooms, teachers have observed improvements in their students' spelling accuracy, as well as their vocabulary and morphology knowledge. Also noted were improvements in students' understanding of parts of speech and syntax, leading to the production of higher quality written texts.



# NUMERACY IN WESTERN AUSTRALIA: A FOUNDATIONAL SKILLS CRISIS WE CANNOT AFFORD TO IGNORE

Numeracy is one of the most fundamental building blocks of learning. It is not only a school subject but an essential life skill, the foundation upon which employment, health decisions, financial security, and civic participation are built. Long before students encounter advanced mathematics or scientific concepts, they rely on early numeracy to understand patterns, quantities, relationships, and logical sequences. These foundational skills allow children to interpret the world around them: estimating time, comparing quantities, recognising patterns, and understanding cause and effect. Numeracy strengthens reasoning, problem-solving, and analytical thinking, capabilities that matter not just in mathematics, but across every area of learning and life.

Strong numeracy underpins success across a wide range of disciplines including science, engineering, economics, technology, and geography, and is increasingly essential for participation in a knowledge-based economy. As Ben Jensen argues, gaps in mathematics emerge very early in schooling and compound over time, because each new concept builds on previous understanding. When students develop confidence with numbers early, they are far better equipped to engage with complex learning as they grow. When they do not, the consequences are lasting. Jensen notes that students who struggle with maths in primary school frequently disengage and opt out of advanced mathematics in secondary school, with significant implications for STEM participation and the future workforce.

We believe every West Australian deserves the numerical confidence to navigate the demands of modern life and work. As Annie Fogarty AM wrote in *The West Australian* in 2022, the persistent gap facing disadvantaged and remote students demands greater urgency from governments, schools, and communities alike. The evidence is clear: too many children and adults lack this foundation, and the gap is widening. Ensuring students master the fundamentals of numeracy in their early years is a matter of equity, opportunity, and the future of our communities.



*"Australia's results in mathematics have declined significantly over the past two decades, and far too many students are leaving school without the mathematical knowledge they need for further study or work."*

**BEN JENSEN**  
CEO  
Learning First

1. Jensen, B. (2020). Choosing to improve: Turning around Australia's maths performance. Learning First.

## IMPROVING MATHS OUTCOMES SERIES (IMOS)

In 2026, the Fogarty Foundation expanded our support for DSF, by providing a new grant to develop and deliver the Improving Maths Outcomes Series (IMOS) of educational workshops and resources for teachers. IMOS will support WA teachers with strong, evidence informed skills, knowledge, and practical tools and will help drive long term, sustainable improvements in mathematics achievement for WA students, expanding future opportunities and reducing persistent learning inequities. DSF staff have completed substantial research and design work for the IMOS and will work in consultation with international experts including a UK mathematics specialist and international mathematical fluency expert Brian Poncy. A pilot IMOS session is planned for early 2026, feedback from this pilot will guide further refinement and planning. The first two IMOS workshops are already scheduled for June (timed after the DSF conference, where the series will be promoted).

## NUMERACY SCREENING TOOL

In addition to support for the IMOS, the Fogarty Foundation is also supporting DSF in their endeavours to evaluate the current research available identifying the early foundation skills needed by children as they begin their mathematics journey, how these foundation skills can best be taught, and which of these skills can best be used to identify individual students at risk of developing mathematics difficulties. DSF is currently collaborating with the Centre for Independent Studies on the development of a screening tool that can be used by individual teachers or adopted by a whole school as their early years screening tool. The support provided by the Fogarty Foundation to the team at DSF has enabled them to carry out much of the essential background knowledge building for their component of the project.

*“DSF has long recognised the critical need to strengthen mathematics teaching in Western Australian schools. Many teachers report limited confidence in delivering high quality maths instruction and must navigate a fragmented landscape of mixed-quality resources, contradictory approaches, and short term solutions that do not consistently reflect evidence on how students learn.”*

### MANDY NAYTON OAM

CEO

Dyslexia-SPELD Foundation



# THE SMITH FAMILY

The Fogarty Foundation has partnered with The Smith Family since 2003 to improve educational outcomes for children and young people experiencing financial disadvantage across Western Australia.



## LEARNING FOR LIFE

In 2025, The Smith Family supported 6,441 West Australian students through the Learning for Life program, with 15 students receiving bespoke assistance through the Learning for Life Fogarty Fund. To date more than 520 students have received targeted support through the Fund to support their aspirations and build pathways to brighter futures. The Fund enabled students to access opportunities in sport, the arts, leadership and academic enrichment; experiences that would otherwise be out of reach for families facing financial hardship.

Fogarty-supported students participated in a wide range of activities, including regional and national sporting competitions in rugby, basketball, netball, football, soccer, cricket and cheerleading, specialist school-based sporting programs, music tuition in singing and guitar, and leadership development through Scouts WA camps. These experiences supported students to develop confidence, resilience and a stronger sense of identity beyond the classroom, reinforcing their engagement with education.

## DIGITAL LEARNING ESSENTIALS

Children growing up in disadvantage face barriers that limit what they can achieve. For many, the cost of accessing reliable digital connectivity puts it out of reach entirely – and without it, they are cut off from the tools and resources essential to learning.

In 2025, the Fogarty Foundation's contribution supported the Digital Learning Essentials program, helping to address digital disadvantage for Learning for Life students in Western Australia. Since becoming a founding donor in 2022, the Fogarty Foundation has helped to enable the delivery of 9,185 laptops nationally, including 989 in WA, with 280 devices delivered across WA communities in 2025.

This support has also contributed to providing internet access through Optus Donate Your Data, now supporting more than 45,220 Learning for Life students and family members, and the School Student Broadband Initiative, which has connected 2,186 families to free NBN until June 2028. Alongside device and internet access, students and families benefited from digital set-up assistance, ongoing technical support and access to the Digital Skills Hub, strengthening digital capability and online safety.



# UWA SUCCESS THROUGH EDUCATIONAL LEADERSHIP PROGRAM



## UWA GRADUATE SCHOOL OF EDUCATION PRIZES

In 2025, the Fogarty Foundation UWA Graduate School of Education Prizes were awarded to two outstanding recipients. These prizes form part of an initiative celebrating excellence among pre-service and postgraduate teaching students contributing to the advancement of education in Western Australia.

The prizes are awarded under the UWA Success Through Educational Leadership program, a long-standing partnership between the Fogarty Foundation and the UWA Graduate School of Education. This collaboration reflects a shared commitment to supporting dedicated educators who demonstrate outstanding contributions to classrooms, schools, and communities across the state. Since the program's inception, more than 100 exceptional educators have been recognised, with the awards serving to amplify educator voices, encourage leadership, and foster innovation in teaching and learning.

This year's prizes were presented;

- **Dr Patricia Ho** received the Fogarty Foundation Success Through Educational Excellence Prize for the best piece of research submitted within the Doctor of Education program. Dr Ho's research focused on inclusive education in Singapore; a collective case study of shadow education for students with special education needs from mainstream schools.
- **Dr Claire Molinari** received the Fogarty Foundation Success Through Educational Excellence Prize as the top postgraduate student in the Master of Education program.

The Fogarty Foundation extends its congratulations to Dr Ho and Dr Molinari, and to all educators who continue to lead, inspire, and advance the field of education.

## UWA POSTGRADUATE RESEARCH FORUM

The Fogarty Foundation Postgraduate Research Forum returned in 2025, bringing together postgraduate research talent from UWA, ECU, Curtin, Murdoch, and Notre Dame to showcase the work of early career researchers and doctoral students. The event, held mid-2025, was opened by Professor James Arvanitakis and also offered a hybrid format to ensure accessibility and inclusivity, allowing participants and presenters to join online from anywhere.

# STATE OF AI IN WA SCHOOLS



In 2025, the Fogarty Foundation launched new initiatives and partnerships exploring the impact of artificial intelligence (AI) on education, with a particular focus on K-12 education. As AI rapidly reshapes how knowledge is created and accessed, we recognise that building educator capability, and teaching skills such as AI literacy will ensure that WA's response to AI in education is guided by equity, ethics, and evidence. While technology offers extraordinary new possibilities, it is strong, values-driven leadership that will ensure no WA teacher or student is left behind, recognising that equity does not emerge automatically from technology.



*“Western Australia can lead Australia in equitable AI integration. My research across five countries showed success requires two things: clear government direction and empowered educators.”*

**CHRIS BUSH**  
Churchill Fellow

In response to the opportunities and risks AI presents for education, the Fogarty Foundation held the State of AI in WA Schools Forum, at Curtin University in November 2025. Delivered in partnership with the Beyond Boundaries Institute, Day of AI Australia, and the WA Data Science Innovation Hub, the Forum brought together more than 220 teachers, school & sector leaders, and education specialists from over 70 schools across WA, including strong representation from regional and rural communities.

The Forum aimed to explore the impacts of AI on educational equity, featuring keynote presentations, panel discussions, and practical showcases exploring classroom applications of AI, policy and governance considerations, and the digital capabilities students will need for the future. A key theme was the risk of widening educational inequity if access to AI tools and capability is uneven; reinforcing the importance of ensuring students are still accessing quality teaching and deep learning experiences.

# A STRATEGIC RESPONSE TO AI IN WA SCHOOLS

The State of AI in WA Schools Forum highlighted that Western Australia’s K-12 education system has reached a critical inflection point in its approach to and adoption of AI. AI has been rapidly enmeshed in the social and educational fabric of our lives, whether it is expressly permitted in classrooms, or not. Our system and our teachers must find a way to move forward, facing the reality of the technology’s capabilities whilst also being disciplined in ensuring our response remains guided by evidence, supports high quality teaching instruction, and centres the wellbeing and needs of children and young people. The Forum helped to unearth the following priorities for the Fogarty Foundation which will guide our future initiatives and partnerships in response to AI in education.

## PRIORITY 1

AI Literacy for Educators and School Leaders

This priority is underpinned by an evidence-based approach to AI in education, using AI to advance best practice teaching and strategies for driving school improvement. Specifically, we aim to build AI literacy skills among K-12 teachers, school leaders & pre-service teachers. This includes work with partners such as Day of AI Australia to deliver PD to educators across the state, tailored to WA’s curriculum and context. These initiatives will prioritise equity, ensuring that WA’s public schools are empowered with the knowledge, resources and support to respond to AI ethically and responsibly.

## PRIORITY 2

Build the Evidence-Base on AI in Education

This priority recognises that the evidence-base for AI in education is in its infancy, and that there is a need to communicate knowledge about the impact of AI on K-12 education between key stakeholders, and translate learnings into practice and policy, at local, national and global levels. In 2026, we will host a Distinguished Visiting Researcher in collaboration with the Forrest Research Foundation to support this goal. This visit will bring together key stakeholders across the sector to inform WA’s approach to AI in education, connecting WA leaders with global research and best practice.

## PRIORITY 3

Generation AI: Empowering Youth Voices

This priority concentrates on creating opportunities for young people to build foundational AI literacy skills, to give them agency to shape decisions about how the technology is used, and use AI to develop enterprising ventures and responses to global challenges. We will be working with youth advocates and leaders in this domain, to centre youth voices and perspectives. We believe that it is critical that the generation who will be living and working in an AI enabled world have the opportunity to be instrumental in shaping this transition and the technology’s trajectory.



**“THE DECISIONS WE MAKE NOW WILL DETERMINE WHETHER AI DEEPENS STUDENTS’ KNOWLEDGE AND CRITICAL THINKING, OR INSTEAD HOLLOWS OUT THE LEARNING PROCESS AND CAUSES LONG-TERM HARM TO THEIR COGNITIVE DEVELOPMENT. AI’S PROPENSITY FOR ERROR AND HALLUCINATION MAKES IT EVEN MORE ESSENTIAL THAT STUDENTS BUILD DEEP KNOWLEDGE AND STRONG ANALYTICAL SKILLS. TEACHERS ARE A CRUCIAL PART OF THE SOLUTION.”**

**PROFESSOR LESLIE LOBLE AM,**  
Chair, The Australian Network for  
Quality Digital Education

## DAY OF AI AUSTRALIA

The Fogarty Foundation is excited to partner with Day of AI Australia to bring meaningful AI education and teacher training to Western Australia. Together, we are working to ensure that students and educators across the state have access to AI literacy that is informed, contextually appropriate, and co-designed with WA schools to respond to their unique needs.

This partnership will deliver a range of professional development opportunities for WA teachers including in-person and online PD delivery in regional and metropolitan areas. Professional development will be tailored to the needs of classroom teachers who are leveraging the benefits of new technologies as well as mitigating possible negative impacts on learning and student wellbeing, and of school leaders who are navigating an increasingly complex teaching and governance landscape.



## AI LITERACY FOR TEACHERS AND STUDENTS

Day of AI Australia is a nationwide educational initiative created by MIT, i2Learning, UNSW and CS in Schools, designed to bring artificial intelligence (AI) literacy into Australian classrooms. It is part of a broader global movement that aims to equip young people with the knowledge, skills, and confidence to understand and engage with AI technologies.

At its core, Day of AI Australia is a free, full-day program of interactive learning activities tailored for students from Years 1 to 10. Schools across every state and territory can register to access curriculum-aligned lesson plans that explore foundational concepts like what AI is, how it works, ethical and societal implications, and real-world applications of AI systems. The activities are designed to be creative, hands-on, and accessible to teachers without a background in computing or digital technologies, making it easier to integrate AI education into regular classroom practice.

Beyond just a one-day event, Day of AI Australia has grown into a year-round movement, with flexible delivery options that let educators spread lessons over weeks or terms and a range of supplemental programs such as student challenges and competitions. The initiative also focuses on inclusivity, actively seeking to reach girls, First Nations students, and learners from regional or socioeconomically disadvantaged areas so that all young Australians can be prepared for an AI-powered future.

# FUTURE READY STUDENTS

Sparking innovation in education by blending STEM, creativity, and strong community connections.

As the world evolves rapidly, preparing young people with the skills and mindsets to flourish has never been more important. By offering experiences that broaden perspectives and spark imagination, this pillar supports the development of curious, capable learners who engage with both emerging technologies and the richness of the world around them. Through these opportunities, students build the confidence to think creatively, solve complex problems, and adapt with agility. This pillar aims to create sustainable, scalable impact. The result is students prepared not just to navigate the future, but to shape it.



Micha...

# WHAT DOES IT MEAN TO BE A FUTURE READY STUDENT?

To be a future-ready student is to be equipped with the knowledge, skills, and confidence to navigate a world of increasing complexity and change. It involves strong academic foundations, the ability to think critically and creatively, and the capacity to apply learning in meaningful, real-world contexts. Future ready students are adaptable learners who can use emerging tools thoughtfully, collaborate effectively, and see themselves as capable contributors to their communities and beyond.

Foundational skills remain central to effective learning. Literacy and numeracy, alongside deep knowledge, provide the structure through which students interpret information, develop understanding, and communicate ideas with clarity and purpose. These foundations enable deeper learning and remain indispensable, even as new approaches and tools continue to emerge.

*“The future belongs to those who want to learn, are open to possibilities and have the skills to navigate a complex world.”*

**ANNIE FOGARTY AM**

Chairperson & Co-founder  
Fogarty Foundation

Building on these core skills, contemporary education has expanded its focus by necessity. Critical and creative thinking, problem-solving, collaboration, and communication skills are increasingly important as students apply knowledge across disciplines and in real-world settings. Digital technologies, when integrated with purpose, can extend learning beyond traditional boundaries, supporting inquiry, creativity, and engagement rather than replacing established pedagogies.

Experiential learning plays a vital role in connecting knowledge with application. Through engagement with authentic challenges, students gain a deeper understanding of concepts and their relevance, while creativity fosters innovation, resilience, and adaptability in a changing world.

The Fogarty Foundation supports future-focused programs that balance strong educational foundations with innovation in practice. This integrated approach ensures learning remains rigorous, relevant, and responsive; equipping students to navigate complexity, believe in their own potential, and see clear pathways to success. Students who hold these aspirations are more likely to engage deeply, persevere through challenges, and contribute meaningfully to their communities, particularly in a context where disparities in opportunity remain across regions and socio-economic backgrounds.





# SPACE EDUCATION: REACHING FOR THE STARS

Western Australia is home to a growing space sector, anchored by the Square Kilometre Array (SKA), one of the largest scientific infrastructure projects in human history. The state is already attracting significant global investment, research partnerships, and emerging commercial activity in areas like satellite technology, remote sensing, and aerospace engineering. These are industries that will require a skilled, curious, and adaptable workforce. The Foundation is exploring how Space-related initiatives can connect students to these real and local opportunities, bridging classroom learning with the careers, industries, and discoveries taking shape in their own backyard.

By exposing students to big ideas and real-world possibilities connected to Space, we can encourage creative thinking, problem solving, and deeper engagement with science, technology, engineering, and mathematics. These experiences help young people see themselves as explorers, innovators, and contributors, broadening their horizons and strengthening their belief in what they can achieve. Through this connected ecosystem, we aim to cultivate lifelong learners and empower the next generation to shape a bold and prosperous future for Western Australia.




## ISC SPACE BOOTCAMP

In 2026, the Fogarty Foundation continued its partnership with the International Space Centre (ISC) to deliver Space Bootcamp. This year's program welcomed 21 students: a deliberately smaller cohort that allowed for a more personalised and intensive experience, a format that proved successful and will continue in future years. The program has also steadily increased access for regional students to have greater opportunity to engage with advanced space education.

Space Bootcamp immerses participants in both foundational and emerging areas of space science, with students exploring subjects ranging from astrophysics to microgravity experimentation, sustainable food production for space missions, space governance, and gravitational wave detection. The program emphasises experiential learning through rocket design and launches, site visits to space-related organisations, and interactive sessions with prominent figures in the state's space sector, including Professor Danail Obreschkow. A standout addition to the 2026 program was Space Speed Dating, rapid-fire Q&A sessions with space experts at UWA, which gave students a broad sweep of industry expertise in a dynamic format, and was voted the most popular segment of the camp.

Fogarty Foundation funding also enabled a significant uplift in the resources available to participants. Students were fully equipped to engage with all site facilities, receiving everything from notebooks, lab coats, hard hats and mission patches to backpacks and sunscreen, along with the artefacts used to bring course content to life. Funding additionally supported dedicated staff helpers, freeing up subject matter experts to focus on sharing their knowledge rather than managing logistics.





**“I WANT TO USE THIS EXPERIENCE TO OPEN DOORS FOR AUSTRALIAN SCIENTISTS AND ENGINEERS TO UTILIZE SPACE FOR THEIR DISCOVERIES, TO INSPIRE THE PURSUIT OF STEM CAREERS, AND SHOW ALL AUSTRALIANS THAT THEY TOO CAN REACH FOR THE STARS.”**

**KATHERINE BENNELL-PEGG**

Australian Astronaut, Australian Space Agency  
2026 Australian of the Year

## KIDS IN SPACE

In 2025, the Fogarty Foundation funded the national Kids in Space program, supporting its delivery in Western Australia through a new partnership with the Andy Thomas Space Foundation. The Foundation increased its support for the program in 2026 to expand access and reach more students. Participation grew from eight schools across the state in 2025 to 15 schools in 2026.

Delivered by Makers Empire and supported by the Australian Space Agency, Kids in Space is a hands-on STEM education program that engages upper-primary students in space-themed design challenges. The program uses 3D technology, real-world problem-solving, and future-focused learning to inspire curiosity and build skills in science, technology, engineering, and mathematics. Participating WA schools receive a comprehensive STEM education package valued at nearly \$7,000 per school, including a 3D printer and tools for students to design and prototype space-related solutions, curriculum-aligned learning modules, professional development for teachers, and entry into the state showcase with the opportunity to progress to the national final.



## BINARX SCHOOL HOLIDAY PROGRAM

In 2026, the Fogarty Foundation continued its support of the BinarX School Holiday Program at Curtin University. In 2026, the Foundation increased its support for the program, expanding program delivery to Kalgoorlie for the first time in addition to Perth. The BinarX School Holiday Program is a hands-on, five-day experience for Year 5-6 students, where participants design, build, and launch their own space-themed electronics projects inside 3D-printed model rockets. The program immerses students in electronics, data, design, and laboratory-grade testing, while also fostering teamwork, critical thinking, and communication skills. Students gain access to real space hardware and university facilities, culminating in a model rocket launch.

The increased funding enables the provision of fully funded scholarships for students who may otherwise face barriers to participation, while also allowing greater subsidies across all remaining places. The support ensures more young people can access high-quality, hands-on STEM learning experiences that foster curiosity, problem-solving, and collaboration.



**"BINARX IS A COMPREHENSIVE, HANDS-ON PROGRAM THAT PROVIDES STUDENTS WITH THE OPPORTUNITY TO GAIN AN EARLY GLIMPSE INTO ADVANCED APPLICATIONS OF SCIENCE AND ENGINEERING IN A SIMPLE AND ENGAGING WAY. IT IS A GREAT TEASER FOR FUTURE ENGINEERS, SCIENTISTS, AND TECHNOLOGISTS—SPARKING CURIOSITY AND HELPING THEM BEGIN TO EXPLORE POTENTIAL PATHWAYS. A FANTASTIC PROGRAM, DELIVERED BY A FANTASTIC COMMITTEE."**

**PARENT FEEDBACK**

# PREMIER'S SCIENCE AWARDS

The Fogarty Foundation was proud to support the STEM Educator of the Year - Schools award at the 2025 Premier's Science Awards and to celebrate this year's outstanding winner, Nathan Curnow of Willetton Senior High School. Nathan exemplifies the creativity, energy, and real-world relevance that high-quality STEM education can offer, inspiring students while helping shape Western Australia's future science and technology leaders. The Foundation proudly funds this award category to support initiatives that inspire, equip, and empower both educators and students, and we also acknowledge the many passionate teachers who entered the awards this year. We were delighted to have our own Laura Potts serve as a judge in 2025 and look forward to learning more from Nathan about his impact and approach. This valued partnership with the Premier's Science Awards will continue into 2026.



*“I am involved in lots of different opportunities that are really about opening doors for students to connect to real scientists, who have stories of their own, who are doing inspiring things and using it as a way to open doors for these kids. Getting them to see that, hey, maybe they can be scientists too, and then helping staff also inspire their students because we have the power to make a real difference to the next generation; to help them see themselves in science and help them walk through that door.”*

**NATHAN CURNOW,**  
2025 STEM Educator of the Year  
(Schools) Winner

## INNOVATOR OF THE YEAR AWARDS

In 2025, our CEO, Elizabeth Knight, had the privilege of serving as a judge for the WA Young Innovator of the Year Award, a new category within the WA Government's Innovator of the Year Awards. This year, the Awards program received 37 outstanding applications from young innovators across the state, highlighting the creativity and forward-thinking solutions emerging from WA's youth. Congratulations to the 2025 Winner, Raina Gupta from Willetton Senior High School, as well as to the other finalists in the award category.

Building on this commitment in 2026, we will be working with the Young Entrepreneurs Academy of WA (YEAWA) to support enrichment opportunities for the Awards finalists, enabling them to continue developing their enterprises, participate in professional development sessions, and access ongoing opportunities to grow their skills and ventures. By officially supporting the Awards, the Foundation aims to inspire students and emerging leaders to pursue bold ideas and shape a brighter, more innovative future.



*Award Winner Raina Gupta, pictured with Hon. Stephen Dawson MLC and Cameron Thorn, Director of YEAWA*

## GAME CHANGER AWARDS

The Game Changer Awards recognise young people who are driving positive change in their communities through leadership, creativity, and innovation. In 2025, the Fogarty Foundation supported the Awards, which impacted 760+ participants from 25 schools in Western Australia. In 2025, the Game Changer Academy launched, supporting capability building for teachers and schools through design thinking and innovation-based learning. The Awards brought together 95 industry judges which demonstrated a sustained and strong industry engagement from professionals across the WA technology and innovation ecosystem.





# GOSHACKATHON

GoSHackathon is a two-day tech innovation event for regional young people in Western Australia. The event showcases emerging technologies and innovation, raising awareness and aspirations by exploring future skills and career pathways within a regional context.

In 2025 the program engaged 1,224 participants and partnered with 29 regional schools in the Peel and Mid West regions.

Regional teams had success at the innovation showcase hosted by West Tech Fest, winning multiple People’s Choice awards and demonstrating the depth of talent emerging from Western Australia’s regions. These results highlighted GoSH’s role in building a pipeline of young innovators capable of competing and leading in technology and entrepreneurship.

Looking ahead, GoSH is pursuing diversified funding and sustainable growth strategies to expand opportunities for regional participants and digital learning pathways. New initiatives, including digital content and models that broaden access to innovation education, aim to strengthen the program’s long-term impact.



*"My motivation has increased to pursue medicine after my ATAR exams. This is because I really enjoyed the experiments and tests we did scientifically to explain natural occurrence within our world."*

## 2025 PARTICIPANT, PERKIN'S PROFS PROGRAM



# PERKINS PROFS

In 2025, we supported 37 students from nine schools where students experience socio-economic disadvantage to attend the Perkins Profs Intensive Program at the Harry Perkins Institute of Medical Research in Nedlands.

Now in its ninth year, the partnership continues to immerse students in a real-world STEM environment, offering hands-on laboratory experiences and opportunities to interact with researchers, bioengineers, and science undergraduates. Participants explore medical research techniques, gain insight into tertiary study pathways, and discover potential careers in medical science. The program bridges classroom theory and practice through engaging lab experiments and seminars designed to spark curiosity, build understanding and open doors to future careers in medical research.

The Perkins Profs Intensive Program demonstrates the power of collaboration between research institutions and education initiatives, providing meaningful and equitable opportunities for students from all backgrounds to be introduced to this important field of work.

# BUILDING CREATIVITY

Future ready students are not defined by STEM skills alone. Creativity, including engagement with music and the natural world, is essential for developing critical thinking, adaptability, and innovation in an increasingly technological era. Young people are both learners and active contributors to our collective future. By fostering curiosity, supporting artistic and environmental exploration, and providing access to vibrant creative opportunities, Western Australia can ensure that students are equipped to thrive and shape the world around them. Continued investment in youth arts, music programs, and creative spaces is key to building the skills, confidence, and agency that will allow students to lead with creativity in the decades ahead.

## PERTH FESTIVAL



In 2026, the Fogarty Foundation continued its long-standing support for the Perth Festival as Patron of Creative Learning and helping to ensure that young people across Western Australia have access to meaningful arts experiences. Now in its ninth consecutive year, the Partner Schools Program saw Perth Festival partner with eight schools across metropolitan and regional Western Australia, providing each with a tailored program of performances, workshops, and professional development opportunities, including transport, entirely at no cost. The 2026 partner schools were Armadale Senior High School, Aveley Secondary College, Balga Senior High School, Belmont City College, Girrawheen Senior High School, Swan View Senior High School, Thornlie Senior High School, and Jurien Bay High School as the program's new regional representative. For Jurien Bay students, accommodation and bus transport were covered in addition to performance tickets. Together, partner schools attended seven different events spanning theatre, music, visual arts, and virtual reality.

Perth Festival also deepened its connection with the broader teaching community through two teacher professional development sessions: one led by director Matt Edgerton and another delivered in partnership with Drama West, reaching over 49 teachers across Western Australia. A social function for 90 Drama West teachers was supported at the East Perth Power Station, with subsidised tickets offered for *Le Nor* and *Dragon I*.

A highlight of the year was The Lyn Beazley Academy students attending *Dragon I*, supported by Perth Festival, a connection championed by the Fogarty Foundation. In another exciting new development, a partnership was established with the School of Isolated and Distance Learning, with a workshop on *Scenes from a Climate Change Era*, delivered between Perth Festival and WAYCO. Led by Artistic Director Amelia Burke, the workshop allows remote students to access archival material, engage in classroom activities, and participate directly in the creative process.

The Fogarty Foundation's continued investment in the Partner Schools Program ensures that future generations of Western Australians, regardless of background or location, can engage with high-quality arts experiences, develop their creativity from an early age, and become agile future citizens.

## SCULPTURE BY THE SEA

The Fogarty Foundation continues its role as philanthropic partner of Sculpture by the Sea, Cottesloe and its School Education Program. In 2026, the program engaged students through guided focus tours and artist-led sculpture workshops, providing hands-on creative experiences that would otherwise be inaccessible. The Fogarty Foundation's funding provides students from low socio-economic schools with access to the program, supporting equitable access to high-quality arts education and opportunities to connect directly with professional artists and large-scale public art.

As part of the Fogarty Foundations funding, 142 students from six schools were able to participate in the 2026 program. Through guided exhibition experiences and practical workshops, students explored artistic processes, developed creative thinking skills, and gained insight into contemporary sculpture in a public setting. This ongoing support reflects the Foundation's commitment to fostering creativity, curiosity, and future-ready skills among young people across Western Australia, while ensuring that access to transformative arts experiences is not limited by circumstance.

*“We had plenty of time to wander around the many sculptures, interacting with each and every one. The range of materials alone amazed the students. They gained an appreciation of how open-ended art can be and how anything is possible. Being able to see art pieces displayed on the beach was something they couldn't have imagined. Just walking on the sand was a novel experience for many of them.”*

### NANCY THOMAS

Visual Arts Teacher

North Balga Primary School



## MUSICA VIVA AUSTRALIA



In 2026, we established a new partnership with Musica Viva Australia through its Music Education Residency Program. Musica Viva Australia is a national leader in music education, delivering long-term, school-embedded residencies designed to improve access to quality music learning in communities experiencing socio-economic disadvantage. This three-year, Australia-wide model focuses on depth of engagement and whole-school participation, embedding weekly classroom music delivered by specialist teaching artists, alongside two live, in-school performances each year from Musica Viva Australia's culturally and musically diverse In Schools program.

The residency also includes professional development for all teachers, access to instruments and resources, opportunities for student performance, and a robust evaluation framework to ensure sustained impact. This partnership is positioned within the Future Ready Students pillar because it develops essential capabilities beyond traditional academic measures, including creativity, confidence, collaboration, wellbeing, and engagement with learning. Research and program evaluation demonstrate improved student attendance, behaviour, and engagement, alongside strengthened teacher confidence and capacity to deliver music education independently. By building a culture of music within schools and establishing a community of practice across the region, this partnership aims to enable long-term benefits that extend beyond the life of the residency. Through this work, we are supporting future-ready learners by enabling equitable access to high-quality, holistic education that nurtures cognitive, social, and emotional development alongside academic growth.

*“Students are visibly enjoying the programme and they are actively engaged within the activities. The students who are generally more quiet are also starting to come out of their shell and willing to give things a go that they wouldn't have done before.”*

**NINA FAULKNER**

Teacher  
Gosnells Primary  
School

# HABITATS FOR WILDLIFE

In 2025, we proudly formalised a partnership with Perth Zoo to support its Habitats for Wildlife program, a leading conservation education initiative that empowers students to become active environmental stewards by connecting classroom learning with real-world conservation action.

Habitats for Wildlife is a year-long program that gives students full ownership of designing, building and monitoring a conservation project on their school grounds. Projects range from simple initiatives such as installing water dishes for local species to larger habitat transformations. Students lead every stage of the process, applying science in practical and meaningful ways while reflecting on what they are doing and why. The program fosters inclusion, critical thinking, teamwork and leadership skills.

In 2025, 23 schools and more than 700 students across the Perth metropolitan area participated. Schools delivered a wide range of habitat projects including bird baths, frog bogs and hotels, lizard lounges, skink boxes, quenda cabins, bandicoot bungalows, phascogale boxes, native bee hotels, and planting important food sources for cockatoos. The results have been inspiring. Corellas have been seen in places they had not previously called home. Native bee populations are thriving, with brand new nests discovered. Willy wagtails are flourishing in newly created habitats, with 67 recorded in a single day. Quendas are roaming safely within protected areas created by students.

At Noranda Primary School, the Bush Wardens transformed a garden bed into a haven for willy wagtails, demonstrating how student-led projects can create meaningful improvements in local biodiversity. By supporting Habitats for Wildlife, we are helping schools become hubs of environmental stewardship and empowering a generation of informed, passionate advocates to drive lasting change for wildlife and the natural world.

*“The program showed students how science can be applied and used in so many ways. The students have done it all themselves and have reflection time to think about what they are doing and why. It is an inclusive nature program.”*

## PIA MARKOVIC

Teacher

Clarkson Community High School



# OUR RIPPLE EFFECT

Our ability to make a significant impact in the community relies on effective partnerships. The Fogarty Foundation's logo, a ripple, symbolises the far-reaching impact of our work. Just as a ripple expands outward from a single point, our partnerships create waves of positive change throughout the community.



# OUR SECTOR

We work across the philanthropic and education sectors with a strong belief in Western Australia's potential. WA has extraordinary assets: talented educators, world-class research, a growing creative and innovation economy, and young people ready to shape what comes next. Our role is to help bring these strengths together.

As a social venturer, we operate with flexibility, independence, and a long-term perspective. This allows us to act as catalysts, supporting ideas at critical moments and helping initiatives gain momentum. Equally important is our role as a strategic convenor. We create space for people and organisations to connect, learn from one another, and work collectively on shared challenges and opportunities.

We know the education sector is where aspirations are formed, capability is built, and future pathways begin. We engage with education not as a single system, but as a connected ecosystem that includes schools, universities, cultural organisations, community partners, and employers. Strong relationships across this ecosystem are essential for meaningful and lasting impact.

We see particular value in connecting across sectors. This includes linking educators with researchers, funders with practitioners, and local initiatives with national and international thinking. By supporting communities of practice and participating in sector alliances, we contribute to shared learning and stronger alignment across the philanthropic and education landscapes.

Western Australia does not need to work in isolation. We are committed to continuing our engagement nationally and internationally, drawing in new ideas, perspectives, and partnerships while sharing what we are learning and developing here in WA. This outward focus strengthens local practice and ensures WA remains connected to global conversations about education, innovation, and opportunity.

Looking ahead, we will continue to invest our time, relationships, and resources in ways that support collaboration and long-term system strength. We are optimistic about what is possible for Western Australia, and committed to playing our part in connecting people, ideas, and opportunity across the sectors we serve.



## AUSTRALIAN TERTIARY SCHOLARSHIPS & FELLOWSHIPS COMMUNITY OF PRACTICE

In 2025, our CEO Elizabeth Knight, and Maryanne Pidcock (Ma & Morley Scholarship Program Coordinator), became co-Chairs of the Australian Tertiary Scholarships and Fellowships Community of Practice, alongside Dr Brad Shrimpton (George Alexander Foundation) who assumed the role as Secretary. This included hosting a two-day, in-person Forum in Melbourne that brought together 11 providers of philanthropic “more than just money” scholarships. The group has two primary goals: to improve practice through knowledge sharing between members, and to develop impactful collaborations between Scholarship recipients and providers. The group meets quarterly, providing an excellent opportunity for philanthropic foundations and universities to stay connected to, informed by, and inspired by best practice in scholarship provision on an ongoing basis.

## NEXUS AUSTRALIA COMMITTEE

The NEXUS Australia Committee is part of the global NEXUS network, an international community of next-generation philanthropists, impact investors, social entrepreneurs, and family enterprise leaders working to accelerate positive social and environmental change. Founded in the United States, NEXUS operates across major regions worldwide and is known for convening influential emerging leaders who are actively deploying capital, networks, and expertise to address complex global challenges. Our CEO Elizabeth has joined the NEXUS Australia Committee 2026 as a Perth City Ambassador. In this role, she will help to grow and connect the community of next-generation philanthropists, impact investors and social entrepreneurs in Western Australia.

## WA CHILDREN’S FUNDERS ALLIANCE

The WA Children’s Funders Alliance (WA CFA) is a collaboration of philanthropists and funders committed to improving outcomes for children, young people, and families across Western Australia. The Fogarty Foundation is a proud member, joining seven other prominent organisations including the Minderoo Foundation, Stan Perron Charitable Foundation, Lotterywest, and Channel 7 Telethon Trust, convened by the Australian Research Alliance for Children and Youth (ARACY).

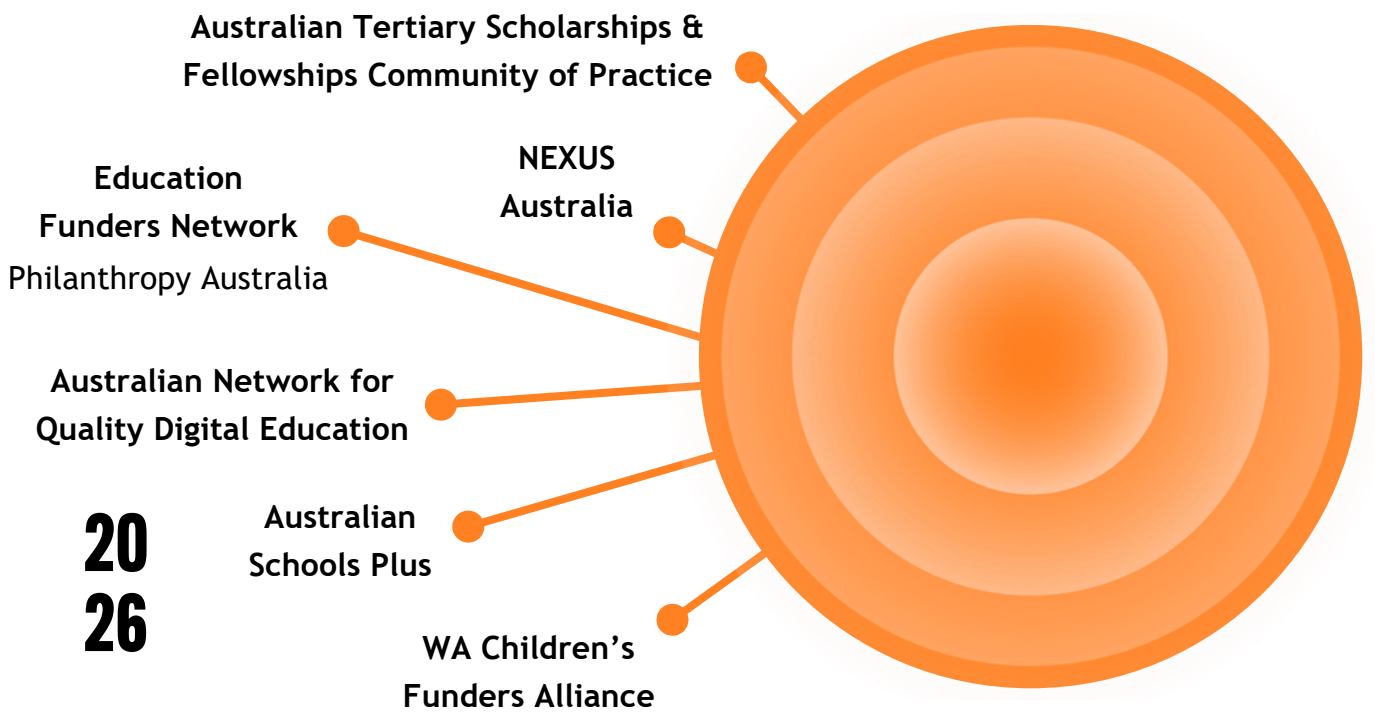
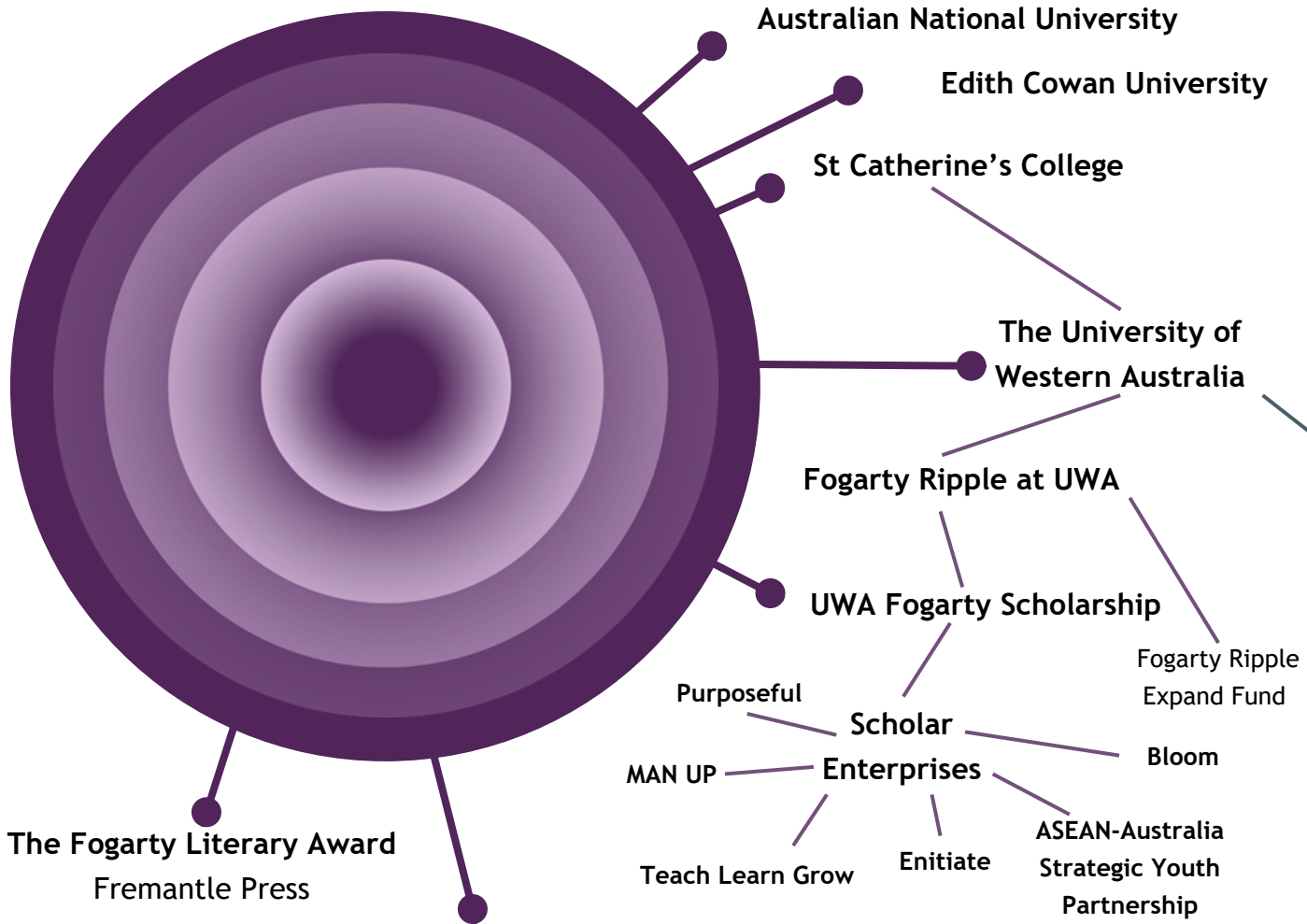
Convened by the Australian Research Alliance for Children and Youth (ARACY), WA CFA is led by Executive Convenor and former Fogarty Foundation CEO & Trustee, Megan Enders. It focuses on sharing strategy, practice and learning from each other, deepening and strengthening relationships, and exploring mutual areas of interest of potential impact, individually and/or collectively. By pooling resources and expertise, WA CFA aims to support members as they work to address complex challenges such as early childhood development, family support, and breaking cycles of disadvantage, particularly in remote and vulnerable communities.



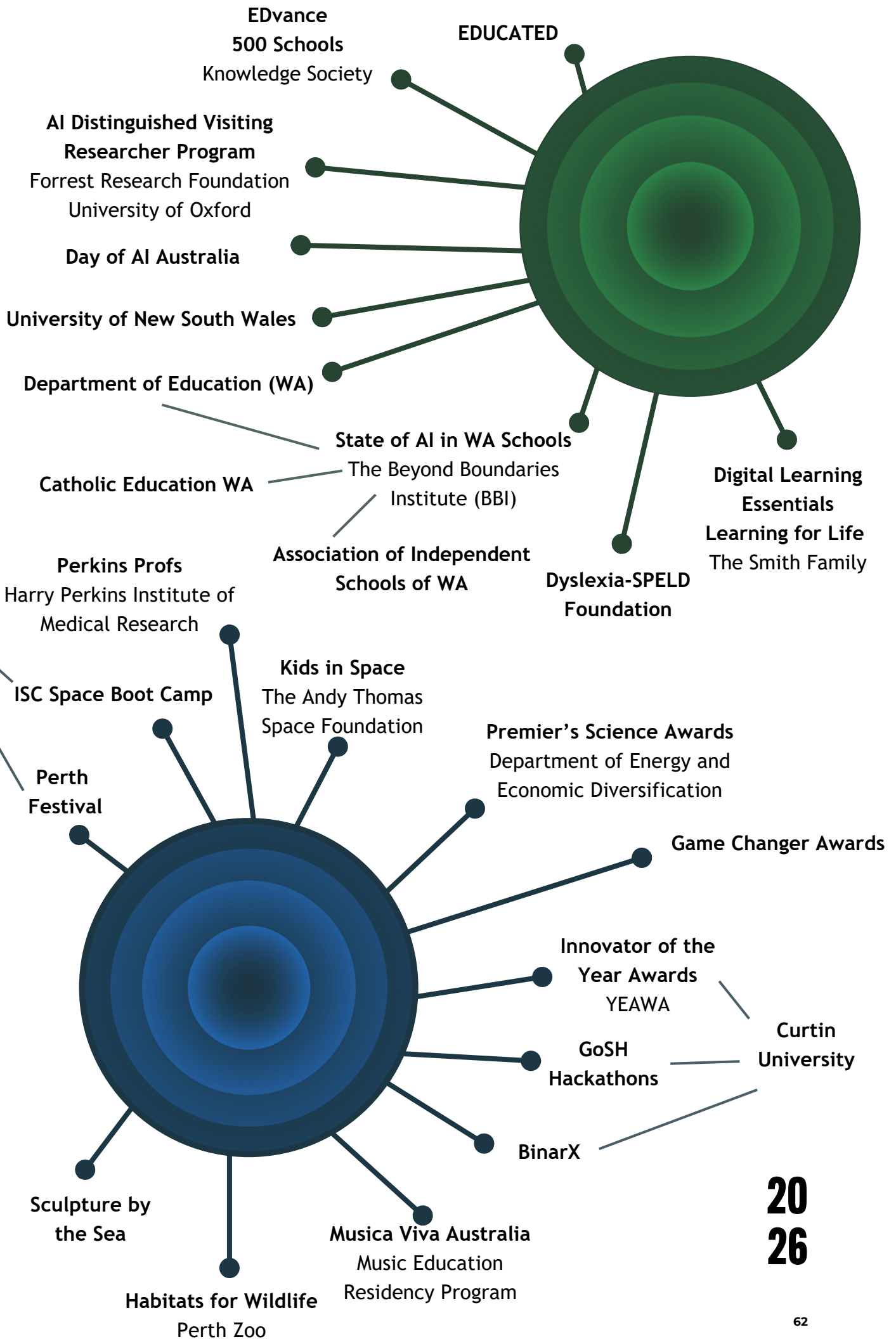
*Australian Tertiary Scholarships & Fellowships Community of Practice pictured at the in-person forum.*

# CONNECTION

The Fogarty Foundation is proud to partner and collaborate with a diverse range of stakeholders in education and philanthropy: locally, nationally and globally. This map aims to visualise some of our core collaborators, partners and connections in the ecosystem.



**20**  
**26**



**20**  
**26**

# OUR TEAM & TRUSTEES



**ANNIE FOGARTY AM**  
Chairperson

Annie Fogarty is the Chairperson of the Fogarty Foundation. She is a social venturer who believes deeply in providing educational and leadership opportunities to help build strong communities in Western Australia. She is involved in a number of boards and advisory groups including the boards of Screenwest, John Curtin Gallery, is an ambassador for the Children and Young People WA, EdConnect and a member of the Curtin Academy Advisory Board. Annie was made a Member of the Order of Australia in 2013 for her work in the advancement of education in Western Australia. She has an Honorary Doctor of Letters from UWA, Honorary Doctor of Education from ECU, and in 2015 was acknowledged by ACEL (WA) as a Pre-Eminent Educational Leader. Annie is the 2020 Western Australian of the Year.

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**CAITLYN FOGARTY-EMBLEY**  
Executive Director & Trustee

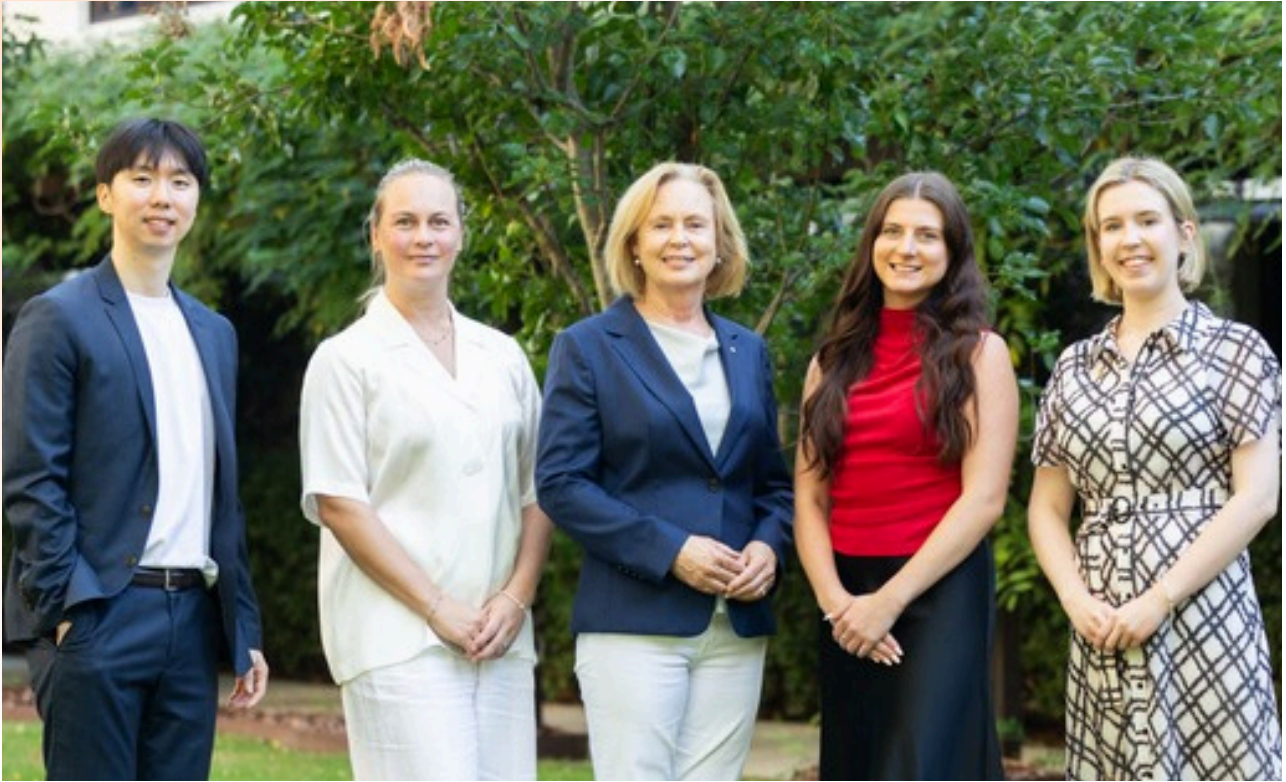
Caitlyn has been a Trustee since 2008 and became Executive Officer of the Fogarty Foundation in 2018. She worked closely with the Fogarty EDvance Program following her teaching experience and commercial studies. As Executive Director, Caitlyn has a strong connection to the UWA Fogarty Scholarship program and Scholars, wanting to support their endeavours to be wide reaching. Caitlyn enjoys speaking and presenting at a range of events, proudly sharing the impact of the Fogarty Foundation.

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**ELIZABETH KNIGHT**  
Chief Executive Officer & Trustee

As CEO, Elizabeth leads programs and partnerships which aim to facilitate critical change and innovations in the education sector, through improving teacher and school leadership capacity and effectiveness, providing high quality educational opportunities for young people, and investing in the next generation of future leaders. She brings a decade of experience in education, technology and youth sectors to the Foundation, including founding Purposeful, a startup and social enterprise which has delivered purpose and career-discovery programs to more than 20,000 young Australians. Elizabeth is passionate about intergenerational leadership and the strategic use of technology to drive systemic change.



*Foundation Team left to right: Harry Kwon, Caitlyn Fogarty-Embley, Annie Fogarty AM, Laura Potts and Elizabeth Knight.*

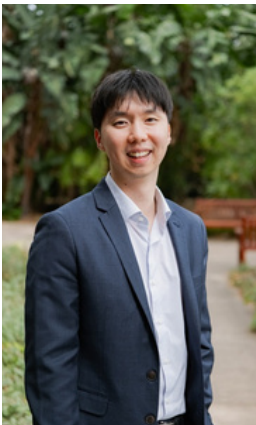
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## **LAURA POTTS**

### **Programs and Communications Manager**

Laura is the Foundation's Programs and Communications Manager, overseeing all programs with a focus on impact measurement. With international coordination experience and an MBA in Project Management and Women in Leadership, she ensures the Foundation's programs align with its mission. Holding a Fine Art degree (Hons) from Norwich University of the Arts, Laura also drives communications strategy, executes events, and evaluates the impact of initiatives to support meaningful social change through education.



## **HARRY KWON**

### **Program Coordinator - Next Generation Leaders**

Harry joined the Foundation in late 2025 to lead the Next Generation Leaders pillar at the Fogarty Foundation, which includes the Fogarty Ripple initiative. Drawing on experience across the non-profit sector and youth leadership development, he brings a strong understanding of how to cultivate young leaders and support them to translate potential into purposeful action. Harry is committed to fostering transformative change that generates meaningful, lasting impact in Western Australia and beyond.

# OUR TRUSTEES



**Geoff Metcalf** is a highly respected Western Australian education leader whose 35-year career with the Department of Education spans principalship roles across the Kimberley, the Ngaanyatjarra Lands, rural district high schools and metropolitan settings. This breadth of experience led to senior leadership positions in Central Office and, subsequently, to his appointment as a Trustee of the Fogarty Foundation. He brings a deep understanding of the Western Australian educational landscape, with particular expertise in supporting communities with low socio-educational advantage. His leadership is widely recognised for advancing extended service school models across the State. Geoff now provides consultancy services to the Department of Education, specialising in the design and delivery of leadership development programs. He is energised by the opportunity to continue to contribute to the work of the Foundation as its influence and impact continue to grow.

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**Professor Peter Klinken AC** is one of Western Australia's most prominent scientists. Inducted into the Western Australian Science Hall of Fame in 2025, he served as Chief Scientist of Western Australia for 11 years (2014-2025). A biochemist by training, he holds a PhD from the University of Western Australia and conducted research in red blood cell formation, leukemia, and cancer genetics. He previously served as Executive Director of the Harry Perkins Institute of Medical Research and Director of Research at Royal Perth Hospital. In 2017, he was appointed a Companion of the Order of Australia for contributions to medical research and science advocacy. He is a Fellow of both the Australian Academy of Health and Medical Sciences and the Australian Academy of Technological Science and Engineering, and in 2025 was named an Emeritus Professor at the University of Western Australia. He has also chaired Lotterywest and Healthway, and has particular interests in the energy transition, education, and indigenous culture.

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**Phil Dolan** is an active angel investor with a focus on female founded startups, and an interest in education. He was previously Professor and Executive Director of the Institute for the Future of Business at Melbourne University's Faculty of Business and Economics. He has also been Dean of the Business School at the University of Western Australia, and before entering academia worked for over a decade in the Investment Management arm of Macquarie Bank.

His education includes degrees in Mathematics, IT, Business and a PhD in Finance from Stanford University. He is a Senior Fellow of the Financial Services Institute of Australasia, and a Fellow of the Australian Institute of Company Directors.

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**Matthew Vinci** is the President of the Fogarty Scholars Association (FSA), where he aims to build a connected Scholar community through strong friendship-based support networks within and across cohorts. Matt also serves as President of 180 Degrees Consulting WA, the world's largest student-run consultancy, leading teams delivering pro bono strategic consulting to charities and not-for-profits. He previously co-convoked the 2024 Fogarty Futures Leadership Conference and received the 2024 Jeremy Cheang Award to support the 2025 Conference. Currently studying finance and economics with an Assured Pathway to the Juris Doctor, Matt recently completed an investment banking internship with Azure Capital, and looks forward to driving meaningful outcomes for communities across Western Australia.



**IMAGE CREDITS: MICHAEL GOH**

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