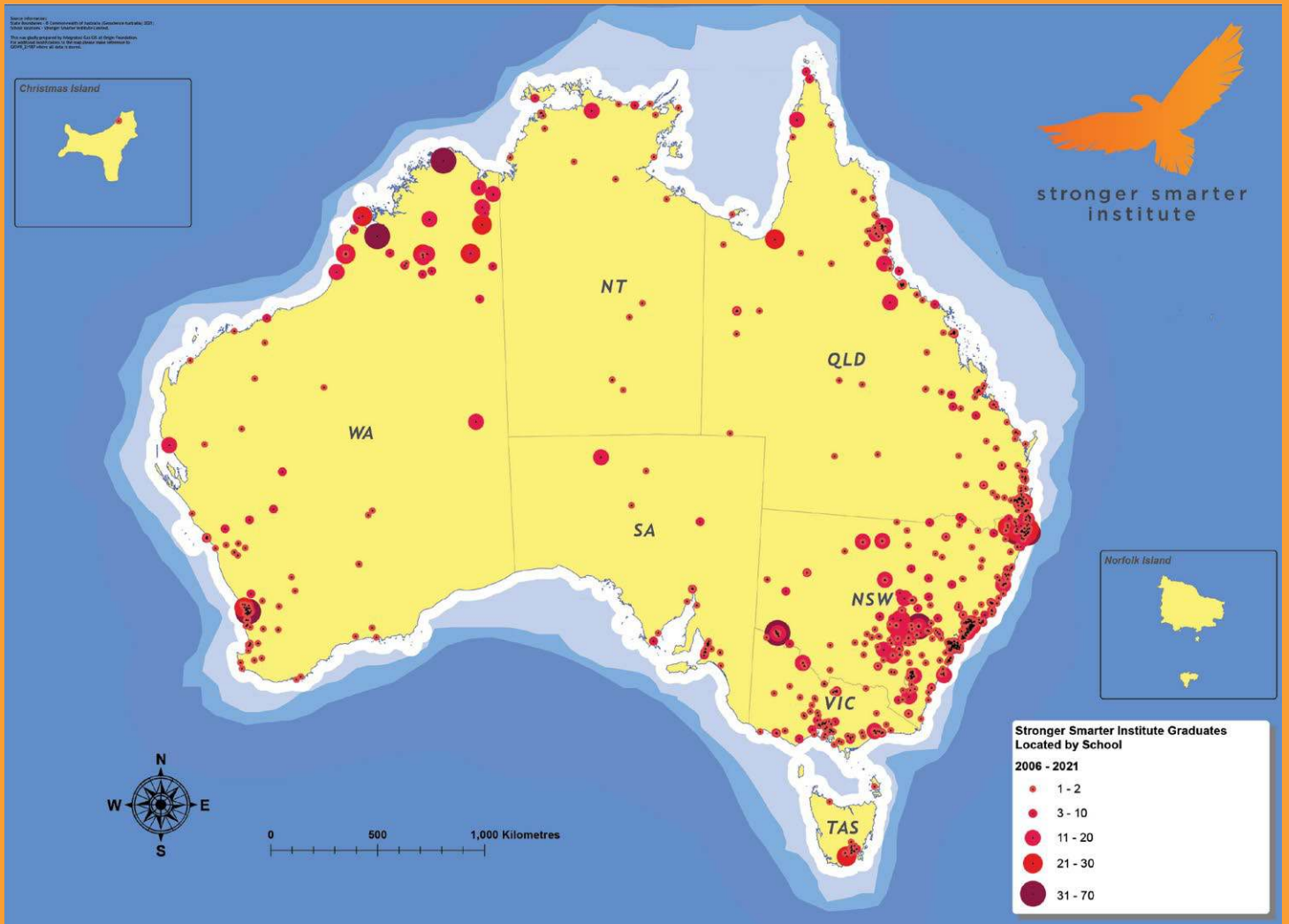




Stronger Smarter Institute Prospectus



Transformative change
since 2006.



Over 1,000 schools enacting the Stronger Smarter Approach.

over 4,600 program participants since 2006.

Map of SSLP program participants in schools created with support from the Origin Foundation.

A growing footprint across the country.

We know that Aboriginal and Torres Strait Islander children will succeed in school when the classroom is a place where they can be proud of their culture, the standards are high, and the curriculum is relevant to their lives. This is the Stronger and Smart classroom developed by Dr Chris Sarra at Cherbourg.

Since 2006, the Institute has worked with educators from across the country as 'partners in change' to enact the Stronger Smarter Approach in their schools. We have seen strong regional learning communities grow as schools work together to drive high expectations, build authentic relationships with students, families and local communities, and establish quality environments for learning.

"We didn't go to Cherbourg and give the children a sense of being 'Strong and Smart'...That was inside them already...That sense of being strong and smart resides in every Aboriginal and Torres Strait Islander child." Dr Chris Sarra



11% of all schools reached.



72,000 Aboriginal or Torres Strait Islander students benefiting from schools enacting the Stronger Smarter Approach.

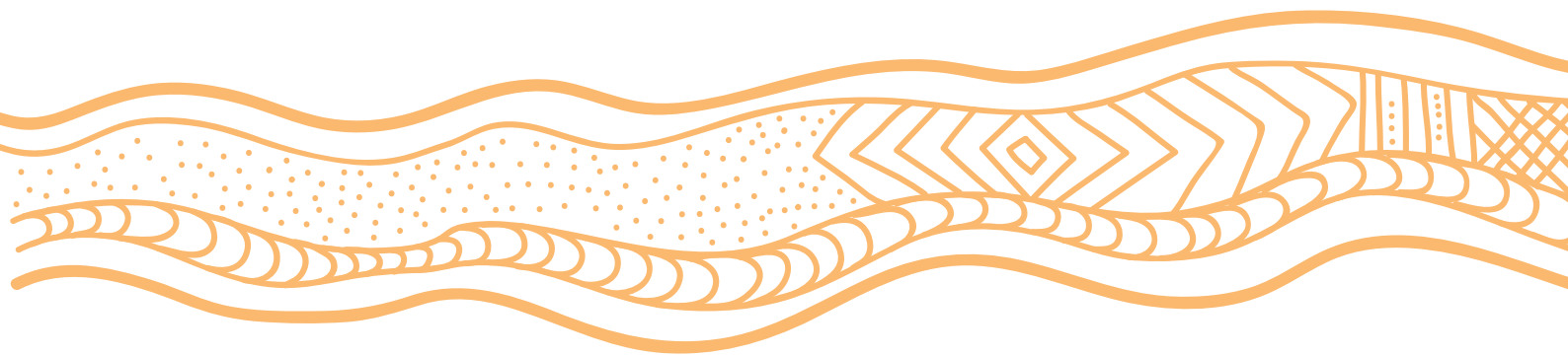


30% of all Aboriginal and Torres Strait Islander students reached.



Over **170 schools** with the Stronger Smarter Approach embedded.

For more information about the Stronger Smarter Approach visit our web page at:
<https://strongersmarter.com.au/stronger-smarter-approach>

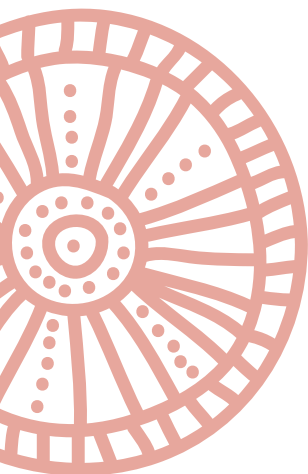


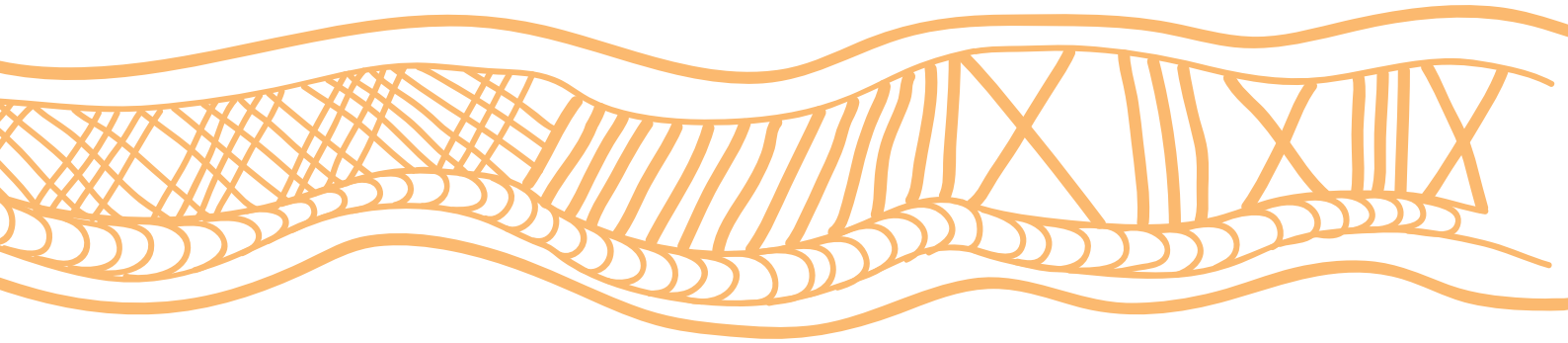
Our History

In the late 1990s, when Dr Chris Sarra became the first Aboriginal principal of Cherbourg State School, he challenged the whole school community to have **High-Expectations Relationships with their students**. As literacy, numeracy and attendance all improved, Dr Sarra recognised that 'Strong and Smart' was a model that would work in any school. This success led to the formation of the Stronger Smarter Institute with the Stronger Smarter Approach now used in schools across the country to embrace a strong and positive sense of what it means to be Aboriginal or Torres Strait Islander in contemporary Australian society.

The Institute's programs include a '*Workplace Challenge*' involving enacting elements of the Stronger Smarter Approach in schools or workplaces and reporting back on successes and challenges. For many, this is a rewriting of the narrative of the school to a shared vision of high expectations. As the Institute extends this footprint across the country, we are seeing more and more schools changing this narrative and building Stronger Smarter networks and communities.

Complex challenges require a deep understanding of the local context, and we have always considered our program participants as the ones best placed to make the decisions on how to enact change in their schools and communities. As we have learnt from our '*partners in change*' we have been able to continually refine the Stronger Smarter Approach and develop new programs and resources to support classrooms where Aboriginal and Torres Strait Islander students feel they belong and can succeed.







Program Participants

When the Institute first offered our flagship Stronger Smarter Leadership Program in 2006, we had 29 participants for the year. Since then, we have continued to grow to over 20 Leadership Programs a year and expanding program options to run over 40 total programs in 2021. Each year we see 450+ new Stronger Smarter alumni bringing Strong and Smart to their schools, classrooms and workplaces.



2006

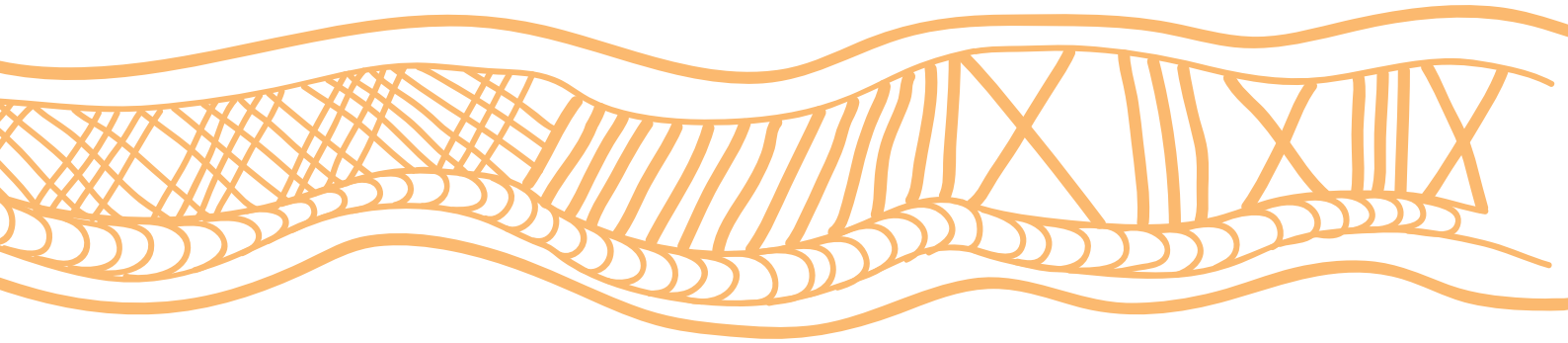
Leadership Program
The Stronger Smarter Leadership Program (SSLP) began with two programs a year offered at Cherbourg in Queensland.

Across the country
In 2008, we started to expand across the country, running our first program in the Hunter region of NSW.

2010

Specialist Program
Recognising the need to support our SSLP alumni with their next most powerful step in their schools and workplaces, we launched our Specialist Program in 2010.

Online module
Our move into the online space in 2012 provided an alternative option for those who couldn't attend a face-to-face program.



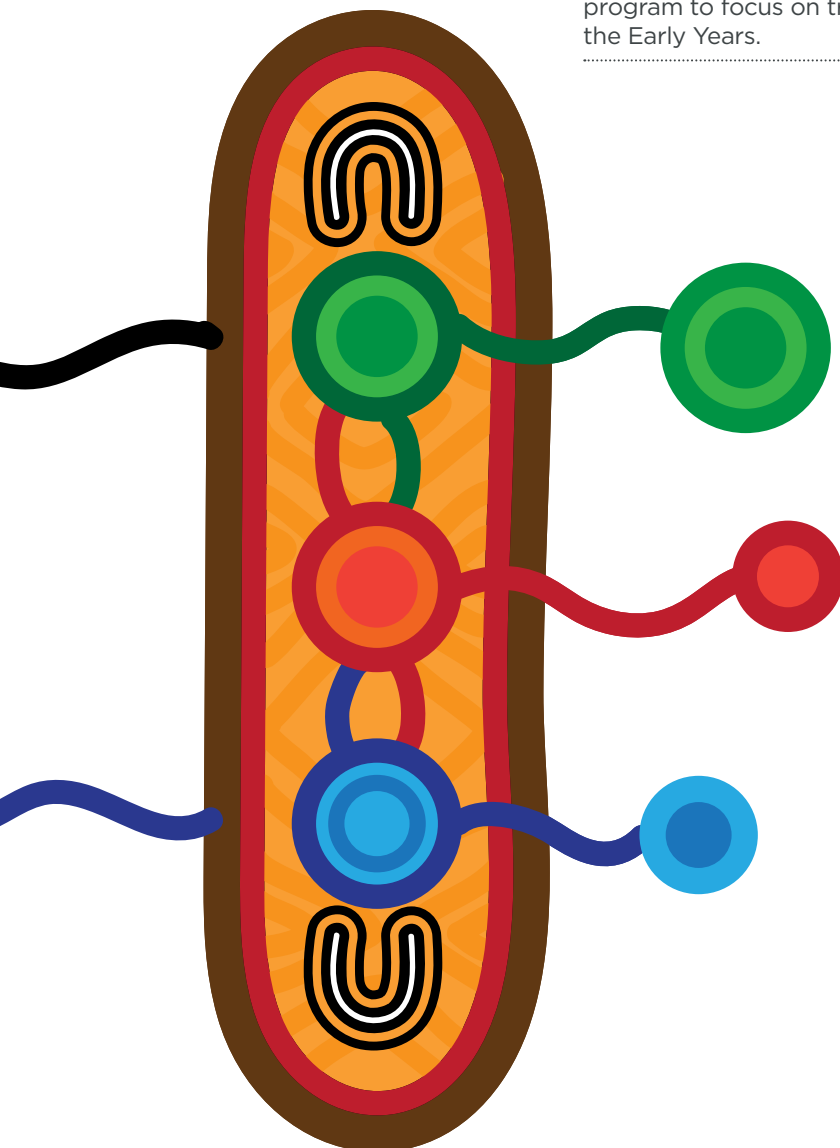
2015

Workplaces

In 2015, we took the Stronger Smarter Approach beyond education when we launched our Workplaces program.

Jarjums

In 2016, we launched our Jarjums program to focus on transitions in the Early Years.



2017

Masterclasses

Our first Masterclass in 2017 moved us into the critically important area of Culturally Responsive pedagogies and curriculum.

SSiSTEMIK

Our SSiSTEMIK Masterclasses and Jarlarla programs, launched in 2018 and 2019, highlight how Indigenous Knowledges can be incorporated into classroom curriculum.

2019

Community-led approach

Our new model of community-led engagement took the first step with a partnership with the Taribelang Bunda (people) to support programs on Taribelang country.

Virtual offerings

In 2021 and beyond, we are developing and delivering new virtual and online offerings.



Funding Projects History

The Stronger Smarter Institute is proudly supported by a range of philanthropic, corporate and government organisations who believe in the Stronger Smarter Approach and the transformational impact it can have on the educational outcomes of Aboriginal and Torres Strait Islander Australians. This support over the years has enabled the Institute to continue to grow, to expand our influence, and explore and develop new products and programs.



2005

Institute established

The Indigenous Education Leadership Institute established by Dr Chris Sarra with initial funding provided by the Queensland Department of Education.

Telstra-Myer funding

Funding from Telstra Foundation (\$2.4m) and Sidney Myer Foundation (\$1.2m) supports the ongoing development of the Institute's programs 2008-2010.

2009

SSI

The Institute, now housed by the Queensland University of Technology, is renamed the Stronger Smarter Institute.

SSLC

The Stronger Smarter Learning Communities Project with QUT is supported by federal government funding (\$18m) 2009-2012.

2011

Next Steps Project

The Institute runs the Focus Schools Next Steps Initiative with QUT with federal government (DEEWR) funding (\$30m) 2011 to 2014.

AITSL and Origin Foundation

AITSL and Origin Foundation support the development of the Institute's Introduction to Stronger Smarter online module 2011-2013.



2013

RSAS

Remote School Attendance Strategy Project with federal government (PM&C) funding (\$1.5 m) 2013–2015.

QGC

The Queensland Gas Corporation supports schools to attend programs (\$497,000) 2013.

2015

Not for Profit

In 2013, the Stronger Smarter Institute establishes as an independent not-for-profit organisation, and in 2015 is endorsed as a Deductible Gift Recipient.

RPP

Remote Principals Project supporting remote areas with federal government funding (PM&C) (\$4m) 2015–2019.

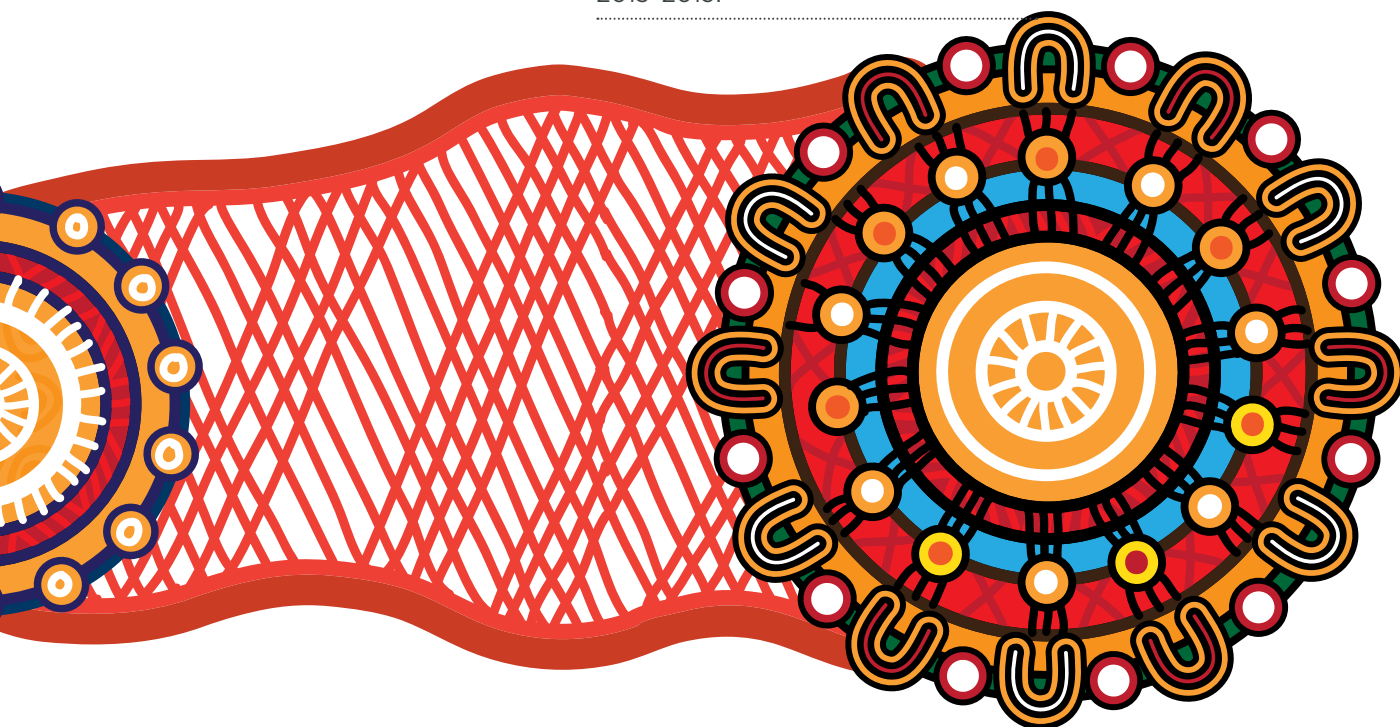
2018

ToSI

Teachers of STEM Initiative with federal government funding (NIAA) (\$5m) 2018–2028.

Donations

Major donations from Jolimont Foundation and Origin Foundation over 2017–2019 period provide invaluable support to continue to expand our programs.



2019

Taribelang Aboriginal Corporation

New community-led partnership model to enable schools in the Bundaberg region to be trained in the Stronger Smarter Approach funded by Taribelang Aboriginal Corporation (\$167,000).

Deadly Teacher Solid Jarjums

Project funded by NSW government for early childhood programs. (\$200,100).

2021

SSA in Communities

Sustainable community empowerment – SSA in communities project with federal government funding (NIAA) (\$1.8m) 2021–2023

2022

Consultancies

In 2022 and beyond, we continue to expand our reach with various consultancies and projects to move the Institute further into curriculum design

Embedding SSA

Projects continue to support schools to embed the Stronger Smarter Approach as the next step after attending the SSLP.

Enacting proven outcomes



The Stronger Smarter Leadership Program (SSLP) is the starting point for enacting the Stronger Smarter Approach (SSA) in schools. This is the mindset shift away from deficit thinking; a flipping of the coin to move from high expectations of students to high expectations of self and for students.

Personal responsibility

We know the importance of local context and recognise that there is no one path to follow that will work in every school. We frame Stronger Smarter processes as 'tools' or 'gifts' that alumni can add to their 'dilly bag' and apply as needed in their social and cultural contexts. Every program participant who returns to our follow up sessions reports on having enacted some element of the SSA through their '*Workplace Challenge*'. In our surveys, 80% of respondents tell us they completed their '*challenge*' successfully and 94% tell us that their Stronger Smarter training continues to impact on their workplace practice often many years after attending the program.

We know from our follow up sessions with participants, and surveys and interviews with alumni, that enacting the Stronger Smarter Approach is making a difference to Aboriginal and Torres Strait Islander students in schools. Alumni report a greater sense of personal efficacy, with greater active-listening, being more open to other perspectives and more accepting of difference. When alumni work

with other staff, they report greater staff empowerment and better communication through collaborative decision-making and sharing ideas and stronger connections between teachers and Aboriginal Education Officers. The results are a shared language of high expectations and a school staff that is more unified with everyone '*pulling in the same direction*' of delivering on '*Strong and Smart*'.

With the community

The SSA is a community empowerment model where the voices of parents and community are privileged in the decisions about what a '*great education*' looks like and how to achieve quality outcomes for their children. Alumni tell us that the SSLP provides the tools for active listening, dialogue, collaboration and equal power-relating, where more voices can be heard when everyone sits together in the Circle. The results are greater community confidence, parents more comfortable in approaching the school, and a whole school community working together to provide quality learning environments and culturally relevant curriculum.

In the classroom

Alumni tell us that the changes they are making to their teaching practice to enact the SSA are making them better teachers. Much of this is about building stronger relationships with students, where there is a greater bond of trust and greater student voice. Enacting '*Strong and Smart*' in the classroom, where students can feel a pride in their culture, and feel safe to '*have a go*' in an environment where their teachers believe in them, is resulting in happier, more engaged students who are more likely to succeed.

“In teaching for 16 years, I have found this to be the single most important and influential professional development. It encompassed so many aspects of ‘being’ as a teacher.” STRONGER SMARTER ALUMNI

AFTER ATTENDING THE SSLP



91% had adapted classroom practice to promote high expectations



93% use Stronger Smarter strategies to build relationships with students



77% changed the way they teach



80% have taken the Stronger Smarter Approach beyond their personal work



73% adapted the curriculum to make it more culturally responsive



94% say Stronger Smarter training continues to impact on their leadership

Based on 2020 Survey results - 826 respondents representing 25% of program alumni across all years.



Artist: Robert Langton, Wakka Wakka

The two people represent a little black boy and black girl who grew and grew and wanted to learn... learn all aspects of life. The image in the middle is the red soil bora ring. The cross hatching in a circle is my mother's side of my family from the far north Queensland. Four colours black, yellow ochre, red ochre and white ochre, my four brothers. The circle represents my family and my community the faded yellow ochre is the muddy flat and goonagully the beautiful clay we used for pottery.

Alumni stories: Menindee Central School

"We have a great school great community and great people here. I want to see more people grow through Stronger Smarter training. I know what it did for me."

Menindee Central School

Fiona Kelly is a proud Barkandji woman who is the school Principal at her home community of Menindee where over 70% of the school children are Aboriginal. Fiona says her Stronger Smarter training renewed her passion and belief and gave her the confidence to take on the position as Principal.

Fiona focussed on building relationships with the community, starting with a community forum to give families ownership. *"I asked, 'what would you like to see in the classroom and playground?'"* she says. *"The forum let them know we appreciate input which in turn creates better understanding and responsibility in the*

community". She says this moved the school from the 'tokenistic' one off NAIDOC celebrations to deeper conversations about student learning. Fiona reflects on the impact of Stronger Smarter, *"It's the feeling you get when you walk into the place. You see it. You feel it. You hear it. People are happy, people are prepared to work together."*



100% Year 3 reach National Minimum Standard in literacy for first time (2016).



100% Staff retention in 2016 compared to 80% in previous year.



100% Year 12 retention rate (2019).

Teachers come home to educate Indigenous kids and face up to new Closing the Gap targets - ABC News
<https://www.abc.net.au/news/2020-08-27/teachers-face-new-closing-the-gap-indigenous-education-targets/12588574>

Lockhart State School

"It was believing that the kids could succeed... because they could, and they are." EVELYN ALLARD

Lockhart State School on the East Coast of Cape York Peninsula has sent participants to Stronger Smarter Programs since 2008. Teacher Evelyn Allard who attended in 2016 saw the impact on academic outcomes in her own classroom from implementing high expectations and building relationships. *"When I did Stronger Smarter, I felt like it really changed my life,"* Evelyn said. *"I suddenly said 'no, I'm not going to dumb down the curriculum. These kids are so*

smart I need to change my approach'." She told us, *"The group I taught is now one of the most successful Cape York cohorts. A group of about 20 kids are nearly all about to graduate grade 10 this year. It's taking the time to build those relationships and valuing the students and learning about them that makes you realise they actually can do it."*

Evelyn said the Stronger Smarter program is an important professional development for teachers

coming into remote communities. *"It's breaking down assumptions, teaching that we've all got values and that these are tools you can use to build a relationship with someone who's very different to you,"* she says. *"The Stronger Smarter training really gives people confidence and more understanding around these fears. As a result, you can teach better."*



100% parents and children agree their teachers motivate them to learn (2018 annual report).



90% student retention Year 6 to Year 10.



Academic results consistently at or above similar schools.

Mount Isa Central State School

“Because of the days when we shifted off stations, the kids today don’t know our culture. This is bringing their identity back and where they fit in with people.” AUNTIE JOAN MARSHALL

Mount Isa Central State School

After attending the Stronger Smarter program in 2013, Kalkadoon Elder Auntie Joan Marshall, together with teacher Tina Butcher viewed the Positive Learning Unit at Mount Isa through a different lens – changing the conversation from deficit to a strength-based approach. Tina said, *“Through Stronger Smarter we shifted the focus from the reactive of simply dealing with kids when*

they are suspended to the proactive where we work on engagement, wellbeing and support.”

They developed the Stronger Smarter Program where Auntie Joan and Tina visit six schools each week and also ran trips out bush. Auntie Joan told us, *“The kids can’t wait for us to be there.”*

Teachers reported a positive effect in the classroom with improved behaviour and engagement. Tina says feedback from families was, *‘thank you so much, this is a healing place and it is so needed.’* Tina told us, *“One little boy said he feels all yellow and bubbly and sparkly inside because he loves learning about culture.”*



75% decrease in long suspensions within 1 year across the 6 schools.



2 Aboriginal women supported to enrol in Cert IV education support.



600% increase in children attending the playgroup in the native garden.

Aboriginal bush lessons improve education for outback Queensland kids - ABC News
<https://www.abc.net.au/news/2016-06-24/aboriginal-bush-lessons-improve-education-for-outback-kids/7538224>

Our programs

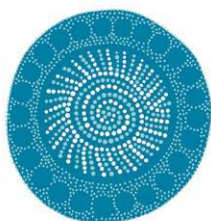


We train educators in the *'how'*, viewing program alumni as our *'partners in change'*. We take great pride in ensuring that all our programs are *'nothing short of exceptional'*.



Stronger Smarter Leadership Program™

Challenge mindsets within schools to actively engage the school community and staff to enact High-Expectations Relationships and promote positive identities and excellence in schools. Our Stronger Smarter Jarjums program provides a focus on transitions in the early years.



Stronger Smarter Workplaces™

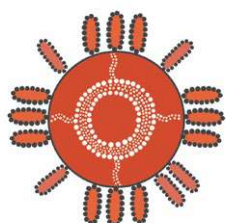
Complement your local cultural awareness programs, support planning and implementation of your Reconciliation Action Plan and improve staff cultural competencies.



Stronger Smarter Masterclasses™

Indigenous Knowledge experts take you on a journey that highlights their knowledge systems. Deepen your knowledge to design your own research challenge to take back to your school or workplace.





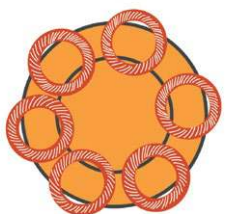
SSiSTEMIK Pathway™

Strategies and processes developed by Indigenous Knowledge experts provide you with the Indigenous Knowledge in STEM thinking and culturally responsive tools to add to your toolkits.



Stronger Smarter Consulting

Solutions thinking grounded in Indigenous Knowledges to address your complex challenges.



SSI Virtual

Introduction to Stronger Smarter Online Professional Learning Module.

As SSI-Virtual is developed further, it will provide additional specialised online and virtual content to support schools and communities to enact the Stronger Smarter Approach.



Consultancies



SSI is able to weave unique perspectives, insights and access to co-create consultancy solutions and ground innovation in Indigenous education responses.

The Smith Family

We have been contracted to provide Indigenous Standpoint and perspectives in the redevelopment of an early childhood mathematics learning program 'Let's count' which is used by early childhood across the country.

Education Services Australia

We are working as lead partners on a language learning program and app with the goal of enhancing Jarjum's acquisition of Standard Australian English as a second or third language in the preschool years. This is being developed in a co-design process with community members.

Department of Education, Skills and Employment

We were contracted to advise Education Ministers on how to best progress the recommendation that cultural competencies of Aboriginal and Torres Strait Islander students should be recognised as part of their Learner Profiles.



NEW MODEL OF PROGRAM DELIVERY

Indigenous Land Councils

Community led engagement with the SSI has taken its first step with the launch of a significant and positive social justice partnership agreement with the Taribelang Bunda (people), the Qld Government, PCCCA, Gladstone Ports and Stronger Smarter Institute. This partnership aims at transforming education outcomes for Aboriginal and Torres Strait Islander and non-Indigenous Australians and sharing better futures for all Australians living on Taribelang country.

Taribelang Video

https://www.youtube.com/watch?v=73wuVzU4rN8&ab_channel=StrongerSmarterInstitute

Teachers of STEM Initiative

The Teachers of STEM Initiative is an innovative response to support Aboriginal and Torres Strait Islander women to succeed in STEM. The Stronger Smarter Institute developed this initiative through funding provided by the National Indigenous Australians Agency to provide:

- support to Aboriginal and/or Torres Strait Islander women to complete STEM teaching qualifications, and
- professional development for educators seeking to improve the STEM educational experience of Aboriginal and/or Torres Strait Islander students.

Successful applicants in the program receive support to assist in gaining a STEM qualification including:

- Scholarship support to help with the costs associated with studying for undergraduate and post graduate students
- Mentoring support from Aboriginal and/or Torres Strait Islander teachers and STEM professionals
- Customised professional development programs
- Networking and partnership opportunities

SSA in Communities Project

FIRST NATIONS COMMUNITIES INFORMING THE DIRECTION OF EDUCATION FOR YOUNG ONES

To solve complex challenges, multiple perspectives are needed. The Stronger Smarter Approach focuses on schools moving beyond community engagement towards a dynamic vision of community empowerment. This community empowerment model recognises that First Nations parents, community members and First Nations Education Workers are seeking to engage in substantive, informed dialogue about educational issues. We see these voices as central to ensuring that school operations and classroom practice support high-quality teaching and learning for First Nations children.

The National Indigenous Australians Agency (NIAA) is supporting the Institute to run a pilot project with four remote communities to empower community voices. The project

will provide a framework and resources for communities to co-design place-based 'Community Sphere Blueprints' to envision, plan and enact high expectations across the school community, where the community can lead and sustain strategies for students' attendance, engagement and success. Once these Blueprints are in place, this becomes a sustainable process that outlives changes in school staff or leadership. The project will also build an evidence base of what works for First Nations communities as they engage in the whole school community with an authentic voice in what is taught and how it is taught.

Board of Directors



Dr Chris Sarra, Chair

MEd, PhD Psychology (Murdoch University), ExecMPubEd (ANZSCOG)

Chris, a Gurang Gurang/Taribelang Bunda man, is the Institute's founder and Chairman and a highly sought-after advisor and leader for his perspectives on Indigenous policy reform and strategy. His illustrious career spans more than 30 years in positive education reform for Indigenous students from schools to universities based on the Stronger Smarter philosophy.

He is currently the Director General of the Department of Aboriginal and Torres Strait Islander Partnerships in Queensland and was formerly the Co-Chair of the Prime Minister's Indigenous Advisory Committee. Other numerous honours include NAIDOC Person of the Year 2016, Queenslander of the Year, Australian of the Year finalist, NRL Commissioner, and a 2018 New York Marathon competitor.



Ms Tammy Anderson, Co-Chair

BTeach

Tammy is a Biripi woman from the mid-north coast NSW. Tammy is the Principal of the Briar Road Public School in New South Wales where she has worked since 2013, and she is a Stronger Smarter graduate and ambassador.

Her work is motivated by social justice to ensure that Aboriginal Education is a key strategic direction in her school and community. In 2018 Briar Road Public School won the inaugural Australian Education Award for Co-Curricular program for their Koori Cultural Program



Mr Paul Bridge, Non-Executive Director

BEd (Edith Cowan University), Churchill Fellowship recipient

Paul is a Kija man from Halls Creek in Western Australia's Kimberley region who has dedicated his career to Indigenous education. He is currently the WA Department of Education Director of Education for the Kimberley region. He has previously worked as the Principal at Derby District High School, as well as at schools at Bayulu, One Arm Point, and Kiara.

He has worked in a range of educational contexts and levels from teacher to Area Director, District Director, State Union leader and Child Protection. Paul was awarded the Western Australia Aboriginal Education and Training Council Award (2012) in recognition for his exemplary leadership in Aboriginal education.



Mr Gary Lennon, Non-Executive Director

BHons (Econ) (University of Sydney), AssocDip (Financial Services Institute of Australasia), Fellow of the Australian Institute of Chartered Accountants

Gary has served as Group Chief Financial Officer for National Bank of Australia since March 2016, and previously held the role of Executive General Manager Finance. Gary was previously a Director on the Victorian Traditional Owners Trust and is also on the Advisory Board of the Group of 100 (Organisation of

Chief Financial Officers and Finance Executives from Australia's largest companies).



Ms Sharon Davis, Non-Executive Director

MSc (Applied Linguistics and Second Language Acquisition), University of Oxford. BEd (Specialisation in Aboriginal Studies), The University of Notre Dame, Leadership Development (Australian Institute of Management)

Sharon is a Bardi Kija woman, with a strong belief in social justice, educational equity and the potential power that education has to strengthen the future for Aboriginal and Torres Strait Islander children. Sharon is actively involved in a range of State and National Indigenous education initiatives, from her previous work in Catholic Education Western

Australia to her current role as the Director of Education and Ethics at the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS). Sharon currently sits on the board of Reconciliation Australia.



Mr Peter Leunig, Non-Executive Director

BSc (Pathology), The University of Western Australia, BA (Music), The University of Western Australia,

Peter has held senior fundraising and development positions in the education and not-for-profit sectors, including Head of Fundraising at St Vincents & Mater Health Sydney, Director of Development at the University of Western Australia and Executive Director of Institutional Advancement at Macquarie University. He is an expert at reviewing the fundraising and

development status of organisations and establishing the necessary infrastructure and visionary strategic direction for fundraising and development operations to succeed. Peter brings the experience to our board to strategically guide and grow the Institute's status as a charitable organisation to accelerate the transformation of Indigenous Education in Australia.



Designed by Djeripy Mulcahy, a Gamilaroi and Jarriwa man for our Teachers of STEM Initiative in consultation with Liz Kupsch lead ToSI developer.

The four key elements of Fire, Earth, Spirit and Water are joined by an umbilical cord to acknowledge women as the backbone for their families and communities. The ever-flowing ripples show the impact that the Teachers of STEM women will have for their families, schools and the wider community.





Transformative change since 2006.

Stronger Smarter Institute,
PO Box 509, 33 King Street,
Caboolture QLD 4510.

<https://strongersmarter.com.au>

enquiries@strongersmarter.com.au

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