



Stronger Smarter Census

Implementing the Stronger Smarter Approach

Results of the
2022 Stronger Smarter Census



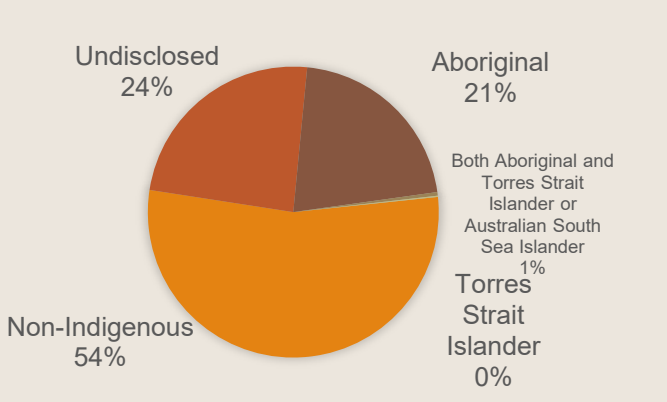
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Respondents

The 2020 Census was held over 6 weeks in Aug/Sept 2022

788

Respondents to the Census survey represent 18% of total SSLP alumni.



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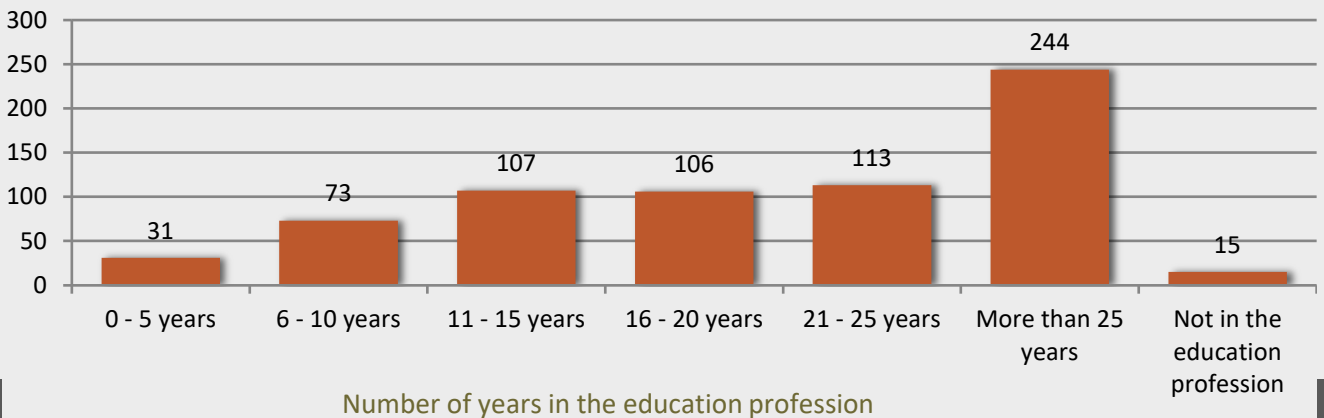
Female:
597 (77%)



Male:
176 (23%)

Alumni data: 72% Female and 28% Male

How many years have you been in the teaching or education support profession?

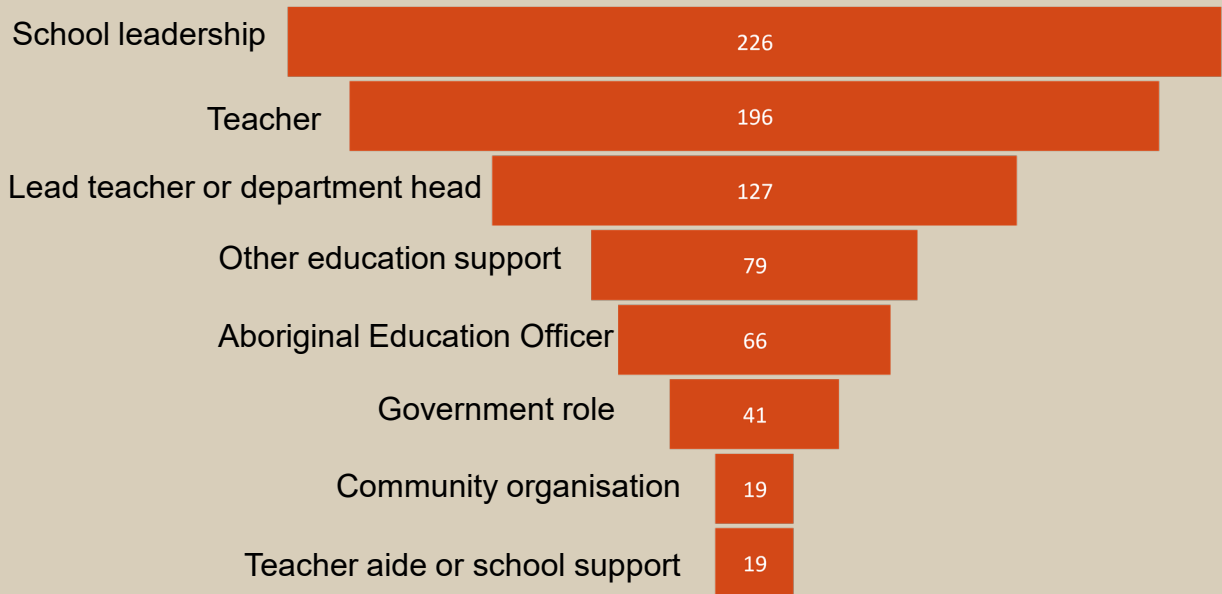




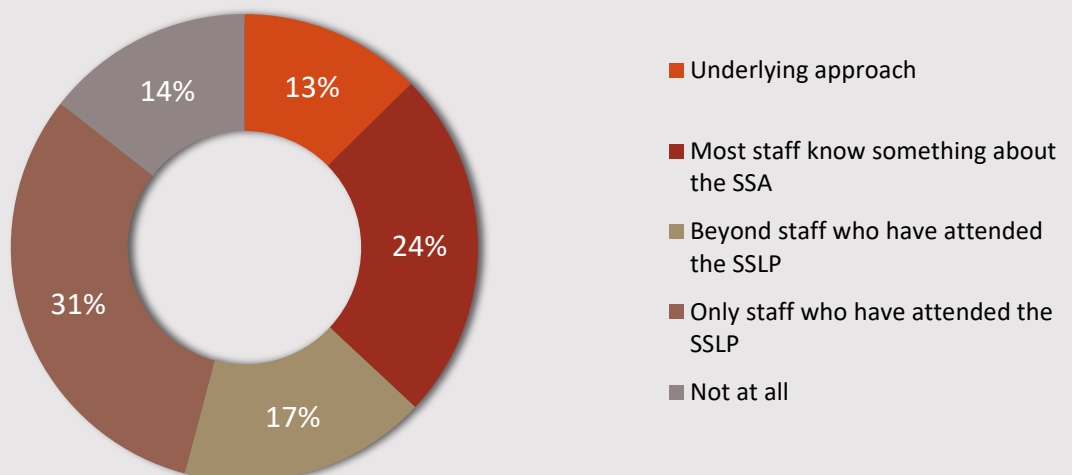
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Respondents

Current or former role



To what extent is the Stronger Smarter Approach used at your current workplace?





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The Program

This leadership program is one that I feel should be undertaken by all leadership teams. The learnings are pertinent to all settings and can be applied to all demographics.

Principal, Queensland

Doing the Jarjums training helped me push through my own personal and professional barriers. Today I'm a leader in my workplace and have achieved amazing things I never thought I would have been able to accomplish.

Early Years Teacher, NSW

I absolutely loved attending the Stronger Smarter training. It empowered me to make positive change in my school, even as a beginning teacher.

Classroom Teacher, NSW

SSI should be a compulsory learning for our young and new educators.

Principal Advisor – Indigenous Education - Queensland

Looking back, I would say that the Stronger Smarter training our school implemented was the most effective training I have seen.

Retired Principal, NSW



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Workplace challenge

88%

Of all participants completed or still working on Workplace Challenge

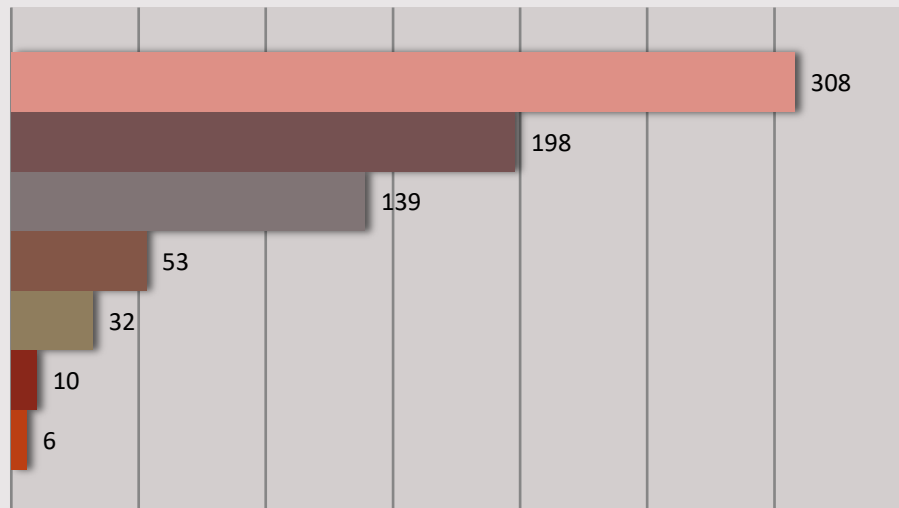
After attending the SSLP, participants enact changes in their classroom, with a high level of implementation of Workplace Challenges

41%

Of all participants completed Workplace Challenge and set other challenges.

To what extent have you implemented your workplace challenge?

- Completed successfully and have set myself other 'workplace challenges' since then
- Still working on my workplace challenge
- Completed successfully but haven't undertaken any other workplace challenges
- Was unable to complete my workplace challenge
- Don't remember





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Workplace challenge

To what extent have you personally implemented elements of the Stronger Smarter Approach in your workplace?

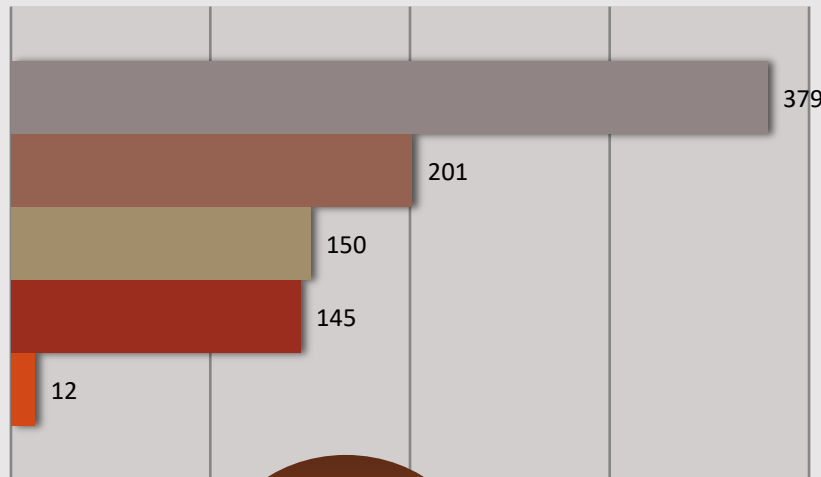
■ worked with other staff

■ In my personal work only

■ implemented a specific strategy or program

■ been part of a school/organisation-wide approach to embed Stronger Smarter

■ Not at all



The Workplace Challenge
is a collaborative process.

73%

Of participants had worked collaboratively to implement the Stronger Smarter Approach in their school or organisation.

Factors that have supported my changes are strong leadership support and support from my colleagues who are keen to learn and willing to implement changes, and making connections with many local Aboriginal people in my community who are keen to be involved.

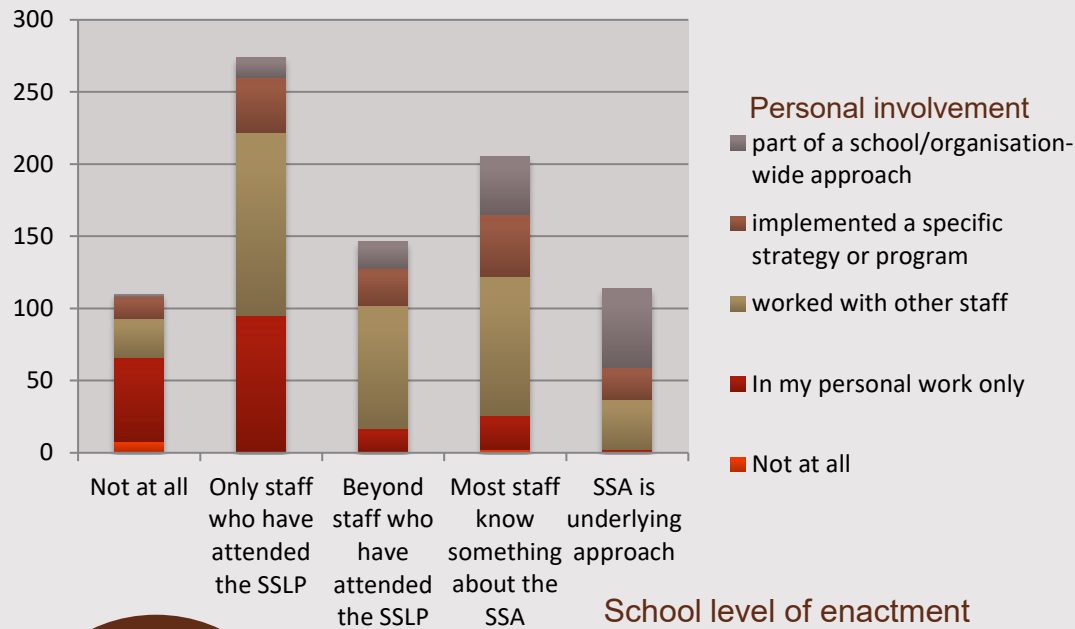
Teacher, NSW



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Enacting

Enactment of the SSA



Participants are more likely to work in groups when there is a school-wide approach to implementing the Stronger Smarter Approach.

71%

Of participants said they had been able to make the changes they wanted in their school or organisation.

Support from school leadership and colleagues is the most important factor in implementing change.

As more workplace staff 'get on board' it is much easier working together on the same page and building collaborative, solutions-focussed and innovative ways of working across our school.

Principal, NSW



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Outcomes

Participants reported improvements in attendance, enrolments, student behaviour, truancy rates, academic progression rates, retention to Year 12, Year 12 completion, and Early Years transitions to school.

A learning environment where students can reach their full learning potential

Stronger Smarter school ethos with shared language, visions and values

High-expectations relationships
classroom culture

Distributed leadership models and staff collaboration

School Sphere

Personal Sphere

Strong and smart classroom

Culturally responsive pedagogies and curriculum

Community Sphere



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Outcomes

Students: More eager to learn, more inclined to seek support, taking on ownership of learning, greater confidence in own ability, greater student leadership, more involved in decision making, strengthen classroom bonds and collaboration, greater student voice, greater student wellbeing, sense of belonging and identity, increased trust, greater respect in the classroom.

Families and community: greater community voice, more involvement in school planning and curriculum design, common goals across community and school, increased trust and confidence in the school, greater desire to be involved in school events, greater local employment.

Staff: greater staff cohesiveness and collaboration, greater staff morale and wellbeing, greater buy-in for changes, more open dialogue and greater problem solving, holding and acting on high expectations and implementing relevant pedagogies and curriculum, seeking and providing feedback.

Overall school culture: shared language for whole school visions and values, whole school approach to culturally safe practices, First Nations culture visibility present, school wide culture of high expectations, Stronger Smarter ethos, strength-based language and conversations, greater curriculum focus on First Nations histories and culture.

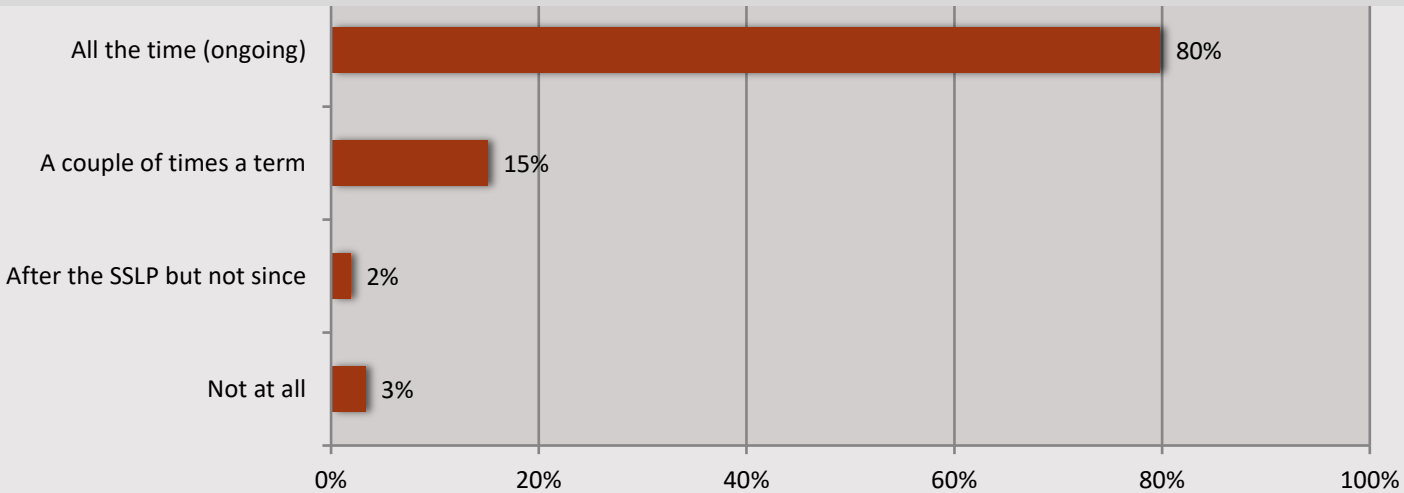
Personal responsibility: more open minded, calmer and more patient, more aware of cultural diversity, greater listening and respectful conversations with staff and families, increased personal knowledge of local culture, more collaborative leadership approaches with shared power and decision making and placing greater trust in staff.



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With Community

As a result of attending the SSLP, did you change how you interact with parents or community?



Respectful, strength-based communication leading to greater community trust and confidence, and more partnerships to bring cultural knowledge into the school

80%

Of participants had changed how they interact with parents and/or community members on an ongoing basis.

I listen more to the students and their families and find out how they want me to support their child and also how they want their child to connect to culture.

Teacher, NSW



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With Community

Participants told us that changing the way they interact with parents and community has resulted in

- Shared philosophy and values across the whole school community
- First Nations staff leading language and culture in the school.
- Teachers with increased understanding and respect for local cultural knowledge
- Students feeling safer when they see staff and community working together
- Community can articulate what they want to see within the school to support their children to be successful learners.

Since embedding the Stronger Smarter Approach within our school, we have developed a common language and actions that support student success

Our classrooms and learning environment promote positive student identity. We aim to be able to see, feel and hear culture within each classroom.

We are very intent on building meaningful High-Expectations Relationships with all our students, staff and community members.

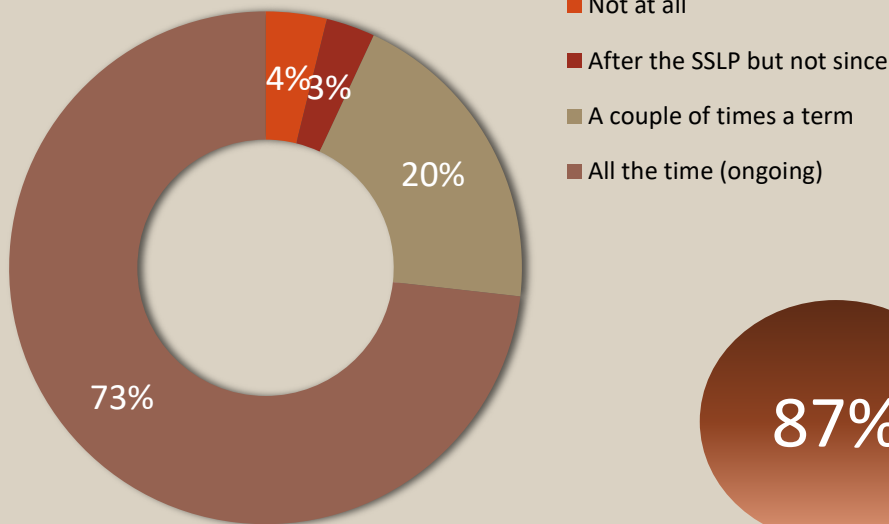
Principal, WA



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In the classroom

Did you change your teaching or classroom practice?



Changing classroom practice involved High-Expectations Relationships:

- different ways to build relationships with students, and
- clear, visible high expectations while still keeping high levels of support.

87%

Of participants had changed how they promote high expectations in the classroom on an ongoing basis.

High expectations for all that we say and do. Never letting a student think they are incapable of high performance

Principal, WA



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In the classroom

Participants told us that changing their classroom practice leads to:

- Greater trust between student and teacher.
- Strengthened classroom bonds and group participation.
- Students have sense of belonging and pride.
- Better attitude to learning.
- Students more likely to make positive choices.
- Students see education as important – taking ownership of their own learning outcomes.
- Students are more open about what can or can't do and seek support.

87%

I have become more focused on the relationships and the life story that every individual has. This has become way more important than the curriculum outcome for me.

I feel that if the relationship is strong and right and is based on mutual respect, understanding and having high expectations, then the desire to be focused on curriculum is a natural flow on effect.

Teacher, VIC

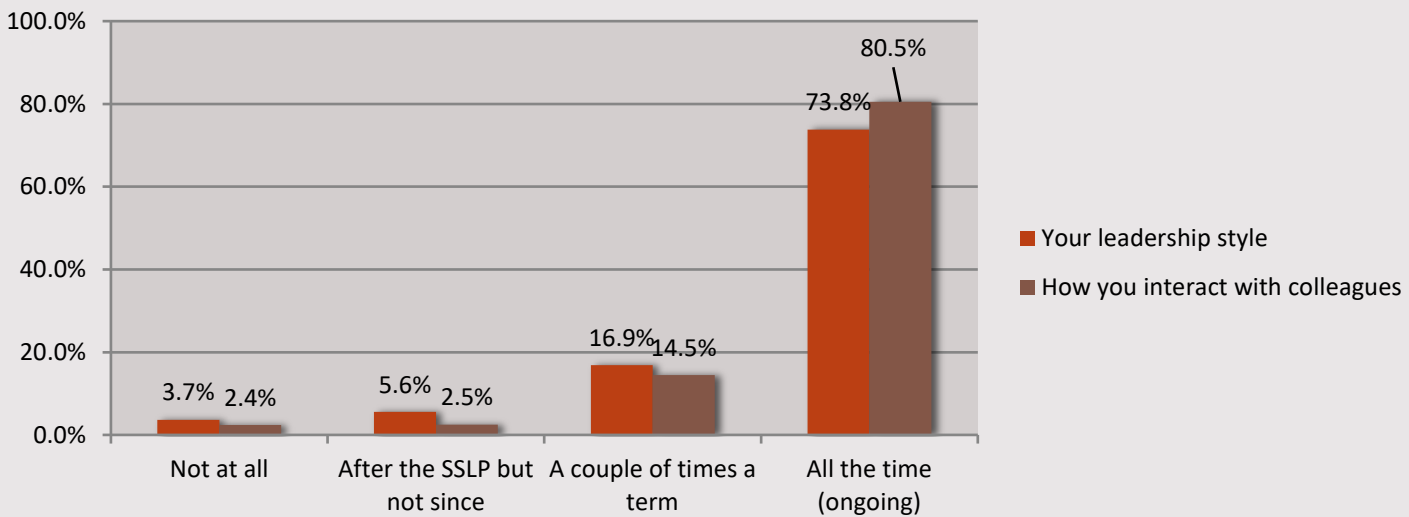
Of participants had changed how they build relationships with students



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Leadership

As a result of attending the Stronger Smarter Leadership Program, did you change...



Distributed leadership, greater staff cohesiveness and everyone working together for positive change

81%

Of participants had changed how they interact with colleagues on an ongoing basis.

The biggest change was the closeness of relationships across the school. We were a much closer school after staff underwent training and implemented Stronger Smarter philosophies.

Retired Principal, NSW