



stronger smarter  
institute

# STRONGER SMARTER JARJUMS

# Challenging Governance in the Early Years



stronger smarter  
institute

EARLY CHILDHOOD AUSTRALIA NATIONAL CONFERENCE 2019

FROM VISION  
TO ACTION





stronger smarter  
institute

# Acknowledgement of Country



# Fiona Bobongie



Stronger Smarter Institute

Senior Program Officer  
Teachers of Stem Initiative



# PRESENTERS

- *Fiona Bobongie's experience spans roles ranging from teacher and acting principal to principal project officer, working on embedding Aboriginal and Torres Strait Islander perspectives in schools and early childhood settings. She has been working with the Stronger Smarter Institute for the last four years, leading the development of the Jarjums Program.*



# Cassie Ryan



Stronger Smarter Institute

Acting Team Leader  
Service Delivery



# Cassie Ryan

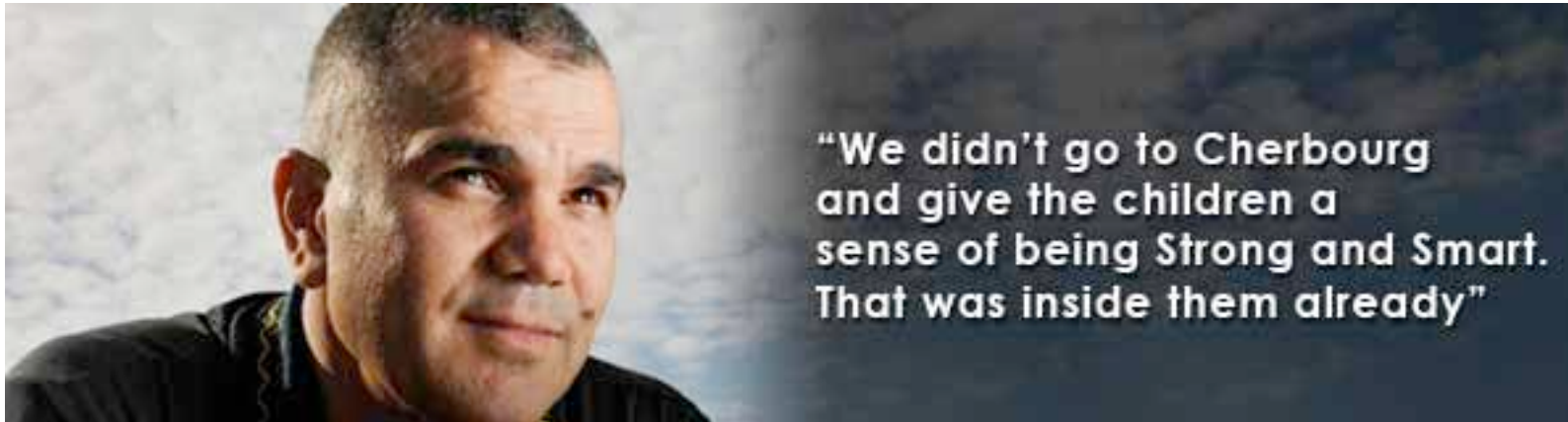
Cassie Ryan is a Kamilaroi woman, a descendant of the Weatherall family. She was born in Dirrandbandi Queensland and grew up in Oakey, Queensland. Cassie has 10 years experience working for the NSW Department of Education. Prior to joining the Stronger Smarter Institute, she was the Aboriginal Community Liaison Officer in the Lismore area. She has also been an active full member of the NSW Aboriginal Education Consultative Group Incorporation for many years. Cassie is committed to improving educational outcomes for Aboriginal and Torres Strait Islander people. Cassie now lives on the North Coast of NSW.

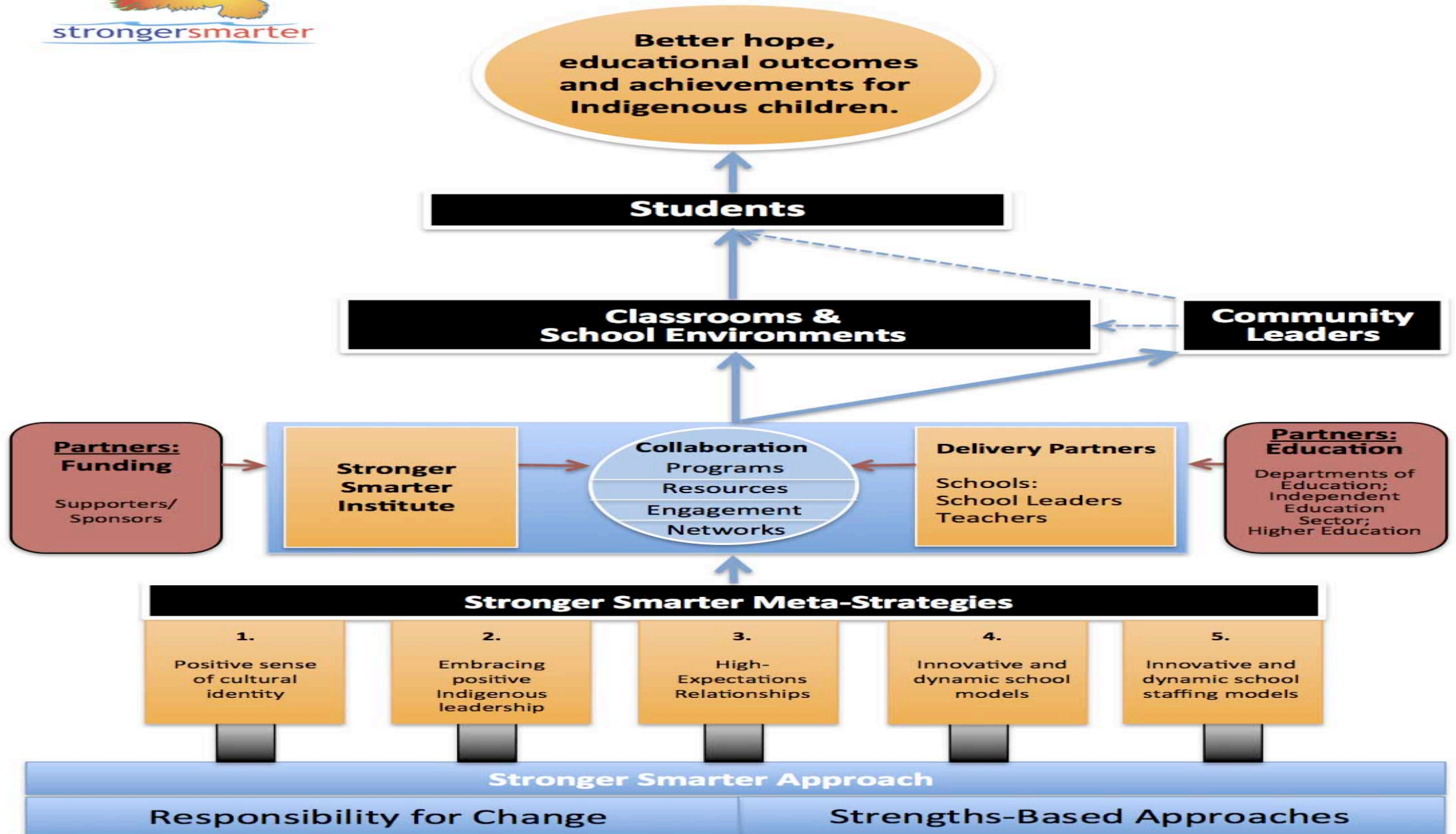


# Stronger Smarter Institute





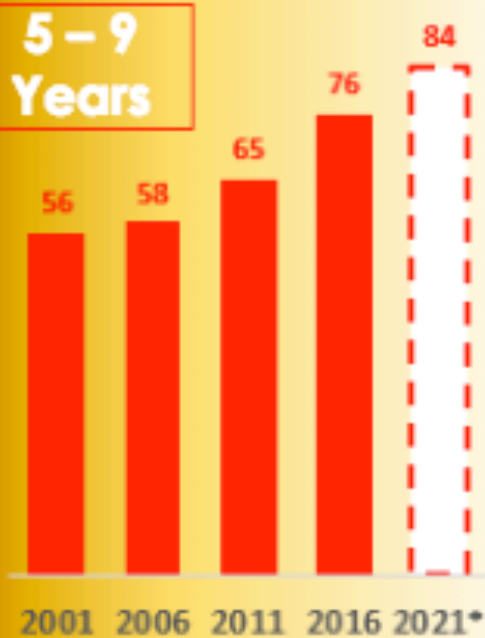




## 0 – 4 Years



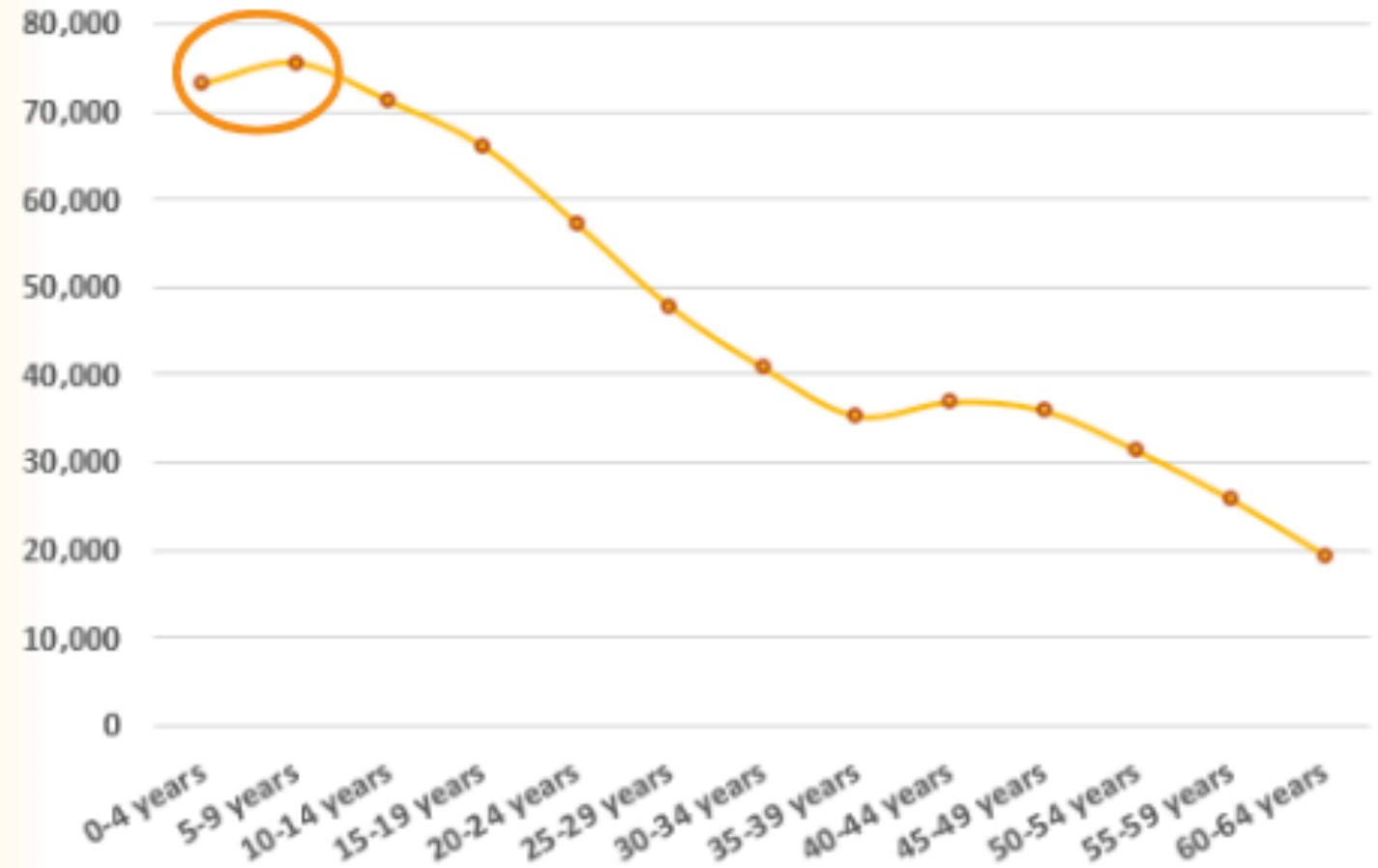
## 5 – 9 Years



\*SSI projection  
\*\*Population in thousands

# Indigenous Population Profile

ABS Census data 2016





# Children at School Age

Number of Children Presenting for Early Years at School

	2001	2006	2011	2016
<b>Number of Students (5-9 years)</b>	56 483	57 964	64 935	73 246
<b>Estimated Equivalent Number of Classrooms (20 students/class)</b>	2 824	2 898	3 246	3 662
<b>Growth in Underlying Demand</b>	-	2.6%	12.0%	12.8%

# Regions with Highest Numbers of Aboriginal and Torres Strait Islanders



## **Brisbane**

2016 census data: **70 734 people**

△ 2011 – 2016: **33.3%**

## **Central and North Coast**

2016 census data: **69 772 people**

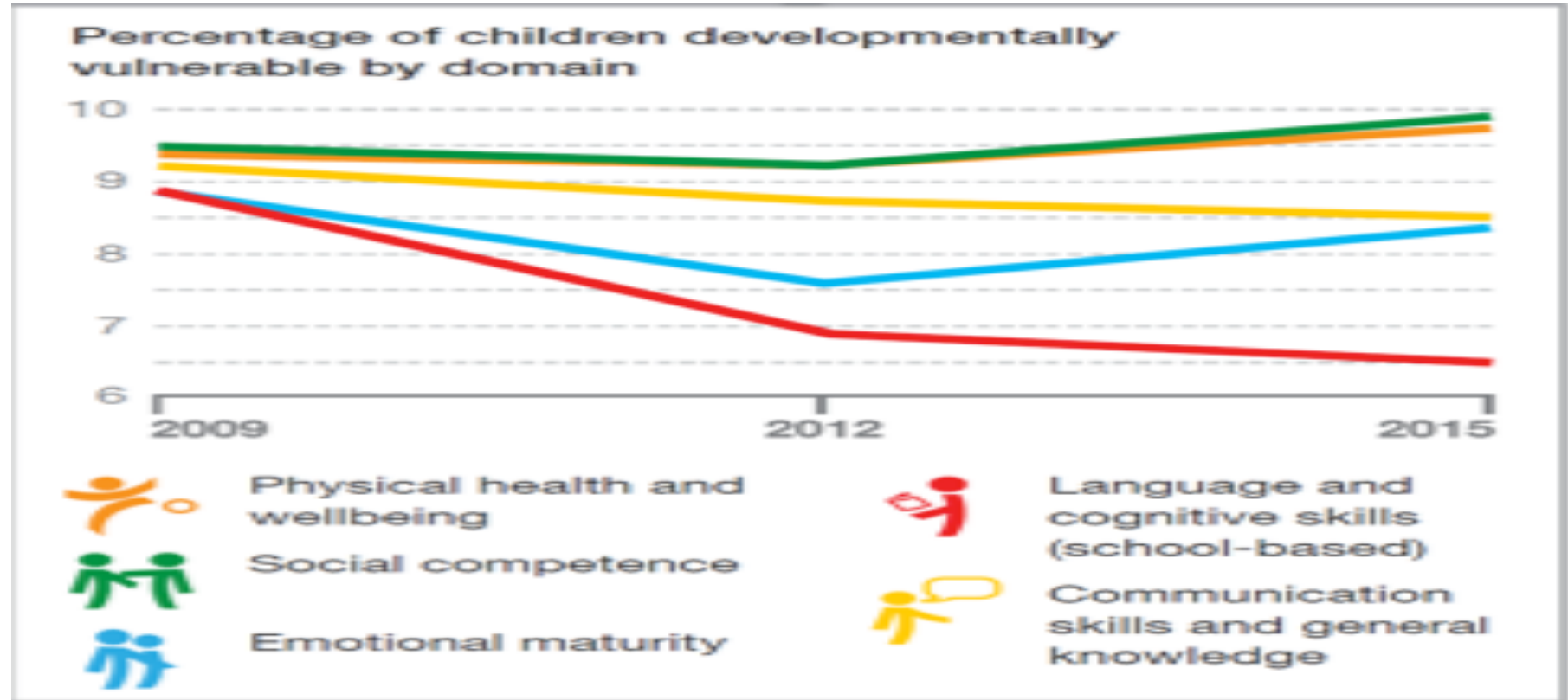
△ 2011 – 2016: **33.5%**

## **Sydney - Wollongong**

2016 census data: **66 023 people**

△ 2011 – 2016: **27.4%**

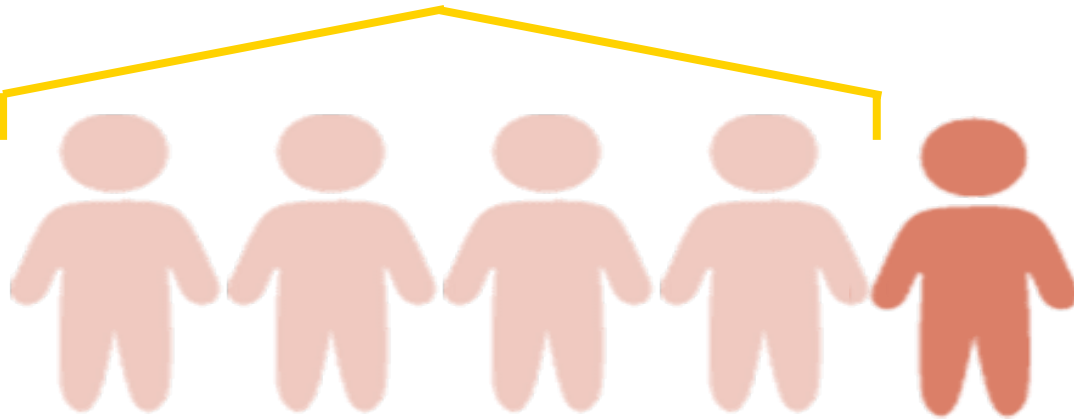
# AEDC EMERGING TRENDS



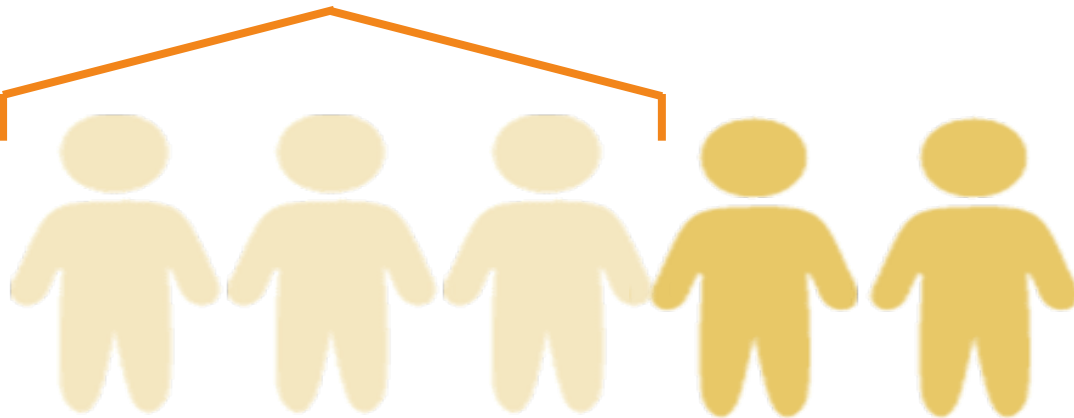


# Developmentally vulnerable children

<sup>1</sup> In 2015



Around **1 in 5 children** were developmentally vulnerable on one or more domain.



Around **2 in 5 Aboriginal and Torres Strait Islander children** were developmentally vulnerable on one or more domain.



# Aboriginal and Torres Strait Islander children

- The proportion of Aboriginal and Torres Strait Islander children who are 'on track', i.e. not considered developmentally vulnerable, has increased with 35.2 per cent on track on five domains in 2018, compared to 33.7 per cent in 2015 and 31.9 per cent in 2012



# % Developmentally vulnerable by State

		Number of children with valid scores			Developmentally vulnerable (%)		
		2009	2012	2015	2009	2012	2015
NSW	State	84,317	89,260	91,143	10.3	9.2	9.6
	Areas > 11%	28,757	30,475	31,433	13.1	11.9	12.7
VIC	State	58,453	63,889	67,812	10.0	9.5	9.9
	Areas > 11%	19,792	22,296	24,085	13.1	12.5	13.6
QLD	State	53,371	58,107	62,103	15.9	13.8	14.0
	Areas > 11%	40,744	44,626	47,411	16.5	14.3	15.0
SA	State	15,491	17,399	18,509	11.5	11.5	11.5
	Areas > 11%	7,561	8,523	9,182	14.4	16.1	15.7
WA	State	27,192	30,770	32,478	12.2	11.2	10.5
	Areas > 11%	10,321	11,511	12,225	14.7	13.3	13.5
TAS	State	6,584	6,104	6,158	10.8	10.1	10.7
	Areas > 11%	2,997	2,831	2,885	11.8	12.0	13.5
NT	State	3,253	3,130	3,255	27.5	20.9	23.1
	Areas > 11%	2,304	2,095	2,198	31.8	18.7	27.7
ACT	State	4,233	4,616	5,158	10.9	9.8	10.3
	Areas > 11%	0	0	0	-	-	-

% Developmentally vulnerable between 2009 and 2015

- Decreased
- Remained
- Increased

Source: AEDC 2009-2015: Vulnerable on two or more domains

<sup>1</sup>Areas > 11%: Areas with % Developmentally vulnerable in 2015 higher than 11%



stronger smarter  
institute

# INDIGENOUS - Group 3 LGAs with highest % Developmentally vulnerable

STATE	LGA	Number of children with valid scores			Developmentally vulnerable (%)			#Indigenous Population	#Total Population	%Indigenous	Group
		2009	2012	2015	2009	2012	2015				
SA	Anangu Pitjantjatjara (AC)	37.0	45.0	38.0	62.2	68.9	73.7	1,905	2,276	83.7	G3
NT	Victoria-Daly (S)	127.0	90.0	133.0	48.0		64.7	1,820	2,810	64.8	G3
NT	Central Desert (S)	82.0	67.0	71.0	31.7	55.2	59.2	3,092	3,677	84.1	G3
QLD	Doomadgee (S)	29.0	28.0	22.0	17.2	50.0	59.1	1,312	1,405	93.4	G3
NT	Barkly (S)	160.0	127.0	110.0	48.1	45.7	52.7	4,528	6,655	68	G3
NT	East Arnhem (S)	175.0	133.0	131.0	48.6		51.1	8,439	9,026	93.5	G3
NT	MacDonnell (S)	104.0	77.0	91.0	35.6	45.5	50.5	4,955	6,029	82.2	G3
WA	Halls Creek (S)	77.0	57.0	72.0	39.0	50.9	50.0	2,425	3,269	74.2	G3
NT	Roper Gulf (S)	124.0	114.0	118.0	45.2	39.5	46.6	5,186	6,505	79.7	G3
QLD	Carpentaria (S)	45.0	26.0	33.0	31.1	34.6	45.5	808	1,958	41.3	G3
NT	Tiwi Islands (S)	39.0	27.0	38.0	35.9	37.0	39.5	2,187	2,453	89.2	G3
NSW	Brewarrina (A)	32.0	31.0	22.0	18.8	29.0	36.4	1,011	1,651	61.2	G3
QLD	Balonne (S)	84.0	95.0	81.0	14.3	8.4	35.8	697	4,377	15.9	G3
QLD	Woorabinda (S)	28.0	16.0	31.0	60.7	6.3	35.5	908	962	94.4	G3
NSW	Central Darling (A)	20.0	18.0	26.0	25.0	50.0	34.6	724	1,833	39.5	G3
QLD	Cook (S)	46.0	55.0	47.0	19.6	10.9	34.0	927	4,226	21.9	G3
NSW	Coonamble (A)	82.0	61.0	56.0	9.8	19.7	33.9	1,180	3,918	30.1	G3
SA	Franklin Harbour (DC)	26.0	11.0	19.0	3.8		31.6	28	1,298	2.2	G3
QLD	Quilpie (S)	13.0	14.0	16.0			31.3	134	813	16.5	G3
QLD	Winton (S)	23.0	21.0	16.0	26.1	9.5	31.3	108	1,134	9.5	G3
QLD	Murweh (S)	66.0	74.0	70.0	10.6	14.9	30.0	546	4,307	12.7	G3
WA	Derby-West Kimberley (S)	114.0	129.0	140.0	29.8	43.4	30.0	4,973	7,730	64.3	G3
QLD	Mornington (S)	33.0	19.0	17.0	69.7		29.4	983	1,143	86	G3
QLD	Torres (S)	52.0	63.0	87.0	28.8	23.8	27.6	2,482	3,610	68.8	G3
QLD	Paroo (S)	24.0	33.0	33.0	29.2	24.2	27.3	458	1,640	27.9	G3
WA	Wyndham-East Kimberley (S)	136.0	125.0	122.0	31.6	24.0	27.0	2,338	7,148	32.7	G3
SA	Wakefield (DC)	59.0	76.0	75.0	20.3	18.4	26.7	154	6,801	2.3	G3
SA	Unincorporated SA	28.0	44.0	34.0	17.9	27.3	26.5	708	3,524	20.1	G3
SA	Southern Mallee (DC)	30.0	28.0	23.0	0.0	21.4	26.1	44	2,027	2.2	G3
WA	Leonora (S)	57.0	21.0	23.0	17.5	33.3	26.1	202	1,411	14.3	G3
VIC	Yarriambiack (S)	69.0	77.0	80.0	21.7	19.5	25.0	81	6,674	1.2	G3
QLD	Torres Strait Island (R)	111.0	95.0	97.0	35.1	20.0	24.7	4,144	4,514	91.8	G3

# LGAs with highest % Developmentally vulnerable

STATE	LGA	Number of children with valid scores			Developmentally vulnerable (%)			#Indigenous Population	#Total Population	%Indigenous	Group
		2009	2012	2015	2009	2012	2015				
SA	Port Augusta (C)	125.0	170.0	192.0	20.0	19.4	24.5	2,523	13,808	18.3	G2
NSW	Walgett (A)	101.0	109.0	87.0	14.9	19.3	24.1	1,798	6,107	29.4	G2
SA	Peterborough (DC)	17.0	16.0	21.0	17.6	25.0	23.8	108	1,678	6.4	G2
QLD	Palm Island (S)	21.0	26.0	38.0		23.1	23.7	2,298	2,446	93.9	G2
QLD	Northern Peninsula Area (R)	59.0	54.0	72.0	55.9	24.1	23.6	2,439	2,796	87.2	G2
QLD	Cherbourg (S)	26.0	30.0	36.0	46.2	43.3	22.2	1,249	1,269	98.4	G2
WA	Broome (S)	278.0	266.0	271.0	16.9	13.2	22.1	4,571	16,222	28.2	G2
QLD	Ipswich (C)	2271.0	2751.0	3146.0	19.6	15.3	20.9	8,429	193,733	4.4	G2
SA	Kingston (DC)	11.0	16.0	24.0		6.3	20.8	45	2,349	1.9	G2
SA	Lower Eyre Peninsula (DC)	55.0	59.0	58.0	16.4	5.1	20.7	173	5,510	3.1	G2



# Creating a mesh of High Expectation Relationships across the Early Years

- High Expectation Relationships

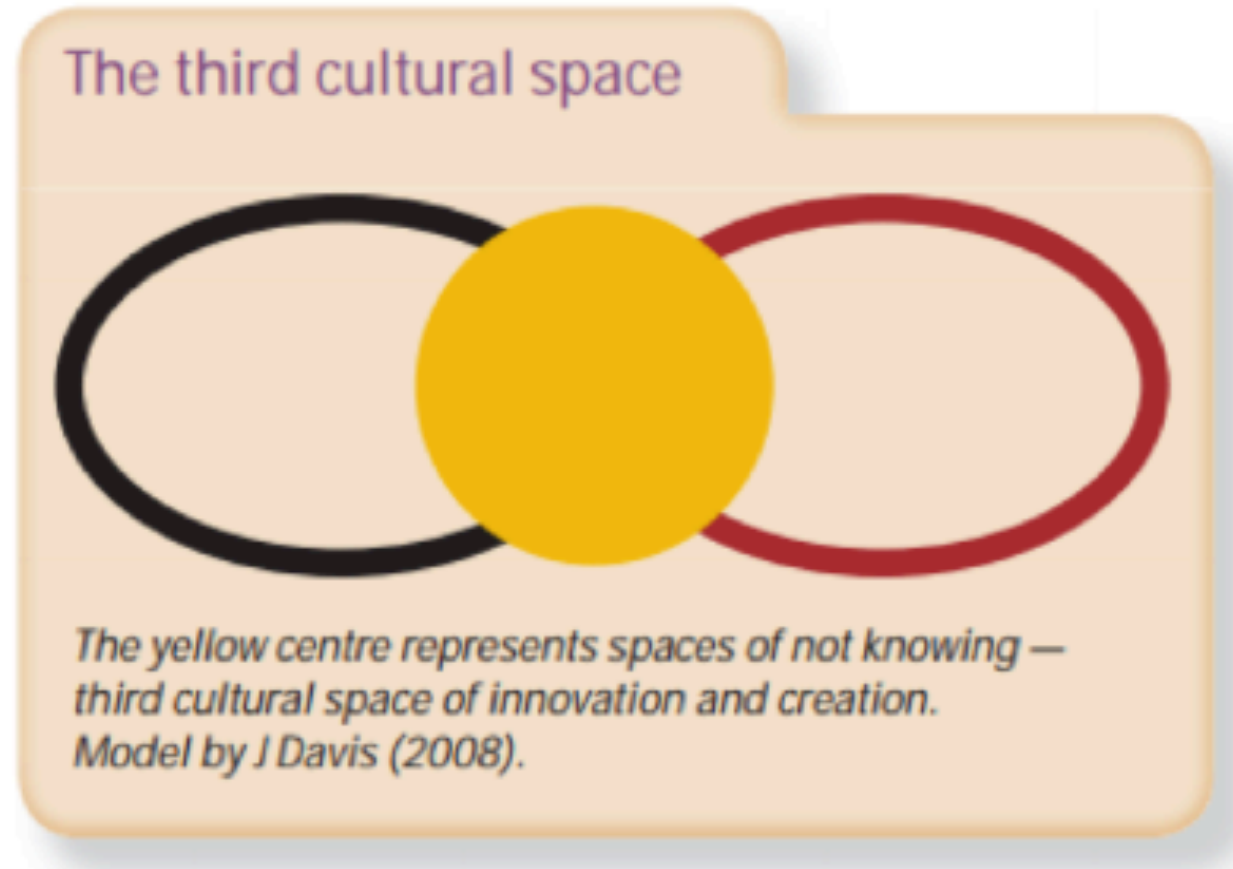




# What is High Expectations Relationships?

- Building emotional bank account
- Positive and respectful interactions
- Having tough conversations
- Expecting to be the best that we can be

# Third Cultural Space





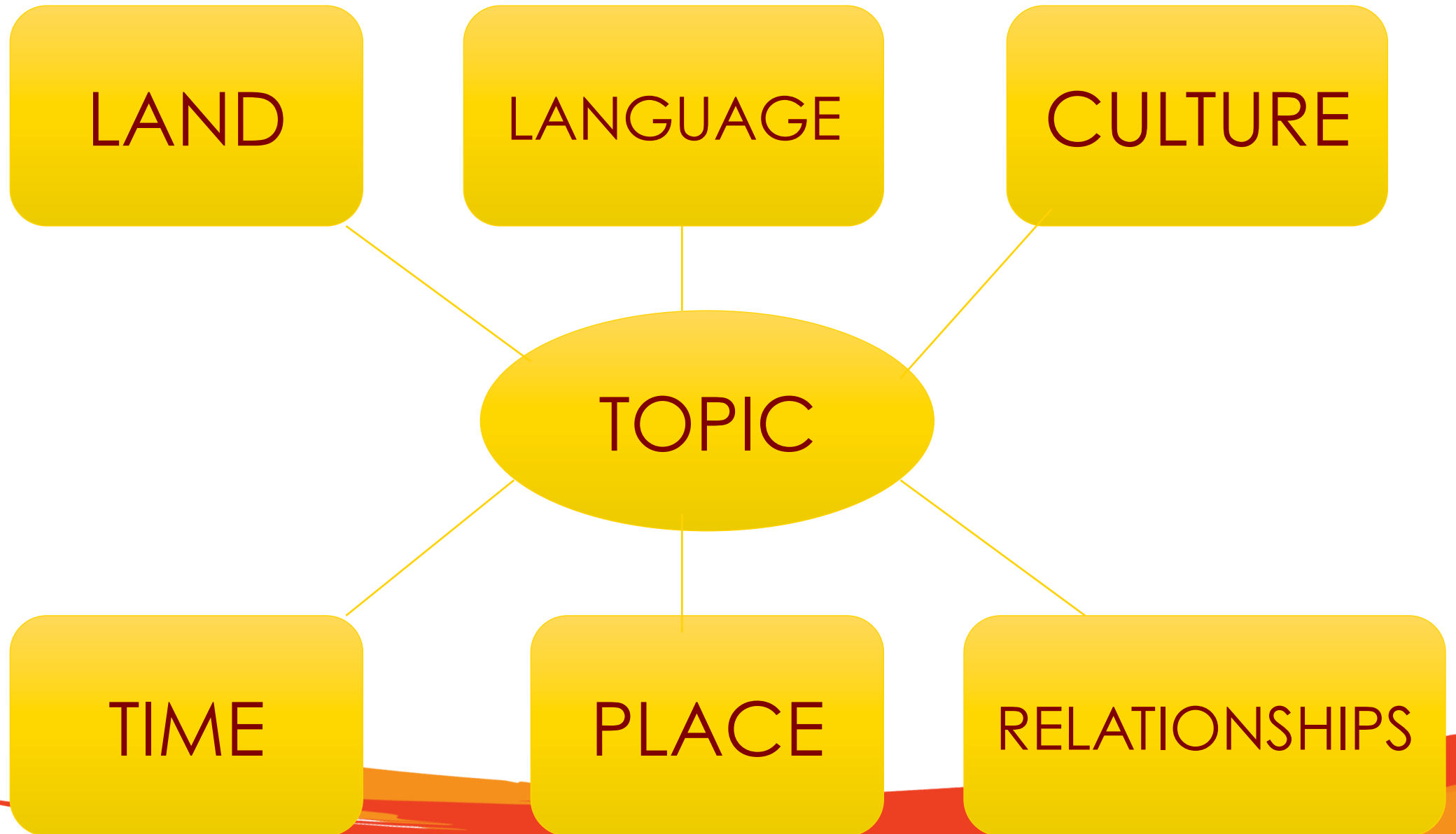
# How to create Third Cultural Space:

- Looking at the world holistically
- Aboriginal and Torres Strait Islander People look at the world as one everything is related or is in relation to
- The LORE of the land reflects:
  - The lay of the land
  - The stories of the land
  - The songlines
  - The families
  - The stars and cosmos



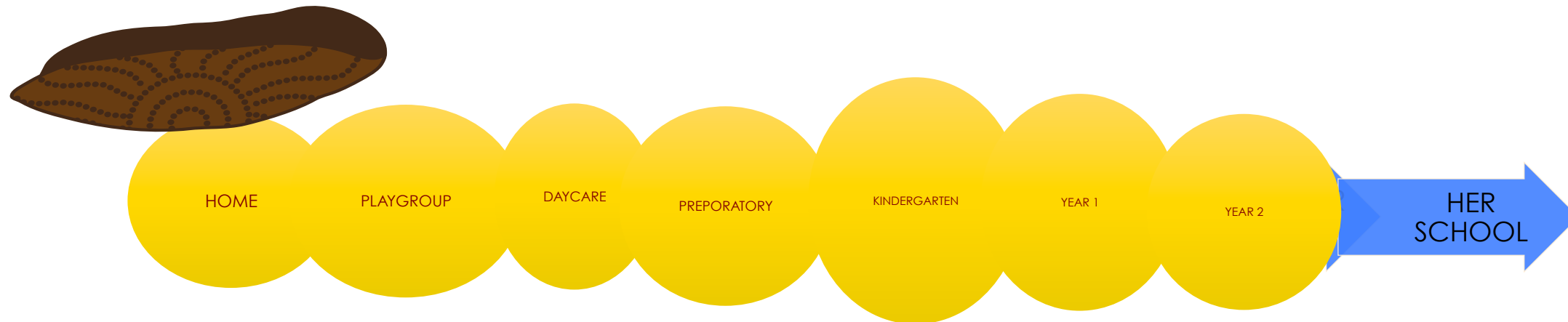
# **UNCLE ERNIE GRANTS TEACHING AND LEARNING FRAMEWORK**







# CREATING SOLID FOUNDATION THROUGH SOLID AND SEAMLESS TRANSITIONS



By building High Expectations Relationships by creating and embracing a Third Cultural Space



# How to create Third Cultural Space through Circles

- Circle work
- Respectful Interactions
- Deep listening
- Collaboration
- Connectedness





# Briar Road Pre-School, Western

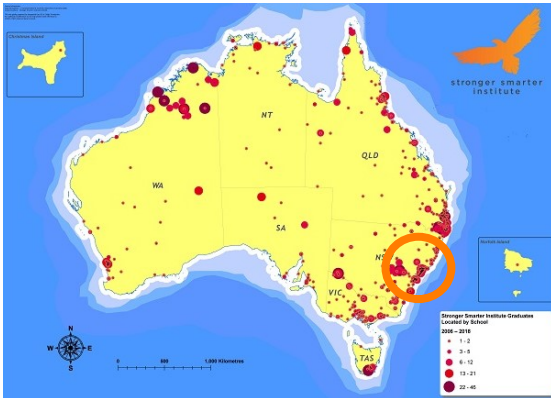


*"Our biggest focus is always on social and emotional, so, if they're socially and emotionally ready, they're actually ready to start learning. They'll pick everything up quite quickly."*

Carolynne Hutchinson, Pre-school teacher

## RESULTS

Watching the students on the first day, they can see how the Pre-school students are more prepared and comfortable. The teacher already knows a bit about them, and the connection and the expectation is already there.



Created by Jesus Puertas  
from Noun Project

**Yarning Circles – build  
greater student empathy**



**Transition – getting to  
know the teachers early**



**Increased parental  
engagement**



# Mackay Central State School,

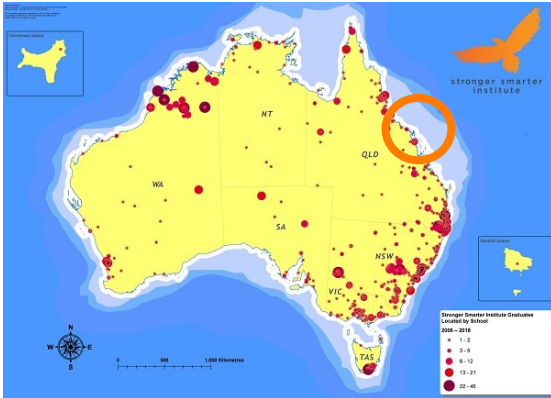


*"The Stronger Smarter Jarjums program gave me the courage to believe in myself and make decisions and know that I was heading in the right direction."*

Janice Reilly, Teacher Aide and Pre-service Teacher

## RESULTS

Janice brings her own experience and culture into her work at the playgroup she runs. As a result parents and children are feeling more comfortable as part of the school.



**Empowering families as  
second educators**



**Involving the Elders in  
the playgroup**



**Learning about culture**



# Kurri Kurri Public School, Hunter

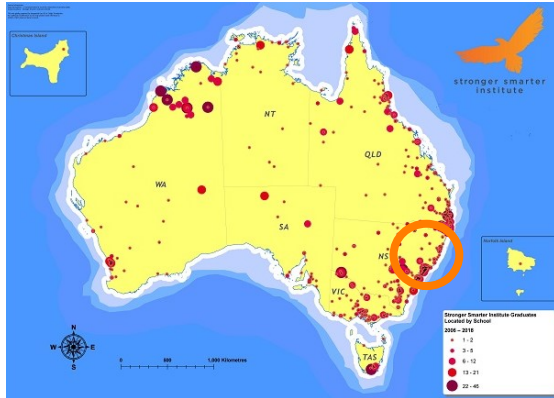


*"The SSJ is such a personal reflection journey. It changes your ideas and thinking which then influences how you will teach kids, because you learn that relationships are the key to everything."*

Kirsty Brown, Assistant Principal

## RESULTS

As a result of building relationships and thinking about the perspectives of Jarjums coming into the class, they changing the way classrooms look and the pedagogies they use – giving Jarjums more choice about how and where they learn.



**Little Learners –  
improving transition to  
school**



**Transition afternoons –  
getting to know the  
teacher.**



**Building relationships**





# Nulkaba Public School, regional

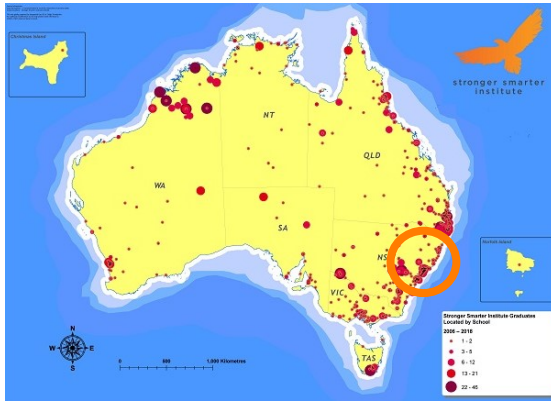


*"Aboriginal education is everyone's business. We should all be ensuring that our Aboriginal children are getting that focus and attention to close the educational gap."*

Kadi Carr, Assistant Principal

## RESULTS

It's important to develop a positive relationship with parents early. They set goals together with parents and can then send parents messages when they have achieved a goal to ensure positive news.



**Touching base – ensuring the first conversation is a positive one**



**Going out on country**



**Setting goals and holding high expectations**



# STRONGER SMARTER Graduates in Australia

Our Statistics for Participants and Schools - Updated Jul-19	
SSLP graduates	3,523
SSLP participants who are educators in schools (others are government, other organisations, and SSI staff)	2,931
Schools on the database Including Preschool	984
Schools where a current staff member is an SSLP graduate	892
Number of Indigenous students in these 892 schools	66,220





# Thank you

- Fiona Bobongie
- [Fiona.bobongie@strongersmarter.com.au](mailto:Fiona.bobongie@strongersmarter.com.au)
- 0498 021 912



- Cassie Ryan
- [Cassie.ryan@strongersmarter.com.au](mailto:Cassie.ryan@strongersmarter.com.au)
- 0428 880 898



- [www.strongersmarter.com](http://www.strongersmarter.com)

