

# **INDIGENOUS STUDENT SUCCESS PROGRAM**

## **2020 PERFORMANCE REPORT**

**QUEENSLAND UNIVERSITY OF TECHNOLOGY**

## ACKNOWLEDGEMENT OF TRADITIONAL OWNERS

The Queensland University of Technology (QUT) acknowledges the Turrbal and Yugara, as the First Nations owners of the lands where QUT now stands. We pay respect to their Elders, lores, customs and creation spirits. We recognise that these lands have always been places of teaching, research and learning. QUT acknowledges the important role Aboriginal and Torres Strait Islander people play within the QUT community.

# 1. INTRODUCTION

QUT is a major Australian university with a global reputation and a 'real world' focus. With over 50,000 students and just under 5,000 staff, QUT offers academic programs in fields spanning business, creative industries, education, health, science and engineering, and law. In 2020, QUT was the highest ranked young university in Australia, and 14<sup>th</sup> in the world.

The university has two inner-city campuses in Brisbane – Gardens Point and Kelvin Grove campuses. The area inhabited by the Gardens Point campus was originally covered in thick scrub and known by the Turrbal and Yugara people as *Meanjin*. Traditionally a favoured area for hunting, gathering, and fishing, the campus is bordered by the serpentine river. The river and surrounding *Meanjin* is the life blood of Turrbal and Yugara people and has a very important and sacred role in their spiritual connection to the land. Likewise, the rich natural landscape where Kelvin Grove campus stands once supported a large Aboriginal community. Many tribes were attracted to the large swamp area which provided an abundance of water, food and resources. The area known as *Barrambin*, meaning 'windy place', was used by the Turrbal and Yugara people as a place for gathering for ceremonies, corroborees and battles.

Both campuses are located within the heart of Brisbane City which is central to one of the most populous Indigenous regions in both Queensland and Australia – the Brisbane Indigenous Region. This diverse geographical region spans north to Noosa (*Kabi Kabi Country*), south to the Gold Coast (Yuigambeh/ *Kombumerri Country*), west to Gatton (*Yuggera Ugarapul Country*) and east to Minjerrabah (North Stradbroke Island) (*Quandamooka Country*). The region is home to over 84,000 Indigenous Australians but comprises only 2.5 per cent of the region's total population. The vast majority of the QUT's Indigenous Australian enrolments come from communities within this catchment area.

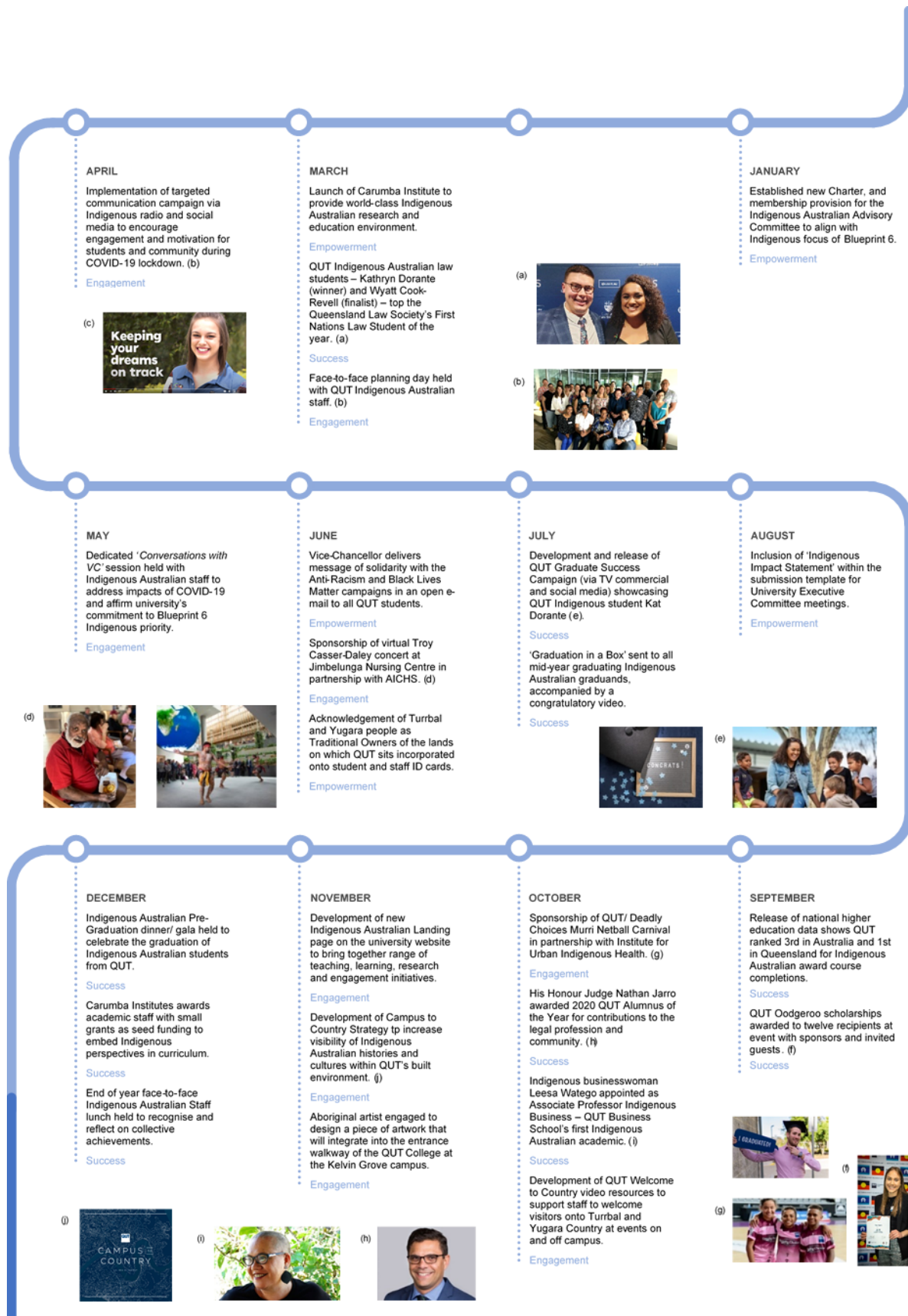
QUT's Blueprint 6 sets the overarching vision and strategic directions for the university. It embeds *Indigenous Australian Engagement, Success and Empowerment* as one of seven strategic priorities and *Co-designed Indigenous Australian teaching, research and learning* as one of five spheres of activity to pursue our priorities. Activation of Blueprint 6 occurs through the QUT Academic Plan, Faculty Plans and QUT Enabling Plan. They aim to focus university-wide activity on improving employment rates of Indigenous Australian staff and participation and success rates for Indigenous Australian students which are key measures of success for Blueprint 6.

The university draws on a combination of structures, services and resources to increase the participation and support the retention and success of Indigenous Australians including:

- Some 80 Indigenous Australian employees working in various capacities across the university;
- Oodgeroo Unit – QUT's Aboriginal and Torres Strait Islander student support centre;
- Carumba Institute – QUT's new Institute for Indigenous Australian research and education;
- Office of Pro Vice-Chancellor (Indigenous Strategy)
- Engagement of QUT's Elder-in—Residence program to increase focus on connections with the land and community;
- various other faculty- and school-based Indigenous Australian student support programs.

QUT is making significant gains across access, participation, success and completion for Indigenous Australian students and staff. However, despite these achievements, we know there is much more the university can do. These successes provide a solid foundation for achieving our vision. During 2020, despite the impacts of the COVID-19 pandemic, QUT continued to achieve many highlights that contribute to achieving our vision (see following).

# 1.1 INDIGENOUS AUSTRALIAN ENGAGEMENT, SUCCESS AND EMPOWERMENT - 2020 MAJOR HIGHLIGHTS AND ACHIEVEMENTS



## 2. ENROLMENTS (ACCESS)

As a university with one of the highest Indigenous Australian enrolments in the country, QUT aspires to be a university of choice for Indigenous Australians. QUT’s Blueprint 6 commits to increasing equity group participation, including Indigenous Australians. Overall, QUT is performing well in increasing Indigenous Australian enrolments. Our Indigenous Australian enrolment growth is strong and has effectively doubled over the last decade with a growth rate of over 100 per cent. However, QUT acknowledges that our Indigenous Australian enrolment growth needs to be stronger if it is to reflect national population parity. QUT remains committed to increasing opportunities for Indigenous Australians to access higher education.

### 2.1 THE RISE OR FALL OF INDIGENOUS EQUIVALENT FULL-TIME STUDENT LOADS (EFTSL)

Latest Australian Government Higher Education student data indicates that QUT is ranked fourth in Australia for Indigenous Australian EFTSL with 561.3 and ranked sixth in Australia for Indigenous Australian headcount enrolments with 835. Table 2.1 and Figure 2.1 below shows that, in 2020, QUT had an enrolment of 864 Indigenous Australian students with 566.6 EFTSL. Between 2019 and 2020 growth in Indigenous Australian EFTSL increased by 11.5 EFTSL. For the same period, QUT’s Indigenous Australian headcount enrolment increased by 38 (or 4.6 per cent). In 2020, the Faculty of Health recorded the highest Indigenous Australian EFTSL with 129.98 followed by Science and Engineering Faculty (89.57), QUT Business School (73.57), Creative Industries Faculty (73.43), Faculty of Education (67.78) and Faculty of Law (55.63). Indigenous Australian EFTSL enrolled in University-wide (Double degrees) accounted for 75.69 in 2020. As a proportion of all QUT domestic enrolments, Indigenous Australian headcount enrolment represented 1.9 per cent. In Queensland, the number of school-leavers in 2019 was smaller than usual because of the introduction of Prep Year by the Queensland Government in 2007. As a result, maintaining Indigenous Australian enrolments was a positive outcome for QUT.

**Table 2.1** Indigenous Australian EFTSL, QUT, 2015-2020

	2015	2016	2017	2018	2019	2020
Indigenous Australian EFTSL	464.2	511.1	541.8	551.3	555.1	566.6
Indigenous Australian headcount	631	710	759	825	826	864
% of total domestic enrolments	1.6%	1.7%	1.8%	2.0%	1.9%	1.9%

**Figure 2.1** Indigenous Australian EFTSL, QUT, 2015-2020

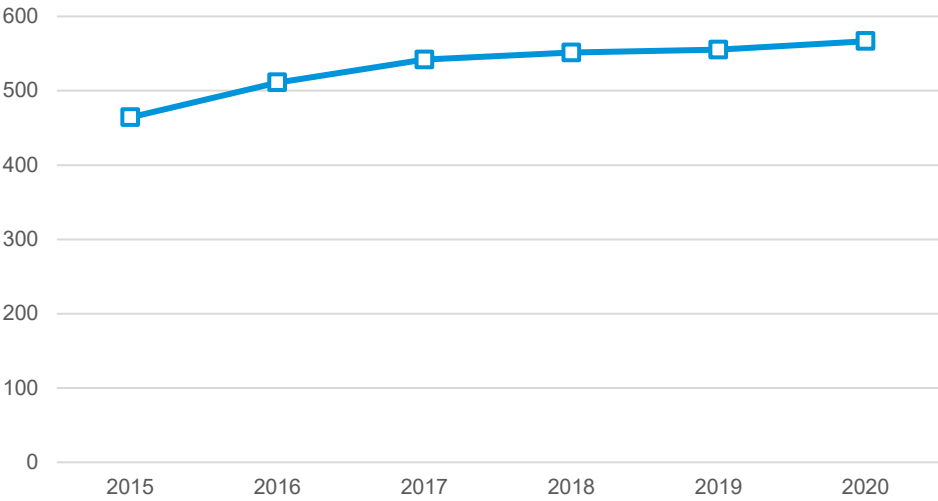
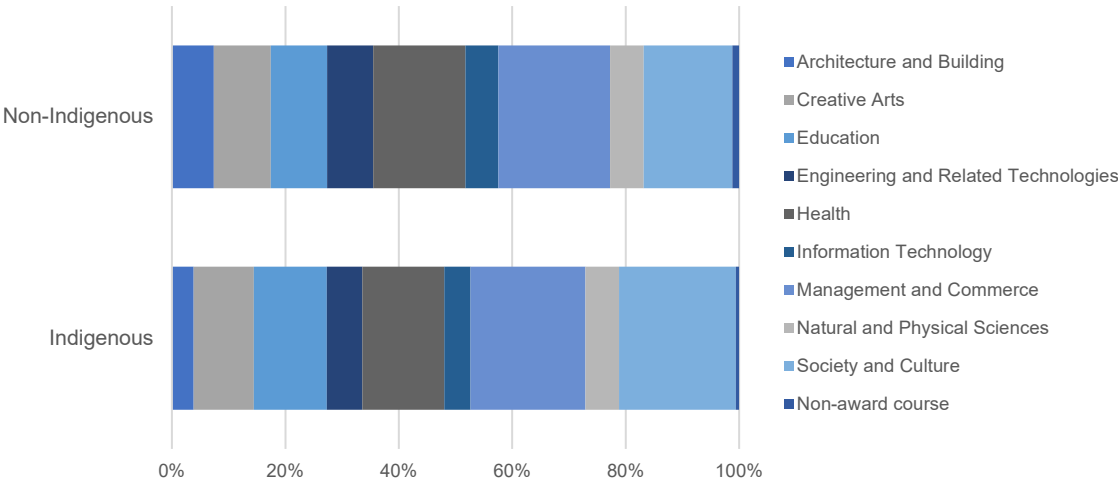


Table 2.2 and Figure 2.2 shows the proportions of Indigenous Australians by Broad Fields of Education. They indicate that Indigenous Australians tend to enrol in courses related to Society and Culture; Management and Commerce; Health; Education and Creative Arts. This may tend to suggest that Indigenous Australian students choose courses that are relevant to their lives, and where they can perhaps directly benefit or make a difference to their communities, particularly in areas such as business, law, health or education. In contrast, data also suggests that Indigenous Australian students are less likely to enrol in courses related to Architecture and Building; Information Technology; and Engineering and Related Technologies. Interestingly, Indigenous and non-Indigenous Australian enrolments in Natural and Physical Sciences are comparable. However, over the last decade (2011-2020), QUT data shows that enrolments in these fields of education are growing, albeit from a very low base. For example, Indigenous Australian enrolment in courses related to 'Engineering and Related Technologies' grew by almost four times during this period; while enrolments in 'Management and Commerce' and 'Natural and Physical Sciences' had more than tripled; and enrolments in 'Information Technology' related courses had more than doubled.

**Table 2.2** Proportion of enrolments by Broad Field of Education by Indigenous status, QUT, 2020

BROAD FIELD OF EDUCATION (COURSE)	INDIGENOUS	NON-INDIGENOUS
Architecture and Building	3.8	7.4
Creative Arts	10.6	10.0
Education	12.8	10.0
Engineering and Related Technologies	6.3	8.1
Health	14.5	16.3
Information Technology	4.6	5.8
Management and Commerce	20.3	19.7
Natural and Physical Sciences	5.9	5.9
Society and Culture	20.6	15.6
Non-award course	0.6	1.2

**Figure 2.2** Proportion of enrolments by Broad Field of Education by Indigenous status, QUT, 2020



## 2.2 STRATEGIES TO IMPROVE ACCESS TO UNIVERSITY

Key activities and strategies implemented across the university in 2020 to improve access to university for Indigenous Australians include:

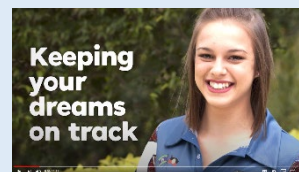
- Implementation of QUT Graduate Success advertising campaign and associated media featuring Indigenous Australian Bachelor of Business/ Bachelor of Laws (Honours) student – Ms Kat Dorante – showcasing the impact that study at QUT can create, and the opportunities and support provided to Indigenous Australian students at QUT.
- Oodgeroo Unit Recruitment, Events and Community Engagement team, in collaboration with the QUT Student Recruitment team participated in various educational and employment exhibitions in areas where there is a high population of Indigenous Australians.
- Oodgeroo Unit Recruitment, Events and Community Engagement team attend schools, careers expos and Department of Education initiatives to raise awareness of opportunities post-secondary schooling.
- Increased and targeted media communication campaigns to promote QUT, the Oodgeroo Unit and services available through a range of mediums such as social media, newspaper radio, and television. A video was released outlining the support available on Facebook. Messages were also released on the Indigenous Australian radio station 98.9FM outlining that the QUT and the Oodgeroo Unit are still open. Messages were recorded by the Elder in Residence and Oodgeroo Unit Staff.

### BOX 2.1 CONTINUING TO ENCOURAGE AND SUPPORT INDIGENOUS AUSTRALIANS TO ACCESS HIGHER EDUCATION DURING A PANDEMIC

The Oodgeroo Unit, along with other similar Indigenous Australian student support units across Australia, play a vital role in encouraging and supporting Indigenous Australian students to access higher education. The impact of this role was particularly important during the COVID-19 pandemic.

The pandemic presented a range of opportunities as to "how to conceptualise opportunities and design responses to increase Indigenous Australian student benefit" and the Oodgeroo Unit has worked within the QUT Change management process to highlight and refocus our service delivery. Oodgeroo Unit staff have responded with agility and were able to pivot successfully while implementing changed practises and providing programs online to address the student's needs. Student engagement, support, and maintaining a strong sense of community continued to be an essential focus for the Oodgeroo Unit.

In 2020 the Oodgeroo Unit remained staffed, open and accessible to Indigenous Australian students. Practising and modelling social distancing and ensuring safe environments between staff and students has required changes in practise with a focus on safety. By remaining open and accessible to students, this ensured that valuable student support continued to be available to students as they transitioned to online teaching and learning environments. Students were also able to continue to access the 24-hour dedicated computer laboratories, small tutorial rooms, and common room facilities provided through the Oodgeroo Unit. The Oodgeroo Unit increased engagement and connection via multiple communication platforms, including daily drop-in Zoom sessions between Learning Success Staff, students and our QUT Elder-in-Residence who has been critical to that connection.



The Oodgeroo Unit utilised multimedia platforms, such as radio and social media, proactively engaging with students and community during the COVID-19 environment. An example of engagement and connection is the "Keeping Your Dreams on Track" communication campaign.

[Watch "Keeping Your Dreams on Track" video](#)

- Redesigned Oodgeroo Unit webpage, prospective student handbooks and created media content and live Matterport tours of our campus spaces and resources to promote greater engagement and connection online.
- Continued delivery and promotion of the Centralised Assessment and Selection Program (CASP) which is a culturally responsive direct entry program implemented as a partnership between Oodgeroo Unit and faculties to assist Indigenous Australians wanting to study an undergraduate degree at QUT.
- Ongoing implementation of the Pre-Orientation Program (POP) Week (held twice a year) to assist commencing Indigenous Australian students to smoothly transition into their university studies through the delivery of a blend of academic, personal, social and cultural activities.
- Employment of an Indigenous Australian Postgraduate Officer (IPPO) at the Carumba Institute to work collaboratively with faculties to deliver administrative, study, and cultural support to Indigenous Australian HDR students.

- Creative Industries Faculty offered contemporary and jazz dance workshops to a range of schools in collaboration with Dance Student Ambassadors (including Oodgeroo Dance Student Ambassador) as a tool to build aspirations and promote university participation.
- Faculty of Education ran and funded its IndigiVRES program alongside QUT's Vacation Research Experience Scheme (VRES) to increase participation of Indigenous Australian undergraduate students.
- Faculty of Health developed new partnerships with Indigenous Health services in Brisbane and surrounding regional areas, resulting in a range of research partnerships to improve Indigenous Health, including five VRES projects, twelve PhD projects and twenty-four research projects.
- Faculty of Health provided VRES scholarships for three Indigenous Australian students in Nursing, Public Health and Social Work, and the Centre for Accident Research and Road Safety – Queensland (CARRS- Queensland)
- Faculty of Health staff and students from across multiple disciplines attended the 2020 Murri School Health Expo to deliver workshops to potential students from primary to senior school levels.
- Faculty of Law continues to employ an Indigenous Australian Project Officer as the faculty's point of contact for prospective Indigenous Australian students.
- Faculty of Law offers a specialised orientation programs for commencing Indigenous Australian law and justice students and provides start-up bursaries to those who attend.
- Faculty of Science and Engineering undertook comprehensive school outreach and network-building strategy including establishing links with the government and non-government schools, CSIRO, ARTIE program, Queensland Aboriginal and Torres Strait Islander Foundation, Cape York Leaders Program and Titans Community programs.
- Engagement of Indigenous Australian students as Oodgeroo Unit Student Ambassadors to assist with the delivery of outreach and recruitment programs and provide role models and mentors to prospective students.
- Considerable Widening Participation (Outreach) activity, involving all faculties and Student Ambassadors, was undertaken with pre-tertiary school-age and mature-age Indigenous Australians through the Higher Education Participation and Partnerships Program. Outreach activities included on-campus days, virtual and in-school career development and post-school options sessions for approximately 9,000 school students from the Moreton Bay region, as well as in-school curriculum-enhancement activities for many thousands more. About 12% of these students are Indigenous Australians.
- As part of Widening Participation (Outreach) activity, QUT also provided free impartial careers counselling to mature-age and school-age people by two careers counsellors, one of whom is an Indigenous Australian.

**Table 2.3** ISSP Scholarships - breakdown of 2020 payments<sup>i ii iii</sup>

	EDUCATION COSTS		ACCOMMODATION		REWARD		TOTAL (of preceding columns)	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling <sup>iv</sup>	-	-	-	-	-	-	-	-
Undergraduate <sup>v</sup>	\$497,010.00	110	\$140,768.00	31	-	-	\$637,778.00	141
Post-graduate <sup>vi</sup>	\$34,750	8	-	-	-	-	\$34,750	8
Other	-	-	-	-	-	-	-	-
<b>Total</b>	<b>\$531,760.00</b>	<b>118</b>	<b>\$140,768.00</b>	<b>31</b>	<b>-</b>	<b>-</b>	<b>\$672,528.00</b>	<b>149</b>



## BOX 2.2 FACULTY OF LAW HIGHER DEGREE INDIGENOUS AUSTRALIAN MARKETING STRATEGY

The Faculty of Law Indigenous Australian Research Strategy included an objective to increase the number of Indigenous Australians enrolling in higher degree research programs, including the Master of Philosophy and the PhDs. Prior to this the faculty had not been successful in attracting and/ or retaining Indigenous Australian enrolments into these programs and had no recorded completions.

The Faculty of Law, Assistant Dean (Research) employed an Indigenous Project Officer to join the Research Services Team in 2018. The team developed and implemented a Faculty's Indigenous Australian Research Strategy that operationalised the QUT Blueprint key performance indicators (KPIs) at the faculty level. This strategy also included recruitment and retention strategies.

To increase Indigenous Australian enrolments, targeted recruitment strategies were developed and implemented which included raising aspirations for postgraduate Faculty Indigenous Australian Alumni.

A targeted approach was adopted for the Faculty of Law's Vacation Research Experience Scheme (VRES) program to raise awareness of the program and provide Indigenous Australian undergraduate students with opportunities in research. Students with GPA's 5.00 and above were directly emailed and encouraged to apply for the program. Since that time, the Faculty has had nine (9) Indigenous Australian students participate in the VRES program.

In 2018, an Indigenous Research Assistant training program was developed and delivered. This training was offered to students who had a GPA of 5.5 or above. Ten Indigenous Australian students participated in this training and the faculty was able to establish a pool of Indigenous Australian Research Assistants. Two students have been employed as Research Assistants since undertaking the training program. One Indigenous Australian student has also been employed as a Research Assistant on a seed grant application.

To raise aspirations with Indigenous Australian faculty alumni, a targeted marketing strategy was developed through a collaboration with the Faculty's Marketing and Communications partner. This strategy included developing Indigenous Australian content as part of the faculty's higher degree research campaign which aims to drive applications for higher degree research studies. To achieve this a student story video showcasing an Indigenous Australian Law Alumni returning from legal practice to undertake a Master of Philosophy in their legal field of expertise was developed and used as part of the overall research marketing strategy. Further, the student story was pushed out through targeted Indigenous Australian social media channels.

A dedicated Indigenous Australian landing webpage was developed in collaboration with the faculty's Web Coordinator as part of the QUT Law Research website. This webpage includes targeted information for potential Indigenous Australian applicants, including student stories, entry pathway information, scholarship information and information on the faculty's Indigenous Australian research strengths.

The video resulted in a 1,253 page views on the Indigenous Australian page in 2018. Due to the success of the video in drawing people to the website, a second student video was developed and included in the 2019 higher degree research campaign. The 2019 video had 15,576 video views and 625 page views.

Following the implementation of the marketing strategy there has been an increase in enquiries for higher degree research programs with the faculty. By 2020, the Indigenous Australian enrolments in higher degree research programs had increased from one in 2017 to seven students. Furthermore, 2020 saw the graduation of the first two higher degree research students from the Master of Philosophy course.

This was the first time the faculty had produced content targeting Indigenous Australian students and communities. The videos and website provide the faculty with an opportunity to share with the community, information about the research areas of expertise and culture within the Faculty of Law. The faculty acknowledges that continued work on building cultural capability of staff and ensuring students have a positive experience is critical to continue the HDR cohort.

### 3. PROGRESSION (ACCESS AND OUTCOMES)

QUT is committed to ensuring Indigenous Australians have the support they need to achieve success and enhance their progression through university. As part of QUT’s Blueprint 6 the university commits to improving the quality of student satisfaction and success by measuring how well we achieve a positive student experience, foster student success (particularly for Indigenous Australians), enable graduate outcomes and improve diversity and inclusion among students. Indigenous Australian students’ engagement with their learning and quality of support is critical for their success.

#### 3.1 THE RISE OR FALL OF SUCCESS/ PROGRESSION RATES

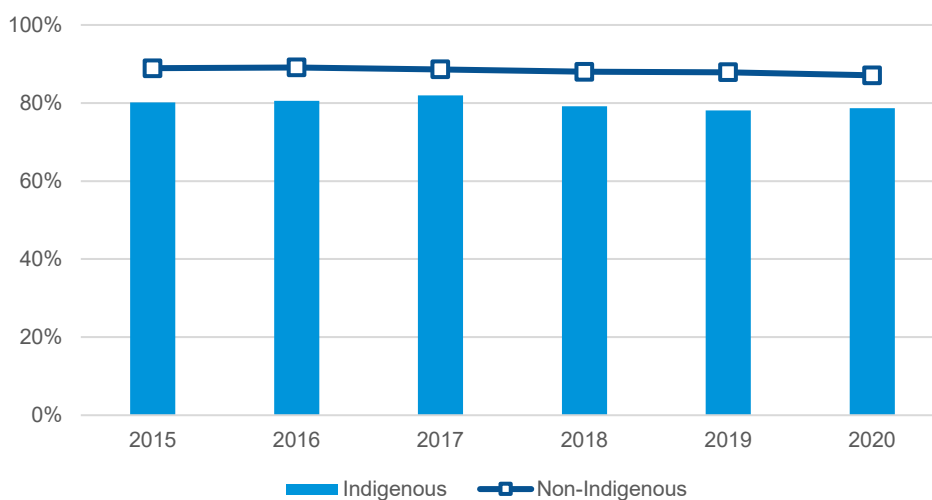
Success rates measure academic performance by calculating the proportion of actual EFTSL of units passed by students divided by the EFTSL of all units attempted. In 2020, the success rate for Indigenous Australian students at QUT was 78.7 per cent. Figure 3.1 below shows that success rate for Indigenous Australian students at QUT have remained relatively stable over the last six years, fluctuating within a range between 78 to 82 per cent. Most recent national higher education student data indicates that in 2019 QUT was seventeenth ranked university in Australia for success rates of Indigenous Australians with a rate of 78.1 per cent. It is worth noting that, compared to the sixteen universities ranked higher, QUT has the highest number of Indigenous Australian enrolments. Data also demonstrates that success rates of Indigenous Australians at QUT are consistently above the average Indigenous Australian success rates for Queensland and Australian but continue to remain below the rates of non-Indigenous students at QUT (Table 3.1).

**Table 3.1** Indigenous Australian success rates, QUT, 2015-2020

	2015	2016	2017	2018	2019	2020
Indigenous	80.1%	80.6%	82.0%	79.2%	78.1%	78.7%
Non-Indigenous	88.9%	89.1%	88.6%	88.0%	87.9%	87.1%
Queensland	73.1%	72.4%	72.9%	73.1%	73.9%	na
Australia	73.7%	73.7%	73.6%	74.1%	74.5%	na

na: data not available

**Figure 3.1** Indigenous Australian success rates, QUT, 2015-2020

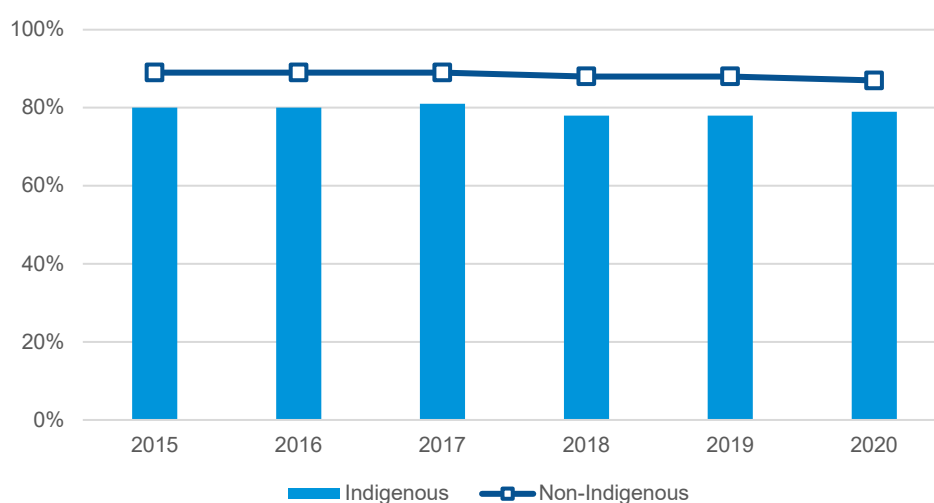


Like success rates, student progress rates also measure student academic performance but through calculating the proportion of students who passed their units in that year. The progression rate for Indigenous Australian students at QUT in 2020 was 79 per cent which is a 1 per cent increase from 2019. By comparison, the progression rate for their non-Indigenous counterparts was 87 per cent. Over time, progression rates for Indigenous Australian students have remained relatively steady over the last six-year period (Table 3.2).

**Table 3.2** Indigenous Australian progression rates, QUT, 2015-2020

	2015	2016	2017	2018	2019	2020
Indigenous	80%	80%	81%	78%	78%	79%
Non-Indigenous	89%	89%	89%	88%	88%	87%

**Figure 3.2** Indigenous Australian progression rates, QUT, 2015-2020



## 3.2 STRATEGIES TO IMPROVE SUCCESS RATES AND RETENTION

Key activities and strategies implemented across the university in 2020 to improve access to university for Indigenous Australians include:

- Increased promotion of the Keystones to Success Tutoring program during the COVID-19 pandemic to provide undergraduate and postgraduate students with continued access to tutorial and study support.
- Delivery of student support services by the Learning Support Team within the Oodgeroo Unit via both face-to-face and online platforms to provide continued support to students during online teaching and learning.
- Provision and access to 24-hour dedicated computer laboratories, small tutorial rooms, and common room facilities to students.
- Supplying QUT laptops and dongles to students with identified needs. Two Indigenous Australian students requested and received laptops to enable them to work from home and continue with their study online.
- Faculties also worked with students to build confidence in online assessment and existing support services moved to providing online support.
- As a result of financial hardships caused by COVID-19, eligible QUT students could apply to access additional hardship bursaries during this time. A few Indigenous Australian students were successful in gaining access to these bursaries.
- QUT continues to offer a large program of needs-based scholarships which embeds the Commonwealth-funded Indigenous Australian scholarships, ensuring that each Indigenous Australian applicant with a degree of financial hardship receives the scholarship package most beneficial to them.
- Carumba Institute provided multiple equipment and emergency bursaries to students who were not able to get financial support from their faculty, so they were able to continue their HDR candidature.

- Role of Academic Lead, Indigenous Creative Industries (Learning and Teaching) continues to support the Associate Dean (Learning and Teaching) in developing and implementing strategies to recruit, support and retain Indigenous Australian students within the Creative Industries Faculty.
- Faculty of Education provided all students with support in literacy, numeracy and academic skills. All students were encouraged to seek support early in their course to develop the skills necessary for success.
- Faculty of Health developed two processes to assist with progression of Indigenous Australian students to (i) engage students in VRES and (ii) encourage students to enrol in HDR programs. In 2020 Faculty of Health had four Indigenous Australian students working on projects, and two continuing Indigenous Australian HDR students.
- Faculty of Health commenced implementation of new Academic Lead (Indigenous Health) (ALIH) roles to support the recruitment and retention of Indigenous Australian students within the faculty (see Box 3.1 below).

**BOX 3.1 CONCERTED FACULTY EFFORT TO SUPPORT INDIGENOUS AUSTRALIAN STUDENTS AND BUILD CULTURAL CAPABILITY**

In early 2020, the Faculty of Health commenced implementation of new Academic Lead (Indigenous Health) (ALIH) roles within each of its seven schools as a concerted effort to support the recruitment of Indigenous Australian students and to ensure the retention of current students. The ALIH within each school contributes to the Faculty's Indigenous Australian student recruitment and retention strategy, in collaboration with the Oodgeroo Unit. Under the leadership ALIH, several school-level initiatives have taken place in 2020, including establishment of Indigenous Australian advisory groups, embedding cultural safety within the curriculum, implementing outreach activities via the QUT Health Clinics and appointment of Indigenous Australian Visiting Fellows and adjuncts. These faculty leaders embed practices and influence local cultures across the Faculty with the overarching aim to ensure the support and success of Indigenous Australian staff and students are fully embedded across the schools and faculty in a concerted manner.

- Faculty of Health continues to maintain two directors of Indigenous health positions as part of the Faculty Executive team, whose roles include developing support systems across the Faculty for Indigenous Australian staff and students.
- Faculty of Law continued to employ an Indigenous Project Officer to provide support services to Indigenous Australian law and justice students. The Indigenous Project Officer monitors students' academic progression on a semesterly basis to offer targeted student support services and maintains regular contact with Oodgeroo Unit support staff to deliver coordinated, student centred support services.
- Faculty of Law delivered a specialised orientation program, the Indigenous Pre-Law and Justice Program to support the orientation and transition of commencing law and justice students. In 2020, ten students participated in the program with six students being eligible to receive a \$500 Start-Up bursary to support their attendance at the program.
- The School of Justice continues to employ a Senior Lecturer and Director, Indigenous Engagement whose role includes the portfolios of Chair, Indigenous Knowledges Working Party, membership of ATSILS working group and Law Academic Performance Committee.
- Faculty of Science and Engineering has two part-time staff dedicated to supporting Indigenous Australian students, inclusion of Indigenous knowledges into the curriculum, developing partnerships and focused research to benefit Indigenous Australian communities.
- Indigenous Australian students were contacted by Student Ambassadors as a part of the QUT Business School's Succeed@Business program, to provide any guidance and referrals to support their studies, particularly with the move to online studies due to COVID safe practices and restrictions.

**Table 3.3** Tutorial assistance provided in 2020

LEVEL OF STUDY	NUMBER OF STUDENTS ASSISTED	TOTAL HOURS OF ASSISTANCE <sup>vii</sup>	EXPENDITURE <sup>viii</sup> (\$)
Enabling	-	-	-
Undergraduate/ Postgraduate	497	19,110	\$863,580.90
Other	-	-	-
<b>Total</b>	<b>497</b>	<b>19,110</b>	<b>\$863,530.90</b>

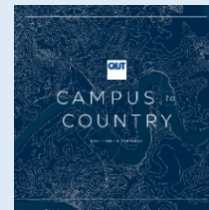
### 3.3 CULTURAL COMPETENCY AND CULTURALLY SAFE ENVIRONMENT

In line with Blueprint 6, QUT is committed to fostering a deeper understanding and recognition of Australia's First Nations People as part of its identity as the 'university for the real world'. QUT acknowledges that it stands on Aboriginal lands, the Country of the Turrbal and Yugara people, and recognises its obligations to the Traditional Owners, Indigenous Australian students, staff, visitors and communities. The university has celebrated many milestones in further realising its commitment to embedding Indigenous Australian culture, knowledges and perspectives across all areas of the university through implementation of a range of initiatives including:

- Creation of a philanthropically-supported Indigenous Australian Chair in Creative Industries to provide input and direction to support learning, teaching, research and outreach across the creative and performing arts, design, digital media and communication disciplines.
- Implementation of the Elder-in-Residence program to provide an important link to the Countries upon which QUT resides and a knowledge base for Indigenous and non-Indigenous Australian students and staff. A review of program undertaken in 2020 revealed the positive impact the Elder-in-Residence has had on staff and student's cultural competency. Opportunities to extend on the success of this program will be considered in 2021.
- QUT released its Campus to Country strategy which outlines a framework to increase visibility of Indigenous Australian histories and cultures within the built environment of the university (see Box 3.2 below).

#### BOX 3.2 MAKING QUT A UNIVERSITY OF ITS PLACE – REFLECTIVE OF CULTURE BOTH PAST AND PRESENT

In November 2020 QUT released its Indigenous Australian campus development strategy, Campus to Country, which aims to connect its campuses to place, both physically and through its engagement with Indigenous Australians. The strategy, which elevates QUT's Blueprint 6 priority to enhance engagement and empowerment of Indigenous Australians, was created to highlight the significance of the land on which QUT sits – the Country of the Turrbal and Yugara people. It aims to foster a deeper understanding and recognition of Indigenous Australian occupation and connection to country. The strategy will help shape QUT's Gardens Point and Kelvin Grove campuses to reflect the culture and history of Indigenous Australians by creating a sense of belonging and place for all. Important sites at Kelvin Grove such as former walking tracks, camp sites, the bora ring within Kelvin Grove Urban Village and Victoria Park, will be recognised and highlighted. At Gardens Point, sites such as traditional settlements, burial sites and walking tracks will be recognised.



[Learn more about QUT's Campus to Country strategy](#)

- Development and release of QUT Welcome to Country and Acknowledgement of Country (on-campus and off-campus) videos to support QUT staff to acknowledge the Traditional Owners of the land on which they are meeting and welcome visitors at events on and off campus (see: [www.qut.edu.au/about/indigenous](http://www.qut.edu.au/about/indigenous)).
- Commenced development of QUT Indigenous Australian visual identity with an Indigenous Australian artist to secure high brand recognition by the Indigenous Australian community and other key stakeholders of the university's vision for Indigenous Australians.
- Continued implementation of reciprocal research partnerships with key Indigenous Australian community organisations to address both community needs and aspirations, as well as build the cultural capability of the institution.
- Including an Acknowledgement of the Turrbal and Yugara people as Traditional Owners of the lands on which QUT sits on all new student and staff identification cards.
- Development of new Indigenous Australian landing page on the university website that brings together the range of teaching, learning, research and engagement activities aimed at improving outcomes for Indigenous Australians.
- Engagement of an Aboriginal artist to design artwork that will integrate into the entrance walkway of the QUT College at the Kelvin Grove campus.
- Sponsorship of key Indigenous Australian community events with key partners to build awareness and interaction with QUT its activities and direction (see Box 3.3 below).

### BOX 3.3 ENGAGING WITH THE INDIGENOUS AUSTRALIAN COMMUNITY TO BUILD RELATIONSHIPS

An integral part of QUT's strategy to achieving our Blueprint 6 priority of *Indigenous Australian Engagement, Success and Empowerment* involves increasing our engagement with Indigenous Australian parents, families and communities to build relationships.

During October 2020, the University partnered with Deadly Choices to host their first all-ages Murri Netball Carnival to raise awareness of Indigenous Australian sport and create visibility for Indigenous athletes. With over 260 players across 18 teams, the event was a great success. Deadly Choices is a health promotion initiative of the Institute for Urban Indigenous Health.



In June 2020, residents at Eagleby's Jimbelunga Nursing Centre (an Aboriginal and Torres Strait Islander nursing home) were treated to a virtual concert by musician Troy Cassar-Daley. The concert was held in recognition of the partnership between QUT and Brisbane Aboriginal and Torres Strait Islander Community Health Service, and of Troy's commitment to supporting Aboriginal and Torres Strait Islander initiatives.

[Explore QUT's engagement with Indigenous Australian community organisations](#)

- Online module *Indigenous Perspectives in Learning and Teaching* developed as a joint initiative of the Carumba Institute and QUT Academy of Learning and Teaching (QALT) to assist staff to integrate Indigenous Australian perspectives into their practice through a fully online self-directed component and a facilitated webinar.
- Carumba Institute worked with the Graduate Research, Education and Development Centre to update and provide training to QUT HDR supervisors to better support potential and current Indigenous Australian HDR students.
- the Carumba institute embarked on working with Bilbie labs to develop cultural awareness/ cultural safety package for staff and students at QUT to ensure that through greater cultural awareness across the university; Indigenous Australian students will then benefit from a culturally safe learning environment enabling them to succeed.
- Faculty of Health have comprehensively audited the Faculty landscape for cultural safety and Indigenous knowledges, developed a Cultural Safety Framework, expanded community partnerships, and established Academic Leads (Indigenous Health) in all schools (see Box 3.1).
- Several schools within the Faculty of Health have established Indigenous Australian health advisory committees to improve the cultural competency within the schools' operations. Optometry and Vision Sciences now requires that students complete a Queensland Health cultural capability online module prior to clinical placements.
- Science and Engineering Faculty hosted Cultural Proficiency Workshops for faculty staff. The focus of the workshops was engaging with Indigenous Australian students and how Indigenous Australian knowledges can be included into SEF curricula. Several Schools within SEF have invited the Indigenous Australian Workshop facilitator to engage in more in-depth explorations of Indigenous Australian knowledges into their specific courses.
- Role of Academic Lead, Indigenous Creative Industries (Learning and Teaching) continues to support the inclusion of Indigenous Australian perspectives in all coursework programs.
- QUT Business School appointed Indigenous Australian businesswoman Leesa Watego as an Associate Professor of Practice – Indigenous Business to develop and deliver an Indigenous Business education program focussed on elevating Indigenous Australian perspectives meaningfully into teaching; expanding opportunities for partnership with Indigenous Australian businesses and improving access for students to learn from real world Indigenous Australian business leaders and operators.
- QUT Business School's Aboriginal and Torres Strait Islander Research Engagement Strategy coordinated and delivered an inaugural Webinar Series, delivered in partnership with the School's Centre for Decent Work and Industry. The Series showcases the work being done by Indigenous Australian academics and non-academics; provides a new platform within the Business School for Indigenous Australian research excellence; and increases academic staff understanding of transdisciplinary research, and in particular foster a greater understanding of collaborative research.

### BOX 3.4 STORYTELLING FOR LEARNING AND CONNECTION IN QUT BUSINESS SCHOOL

The *Storytelling for Learning and Connection in QUT Business School* project supports QUT Business School academic and professional staff to design, pilot, embed, and scale Indigenous Australian perspectives into learning activities for students, in both curriculum and co-curricular programs.

The project aligns with the Indigenous Perspectives in Learning and Teaching (IPLT) module (see above) and seeks to address a commonly reported “What’s next for me?” challenge for staff who complete the IPLT and seek both a prompt and support to get started with embedding Indigenous Australian perspectives into practice.

The objectives of this project are to:

- ensure staff “feel well equipped with the required knowledge and the psychological, intellectual, emotional and professional skills to teach (and facilitate) in a way that recognises the rights of Australia’s Aboriginal and Torres Strait Islander peoples”;
- “shift the attention away from learners in the first instance, to focus on teachers”; and
- develop education partnerships with knowledgeable Traditional Owners and other Aboriginal and Torres Strait Islander education experts” (Anderson and Ma Rhea 2018, p. 212).

The project involved the development of a learning partnership with Relative Creative, an Indigenous-led design agency with extensive higher education experience. In December 2020, Relative Creative co-designed and delivered a one-day workshop with nine (9) academic and professional ‘champions’ from the QUT Business School who had completed QUT’s IPLT module and were enthusiastic about taking the next steps to integrate Indigenous Australian perspectives into their teaching practice. The workshop used critical mapping techniques as an articulatory design practice suited to higher education settings and drew on Indigenous methods and decolonising frameworks to capture a range of perspectives from experts at QUT and from broader communities. Staff were facilitated to explore approaches and pedagogical tools to successfully embed Indigenous Australian perspectives focused on storytelling, as well as Indigenous Australian ways of being, doing and knowing such as yarning circles, sharing circles, and narrative histories and futures.

In addition to equipping ‘champions’ (teachers, learning designers, professional support staff) with tools and approaches to help embed Indigenous Australian perspectives into their practice, the workshop resulted in greater understanding of the challenges, barriers and opportunities that are encountered in this space. Multiple future actions were proposed, addressing techniques and approaches for enhancing self-reflection and change, framing climate change and sustainability through Indigenous lenses, recognising the worth and potential of all people, the value of consultation with Indigenous Australian scholars, and adapting institutional thinking and practices to reimagine how students are taught and assessed. Many of the techniques taught and practised in the workshop are being utilised now in classrooms – including yarning circles in a variety of Business work-integrated learning units – and a set of objectives for a second, follow-up workshop focused on creating a ‘toolkit for design and delivery’ has been crafted.

The workshop explored key issues from frontline ‘early adopter’ academic and support staff regarding embedding Indigenous Australian perspectives and approaches into practice at QUT. Engaging with Indigenous Australian practices and perspectives in a collaborative, collegial setting with this group allowed for open and honest discussion of challenges and opportunities, and key insights to be drawn and explored constructively. Through better understanding of this context, staff can more effectively support one another as educators, and students, Indigenous and non-Indigenous, as learners. Informed by the insights derived from this initial workshop, the next phase proposed is to develop and extend learning resources and curriculum design tools to equip Business School staff to effectively integrate Indigenous Australian perspectives, specifically around storytelling for learning and connection, into curriculum and established co-curricular activities in QUT Business School.

*Reference: Anderson, P. J., & Ma Rhea, Z. (2018). Rights-based Indigenous education in Australia: evidence-based policy to pedagogy. In M. Barnes, M. Gindidis, & S. Phillipson (Eds.), Evidence-Based Learning and Teaching: A Look into Australian Classrooms (1st ed., pp. 205-216). Routledge.*

# 4. COMPLETIONS (OUTCOMES)

QUT is committed to ensuring Indigenous Australian students are supported to achieve their full potential, and successfully complete their university course. Our levels of completions for Indigenous Australian students compared to other Australian universities provide evidence of our success. QUT is presently ranked third in Australia and first in Queensland for Indigenous Australian student award course completions. Over the last 10 years QUT has realised over 1,000 award course completions for Indigenous Australians.

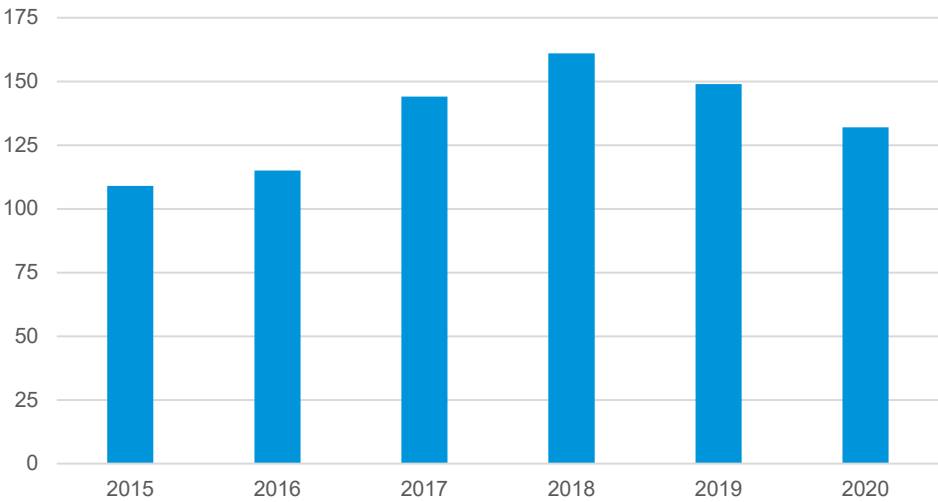
## 4.1 THE RISE OR FALL OF COMPLETIONS

Award course completions for Indigenous Australian students at QUT has continued to grow strongly since 2011 but has declined from 2018 to 2019. In 2020, QUT recorded 132 Indigenous Australian completions, which is a decrease from 2019. The numbers of completions by all students have been especially impacted by the COVID-19 pandemic due to circumstances such as work-integrated learning (WIL) placements unable to be filled or other extenuating circumstances caused by the pandemic. Latest Higher Education Statistics student data released in 2019 shows that QUT ranked third in Australia for the number of Indigenous Australian award course completions with 149, behind the University of Newcastle (157) and Charles Sturt University (156). Data also highlights that QUT was the highest ranked university in Queensland for Indigenous Australian award course completions in 2019.

**Table 4.1** Indigenous Australian student award course completions, QUT, 2015-2020

	2015	2016	2017	2018	2019	2020
Indigenous completions	109	115	144	161	149	132
% of all QUT domestic completions	1.2%	1.3%	1.6%	1.9%	1.7%	1.5%

**Figure 4.1** Indigenous Australian student award course completions, QUT, 2015-2020





## 4.2 STRATEGIES TO IMPROVE COMPLETIONS AND GRADUATE OUTCOMES

Key activities and strategies implemented across the university in 2020 to improve completions and graduate outcomes for Indigenous Australians include:

- Oodgeroo Unit continues to advocate and support students who may be at risk of failing by working with faculties to raise issues to deliver appropriate supports in conjunction with the students identified needs.
- Oodgeroo Unit worked closely with the QUT's Student Success Group and Learning and Teaching Unit to build a professional practice and embed cultural inclusion to influence and inform practice, priorities and outcomes areas, leading to improved student experience and results.
- Ongoing delivery of support services by Learning Support Team within the Oodgeroo Unit provides students with a centralised point of contact for advice and guidance for all non-academic queries including cultural support, general study information, connecting students to appropriate QUT services and linking students with community-based providers.
- Faculty of Law delivers a unique faculty-based support program coordinated by an Indigenous Project Officer to provide end-to-end support for Indigenous Australian students studying Law from orientation to graduation, connecting meaningfully with industry, and delivering peer mentoring (see Box 4.1).

### BOX 4.1 QUT LAW SCHOOL CELEBRATES LARGEST GRADUATING COHORT OF INDIGENOUS AUSTRALIAN STUDENTS IN ITS HISTORY

Eight Indigenous Australian students graduated with law degrees from QUT in December 2020, marking the largest cohort of Indigenous Australian students to graduate from the Law School in its history. Six of the students graduated with Bachelor of Laws (Honours) and two with Master degrees (Research). Through a unique faculty-based support program coordinated by an Indigenous Project Officer employed within the Faculty, these students not only represent a history-making cohort for the university but have become a tight-knit group who have forged strong connections and will remain a valuable support network for each other for years to come. The aim of the faculty-based program is to provide end-to-end support for Indigenous Australian students studying Law from orientation to graduation, connecting meaningfully with industry, and delivering peer mentoring. All of these students participated in a range of opportunities including mooting, taking on leadership roles within not just the QUT community but the broader community as well. Often balancing family, work and community responsibilities alongside clerkships or internships has given them a wide range of experiences that complement their academic studies. With graduate jobs secured in top-tier law firms, pathways to admission mapped out, and a wide range of career options from advocacy to the Queensland Police Service ahead of them, these QUT Law School alumni have a lot to celebrate.



- Ongoing delivery of QUT's obligations under the 10-year partnership agreement with CareerTrackers to provide private sector internship opportunities for Indigenous Australian students. In 2020, QUT had 86 interns, including 18 new interns for 2020, 55 returning interns 13 graduating interns and 98 Alumni.
- Provision of tuition and study support to eligible students through the Keystones of Success: Supporting our futures leaders program.
- QUT's Indigenous Australian Career Counsellor offers career advice, guidance and support to current and prospective students on topics relating to changing course degrees, resume writing and responding to key selection criteria, career and job market.
- Implementing a partnership initiative between the Queensland Ambulance Service (QAS) and QUT to financially support Indigenous Australian students in their first year of studying an undergraduate degree at QUT. It includes a 12-week full time paid internship with the QAS during the second and third years of university.
- Faculty of Education held annual Stepping Out Conference for graduating Bachelor of Education and Master of Teaching students and features presentations on a range of emerging issues and topics including how to work with families and carers, crafting a teaching career, establishing routines, and cyber safety for students.

- Faculty of Education hosted an online careers day where students were afforded opportunities to access resources preparing them for a career in teaching or other professions. The online platform provided opportunities for students to connect with the various employing authorities and to learn about the requirements for job applications.
- Faculty of Health enacted strategies at both faculty- and school-level aimed at improving cultural competence amongst staff and students, enhancing cultural safety and embedding Indigenous Australian perspectives into curricula. These high-level aims worked to create a more inclusive and supportive environment necessary to support course completions by Indigenous Australians.
- Established the inaugural Indigenous Australian Alumnus of the Year award as part of QUT Outstanding Alumni Awards (see Box 4.2).

#### BOX 4.2 DEADLY QUT ALUMNI IN THE SPOTLIGHT – HIS HONOUR JUDGE NATHAN JARRO

This year's recipient of the Indigenous Australian Alumnus and QUT Alumnus of the Year awards is Business and Law Graduate, His Honour Judge Nathan Jarro. His Honour is Queensland's first Indigenous Australian judge and is one of only three Indigenous Australian judges currently presiding over an Australian courtroom. His Honour's contributions to the legal profession and his community demonstrate commitment, ambition and integrity.

[▶ Watch His Honour's video](#)



- Convening the annual Pre-Graduation event to celebrate the successes of Indigenous Australians completing their degree and sharing with parents, families and community the achievements QUT is making.
- Continued engagement with business and industry partners to enhance opportunities for Indigenous Australian students to undertake paid internships and receive training, mentoring, coaching and peer support to increase future career success (e.g. Deloitte Indigenous Internship program and WSP Sustainability Internship).
- Organised 'Graduation-in-a-Box' (accompanied by a congratulatory video) sent to all mid-year Indigenous Australian graduands during COVID-19 restrictions.
- In addition to the regular Business Advantage workshops on employment and employability skills open to students from all backgrounds, the QUT Business School ran a dedicated networking workshop for Aboriginal and Torres Strait Islander business students including Indigenous Australian guest speakers from industry and QUT.

## 5. REGIONAL AND REMOTE STUDENTS

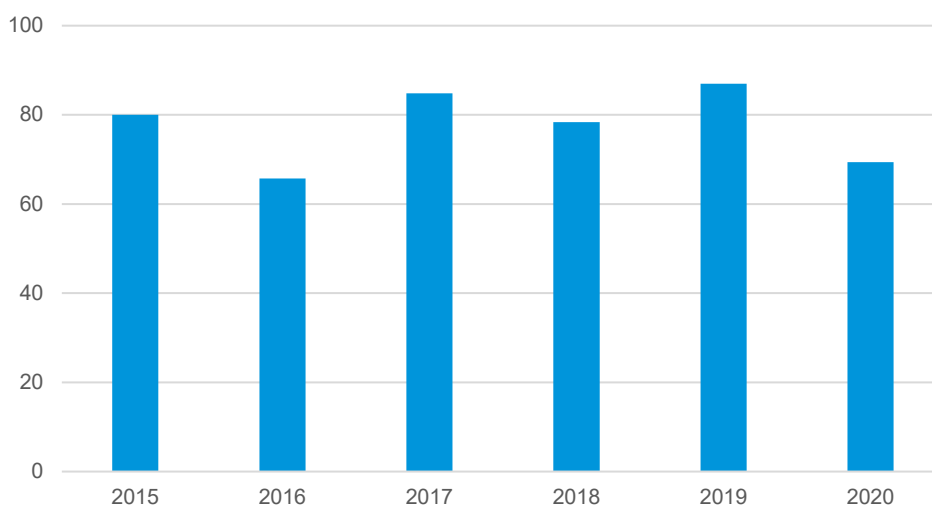
### 5.1 THE RISE OR FALL OF INDIGENOUS EFTSL – REGIONAL AND REMOTE

The number of Indigenous students from regional and remote area in 2020 was 69.4 EFTSL which is a notable decrease from 2019. Participation of regional and remote Indigenous Australian students remains a challenge for QUT as all campuses are situated in the Brisbane metropolitan area and there is also more competition for reduced cohort. Consequently, the vast majority of QUT's Indigenous Australian enrolments are from within the Brisbane and surrounding regions. The impact of the COVID-19 pandemic has made it an even greater challenge, especially in terms of its effect on restricting the capacity of the university to undertake face-to-face outreach, recruitment and engagement activities. There is also a real and understandable reluctance of many regional and remote Indigenous Australians to leave their home communities to attend a university in a large, metropolitan location during the pandemic. Despite these challenges, QUT remains committed to doing what it can within current circumstances to enhance access and participation of Indigenous Australian students from regional and remote communities.

**Table 5.1** Indigenous EFTSL – Regional and remote, QUT, 2015-2020

	2015	2016	2017	2018	2019	2020
Indigenous EFTSL - Regional and Remote	80.0	65.7	84.8	78.4	87.0	69.4

**Figure 5.1** Indigenous EFTSL – Regional and remote, QUT, 2015-2020



### 5.2 STRATEGIES TO IMPROVE ACCESS TO UNIVERSITY AND SUPPORT FOR REGIONAL AND REMOTE STUDENTS

Key activities and strategies implemented across the university in 2020 to improve access to university and support for Indigenous Australians from regional and remote areas include:

- Oodgeroo Unit presented at a QUT hosted online Guidance Officer day with Guidance Officers and Careers Advisors to build networks and increase awareness about QUT courses and support services provided through the Oodgeroo Unit.
- Hosting Stars Foundation Nhulunbuy program mentors and students at the Oodgeroo Unit for a campus tour with Oodgeroo Indigenous Australian student ambassadors and an afternoon tea with QUT's Elder-in-Residence.

- Maintaining partnerships with key organisations such as Cape York Leaders, Yalari Aurora Foundation, Queensland Aboriginal and Torres Strait Islander Foundation; and Australian Indigenous Education Foundation to assist with building Indigenous Australian school students understanding and awareness of QUT and Oodgeroo Unit.
- Due to the impact of COVID-19 reaching out to many regional and remote schools across Queensland and other states predominantly through email, telephone and Zoom.
- Offering rural and remote relocation scholarships to students.
- Partnering with accommodation provider. Student One to offer five Indigenous Australian Scholarships in 2020.
- Hosting a group of Year 9 and 10 students from Mornington Island in November 2020 that included a tour of the Science and Engineering Faculty facilities.
- Science and Engineering Faculty staff conducted an online presentation at the Indigenous Careers Day organised by the Rockhampton Catholic Education Diocese.
- Faculty of Health continued the Cherbourg-QUT industry partnership, which included a community-embedded, tailored Bachelor of Human Services program to local Indigenous Australian health workers.
- Bamaga State School and Cherbourg / Murgon community organisations invited the School of Optometry and Vision Science to conduct vision testing. This provided students with healthcare and was an opportunity to inspire potential future studies by its participants.
- Provision of tuition and study support to eligible students through the Keystones of Success: Supporting our futures leaders program including access to specialised academic extension activities; academic skills programs; one-to-one academic advising; and contextualised discipline-specific guidance through faculty liaison support.
- Continued the Cherbourg-QUT industry partnership, which included a community-embedded, tailored Bachelor of Human Services program to local Indigenous Australian health workers. Eleven new partnerships took place in regional and urban areas based on the Cherbourg model. These new partnerships involve research, widening participation pathways, intervention programs, and WIL.

**Table 5.2** Scholarship data for remote and regional students<sup>ix x</sup>

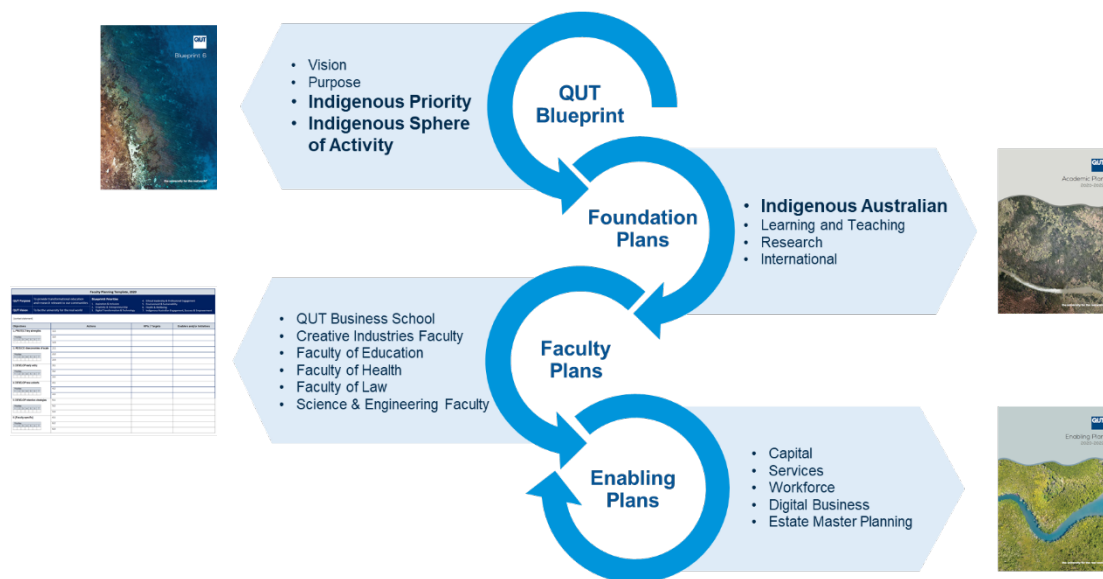
	EDUCATION COSTS		ACCOMMODATION		REWARD		TOTAL (of preceding columns) <sup>xi</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	\$237,006.00	54.5	\$283,697.50	55	-	-	\$520,703.50	109.5
B. 2019 Offers +continuing commitments <sup>xii</sup>	\$273,520.00	59	\$244,104.00	43	-	-	\$517,624.00	102
C. Percentage <sup>xiii</sup> (C=B/A*100)					-	-	99.4%	
2019 Payments	\$255,429.50	53	\$198,192.00	39	-	-	\$453,621.50	92

## 6. ELIGIBILITY REQUIREMENTS

### 6.1 INDIGENOUS EDUCATION STRATEGY

During 2020, QUT's commitment to making Indigenous Australians as whole-of-university priority and commitment has been demonstrated in the development of the university's integrated planning framework. QUT addresses obligations of section 13 of the ISSP Guidelines through the university's integrated planning framework and the range of mechanisms developed to activate the framework.

**Figure 6.1** QUT Integrated Planning Framework



QUT's Blueprint 6 sets the overarching strategic vision for the university. It targets Indigenous Australian Engagement, Success and Empowerment as one of seven strategic priorities, and specifies co-designed Indigenous Australian teaching, research and learning as one of five spheres of activity to pursue our priorities. Implementation of Blueprint 6 will include a focus on University-wide activity to "improve our employment rates for Indigenous Australian staff, and our participation and success rates for Indigenous Australian students" which is a key measure of success for Blueprint 6. To achieve this strategic priority, QUT commits to:

- Being guided by Indigenous Australians in core policy and by embedding Indigenous Australian knowledges and perspectives into curriculum.
- Instituting strategies of tailored student recruitment and support, and through staff employment and professional development.
- Undertaking partnerships and research with Aboriginal and Torres Strait Islander communities and organisations.
- Ensuring Indigenous Australians are a visible component of all QUT priorities.

Activation of Blueprint 6 is occurring through the QUT Academic Plan, Faculty Plans and QUT Enabling Plan. Blueprint 6 informs a coherent set of foundational Academic Plans focused on Learning and Teaching; Research; International; and Indigenous Australians. These, in turn, inform individual Faculty Plans and Enabling Plans. Development of Indigenous Australian Foundational Academic Plan seeks to:

- Embed the Blueprint 6 Indigenous Australian priority and objectives into all University plans.
- Build a whole-of-university approach and promote shared responsibility and accountability for achieving Indigenous Australian priority.
- Establish overarching direction and line of sight for achieving Indigenous Australian priority.
- Steer decision on appropriate resource allocations.
- Support Faculties to provide operational details on how they will contribute to achievement of Indigenous Australian priority.

The Indigenous Australian Foundational Academic Plan outlines a set of key objectives and strategies (see Table 6.1 below).

**Table 6.1** Indigenous Australian Foundational Academic Plan – key objectives and strategies

OBJECTIVES	STRATEGIES
<p>1. Transformative Indigenous education</p> <p>Sustainable growth in higher education participation and attainment of Indigenous Australian students and staff</p>	<p>1.1 Enhance understanding of Indigenous Australian perspectives and culture.</p> <p>1.2 Increase participation, wellbeing and success of Indigenous Australian students.</p> <p>1.3 Increase recruitment, development and retention of Indigenous Australian staff.</p>
<p>2. Transformative Indigenous research</p> <p>Building research capacity in collaboration with Indigenous communities—research with, and for, Indigenous Australians</p>	<p>2.1 Recruit and retain Indigenous Australian HDR students and researchers.</p> <p>2.2 Grow the body of Indigenous-led research and research co-designed with Indigenous Australians in a manner that respects, engages and empowers Indigenous people and communities.</p> <p>2.3 Implement training in Indigenous research methods to build the capacity and knowledge of researchers undertaking research with, and for, Indigenous Australians.</p>
<p>3. Regional, national and international leadership</p> <p>Leadership in authentic and innovative Indigenous-led education, research and community engagement</p>	<p>3.1 Strengthen regional engagement.</p> <p>3.2 Form sustainable, ethical and mutually beneficial relationships that address the needs of Indigenous Australians and deliver societal benefits.</p> <p>3.3 Raise the visibility of Indigenous Australian perspectives and expertise.</p>

Each of the other foundational plans for Learning and Teaching; Research and International also have specific Indigenous Australian actions developed with senior Indigenous Australian university staff in consultation with the relevant plan owners. The QUT Academic Plan outlines a range of measures that senior officers of the university have ownership and/or responsibility (Figure 6.1).

**Figure 6.2** QUT Academic Plan Measures

	Provost	DVC and VP (Education)	DVC and VP (Research and Innovation)	DVC and VP (International)	PVC (Indigenous Strategy)	VP (Business Development)	VP (Administration) and Registrar	Faculty Executive Deans	Institute Executive Directors
<b>INDIGENOUS AUSTRALIANS</b>									
Indigenous Australian student recruitment/retention/completion	■	■					■	■	■
Indigenous Australian HDR student recruitment (incl pathways)/retention/completion	■		■					■	■
Indigenous Australian student satisfaction and graduate outcomes	■	■	■		■			■	■
International experiences undertaken by Indigenous Australian students		■	■	■	■			■	■
International experiences undertaken by Indigenous Australian academics	■		■	■	■			■	■
International travel scholarships for Indigenous Australian students/staff				■	■	■			
Total philanthropic income allocated to Indigenous Australian activities					■	■			
Increase proportion of Indigenous Australian staff to 3%	■				■		■	■	■
Staff members gaining Associate Fellow of the HEA (Indigenous)	■	■						■	■
Indigenous community/government/industry/philanthropic/international partnerships			■	■	■	■			■
Indigenous-led/ co-designed research projects	■		■		■			■	■

## 6.2 INDIGENOUS WORKFORCE STRATEGY

QUT is committed to increasing employment rates of Indigenous Australian staff at the university to be three per cent of the total workforce. As part of Blueprint 6, the university has committed to quantify its success by measuring how well it improves employment rates for Indigenous Australian staff.

University data indicates that 1.75 per cent of staff identified as Indigenous Australian in 2020. This 2020 result is up from 1.42% in 2019 but still below the stipulated three per cent target. Each faculty, institute and division across the university has an internal target that is monitored and reported on as detailed in QUT’s quarterly Corporate Performance Reports. Latest Higher Education Statistics Indigenous Australian staff data released in 2019 demonstrates QUT’s achievements in Indigenous Australian employment. It shows that:

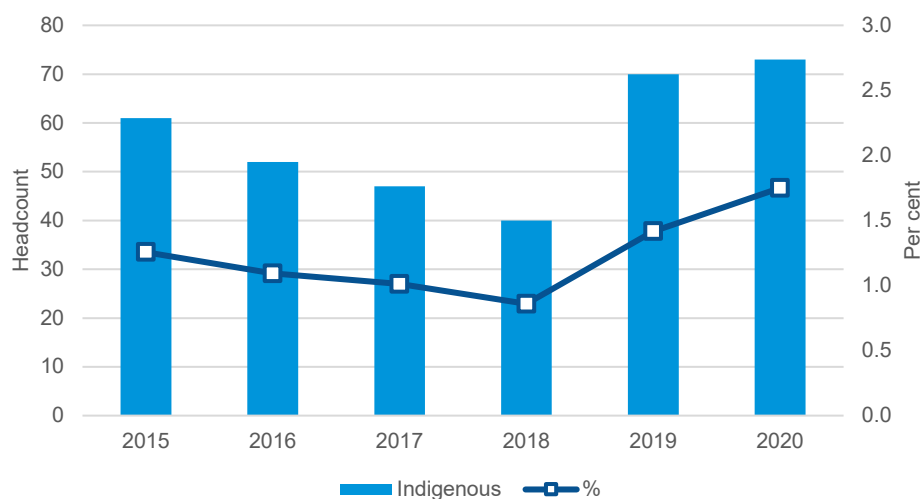
- QUT’s national ranking for the total number of Indigenous Australian staff employed has improved from eighteenth in 2018 to tenth in 2019.
- QUT has also improved its national ranking for the number of Indigenous Australians employed as Academic staff from twenty-fourth in 2018 to fourteenth in 2019.
- QUT has also improved its national ranking for non-academic staff from equal tenth in 2018 to seventh in 2019.

The impact of the COVID-19 pandemic in 2020, saw the University undertake a major change program to reduce costs. Consistent with the University’s Blueprint 6 priority for ‘Indigenous Australian Engagement, Success and Empowerment’, QUT made a commitment to all ongoing Indigenous Australian staff affected by the change program to provide opportunities within the university, in the event their positions were impacted.

**Table 6.2** Number and proportion of Indigenous Australian staff, QUT, 2015-2020

	2015	2016	2017	2018	2019	2020
Indigenous Australian staff (n)	61	52	47	40	70	73
Share of staff who are Indigenous Australian (%)	1.26	1.09	1.01	0.86	1.42	1.75

**Figure 6.3** Proportion of Indigenous Australian staff, QUT, 2015-2020



QUT's Indigenous Australians Employment Strategy (IAES) 2018-2021 consolidates the university's commitment through its strategic focus on recruitment, retention, development and workplace culture. The strategy is published online at: <http://www2.qut.edu.au/jobs/indigenous-employment/>. The strategy meets requirements under section 12 of the ISSP Guidelines through its inclusion of a key performance indicator to increase of the number of employees engaged by QUT who are Indigenous Australian to at least 3 per cent of all employees of QUT. Additionally, since February 2019, QUT has had an Indigenous Australian appointed to the senior executive position of Pro Vice-Chancellor (Indigenous Strategy) which reports directly to the Vice-Chancellor. The strategy also includes key performance indicators and prioritisation of the following matters: increasing the number of academic employees engaged by QUT who are Indigenous Australian; and professional development and career advancement of academic employees engaged by QUT who are Indigenous Australian. Progress of the practical implementation of QUT's Indigenous Australians Employment Strategy is reported to the Vice-Chancellor and President's Indigenous Australian Advisory Committee (IAAC). It is also discussed at the Aboriginal and Torres Strait Islander Staff Committee (Staff Committee). The implementation of the Strategy is supported by the Indigenous Australian Employment Coordinator and other members of the Human Resources Department.

Key 2020 successes and milestones achieved against the objectives of the strategy include:

- QUT provided six Aboriginal and Torres Strait Islander Selection Panel Member Workshops in 2020.
- Recruitment and selection processes were enhanced to ensure the inclusion of Indigenous Australian staff representation with recruitment processes involving Indigenous Australians.
- The online Aboriginal and Torres Strait Islander Talent Pool had a decrease in interest in 2020 with six candidates registered (down from forty-one in 2019). This decrease can be explained by the significant increase in the frequency of Indigenous Australian career opportunities across the University in 2020 reducing the need for individuals to maintain their status in the talent pool. There were 152 Indigenous Australian job applications received during the year for identified, targeted and non-identified professional and academic roles across the University. (Recruitment)
- A preliminary review of the IAES, in partnership with the Pro Vice-Chancellor (Indigenous Strategy) began in 2020 following the release of Blueprint 6 university-wide strategy (released 26 November 2019). An extensive review and consultation process will begin in January 2021; and subsequent release of the new plan will be quarter four, 2021.
- QUT's HR (Business) Partners and the Indigenous Australian Employment Coordinator actively promoted Indigenous Australian employment into academic and non-academic positions as part of recruitment discussions and through information sessions with management groups.
- In 2020, preliminary work began to create a clear framework and ensure appropriate resources were scoped and made available prior to the release of the Indigenous Australians Traineeship Program in early 2021. The program will start in February 2021 with the recruitment of five (5) trainees as well as an Indigenous Australian Traineeship Coordinator to provide support for the program.
- Awareness of the Cultural and Ceremonial leave provision for Aboriginal and Torres Strait Islander employees is promoted to staff.
- Indigenous Australian businesswoman, Leesa Watego, appointed Associate Professor Indigenous Business - QUT Business School's first Indigenous Australian academic. Leesa joins QUT with extensive experience as a practitioner across multiple sectors including Indigenous Business.
- Indigenous Australian Visiting Fellow appointments were made in the School of Optometry and Vision Science: Lauren Hutchinson, a Wiradjuri woman and alumna, and Associate Professor Kristopher Rallah-Baker, a Yuggera and Biri-Gubba-Juru/Yuggera man and Australia's first Indigenous Australian ophthalmologist.
- Indigenous Australian Employment Coordinator and HR (Business) Partners worked with faculty, institute and division leaders regarding their workforce planning strategies, including developing and implementing strategies for recruiting, developing and retaining Indigenous Australian staff (both academic and professional) to achieve individual faculty/institute/division targets.
- In 2020, the Aboriginal and Torres Strait Islander Staff Committee met on four occasions throughout out the year providing a representative voice for the university's Indigenous Australian staff and made recommendations to the Indigenous Education, Research and Employment Committee for consideration.
- The university's annual reward and recognition program has two specific categories promoting Indigenous Australian perspectives and Indigenous Australian achievements.
- Virtual team building/ networking activities and regular Zoom 'Drop-Ins' with the Elder-in-Residence undertaken to support the health and wellbeing of Indigenous Australian staff and combat the impact of social isolation during COVID-19 pandemic.



Going forward, the 2021 intensive review and subsequent release of the new Indigenous Australians Employment Strategy will include broad stakeholder input. It will also align the Strategy with other university strategies; including Blueprint 6 (released 26 November 2019). Proposed focus areas to increase the rate of progress being achieved include increasing cultural awareness and support, increasing leadership accountability and visibility, establishing a multi-layered development approach to support staff at all stages of their career, reviewing governance and reporting, establishing clear pathways for HDR students for academic careers, developing graduate/trainee (entry-level) programs and setting aspirational workforce targets.

**Table 6.3** Indigenous Australian workforce data (2020 breakdown)<sup>xiv xv xvi xvii</sup>

LEVEL/POSITION	PERMANENT		CASUAL AND CONTRACT	
	ACADEMIC	NON-ACADEMIC	ACADEMIC	NON-ACADEMIC
<b>Professional staff</b>				
HEW2				10
HEW3				4
HEW4		6		2
HEW5		17		4
HEW6		4		6
HEW7		2		6
HEW8		3		1
HEW9		1		3
HEW10		2		
<i>Total professional staff</i>		35		32 <sup>^</sup>
<b>Academic staff</b>				
International College Educators	1			
Level A			1	
Level B	4		2	
Level C	1		1	
Level D	1			
Level E	1			
Sessional academic			4	
<i>Total academic staff</i>	8		8	
<b>Senior staff</b>				
<i>Total senior staff</i>			2	3
<b>QUT totals</b>				
	8	35	10	35 <sup>^</sup>
		43		45
			88	

**NOTES:**

\* Data is taken as a snapshot as at 31 December 2020.

\*\* Headcount data in table 5.1 represents all staff employed in each of the employment categories. As some staff are employed in multiple positions, they are included in each of the relevant employment categories represented in the table. Note however, for the staff total at the University level, they are counted only once.

<sup>^</sup> Sum of Non-academic staff in the professional classification levels is 36 however four staff have appointments across two classification levels, actual total is 32.

## 6.3 WORKING WITH VULNERABLE PEOPLE REQUIREMENT

	YES/ NO
Has the university completed a risk assessment?	Yes
Have staff involved in ISSP received training?	Yes
Does the university have a compliance process in place?	Yes

## 6.4 INDIGENOUS GOVERNANCE MECHANISM

Indigenous Australian Advisory Committee (IAAC) provides advice to the University on Indigenous Australian policy and strategy and monitors specific Indigenous Australian education, research and employment programs including Indigenous Australian priorities as outlined in Blueprint 6. The Committee also supports the facilitation and development of strategic relationships with Aboriginal and Torres Strait Islander communities and local groups. Indigenous Australian Advisory Committee is a management committee accountable to the Vice- Chancellor and President for fulfilling its responsibilities (refer Table 6.4).

**Table 6.4** IACC responsibilities

FUNCTIONS	RESPONSIBILITIES
Advisory	<ul style="list-style-type: none"> <li>▪ Provides advice, through the Vice-Chancellor and President, the Provost, the Executive Director, Carumba Institute the Pro Vice-Chancellor (Indigenous Strategy), the Director, Oodgeroo Unit, or through committees including University Learning and Teaching Committee, University Research and Innovation Committee, and Aboriginal and Torres Strait Islander Staff Committee on Aboriginal and Torres Strait Islander engagement, success and empowerment across the University including: <ul style="list-style-type: none"> <li>– Embedding Indigenous Australian Knowledge's and perspectives in curriculum</li> <li>– Recruitment, retention and completion of Aboriginal and Torres Strait Islander student</li> <li>– Recruitment, retention and support of Aboriginal and Torres Strait Islander staff</li> <li>– Indigenous Australian research and engagement involving government, university and industry impacting on Aboriginal and Torres Strait Islander peoples</li> <li>– Relevant public and higher education policy matters before the University; and</li> <li>– Any other matter affecting Aboriginal and Torres Strait Islander peoples at QUT.</li> </ul> </li> <li>▪ Makes recommendations to the Vice-Chancellor and President on Indigenous Australian related policies and strategies, including but not limited to: <ul style="list-style-type: none"> <li>– Aboriginal and Torres Strait Islander education and employment (A/8.1)</li> <li>– QUT Aboriginal and Torres Strait Islander Action Plan the Aboriginal and Torres Strait Islander Research Strategy</li> <li>– The Indigenous Australian Education Strategy</li> <li>– QUT's Strategic Plan (Blueprint 6).</li> </ul> </li> <li>▪ Provides recommendations relating to the implementation of the National Indigenous Higher Education Workforce Strategy and Universities Australia Indigenous Strategy.</li> <li>▪ Provides recommendations to senior executives holding specific portfolio responsibilities.</li> </ul>
Monitoring and review	<ul style="list-style-type: none"> <li>▪ Monitors and reports on the implementation of the QUT Aboriginal and Torres Strait Islander Action Plan and policy.</li> <li>▪ Monitors implementation of QUT's Aboriginal and Torres Strait Islander strategies.</li> <li>▪ Reviews, monitors and recommends to the Vice-Chancellor and President on the distribution of the Indigenous Students Success Program in Higher Education (ISSP) funding to QUT's Aboriginal and Torres Strait Islander student support areas including but not limited to the Oodgeroo Unit, the Carumba Institute and Equity and Student Counselling.</li> </ul>
Community engagement	<ul style="list-style-type: none"> <li>▪ Supports the facilitation and development of strategic relationships with Aboriginal and Torres Strait Islander communities and local groups.</li> </ul>
Sub Committees	<ul style="list-style-type: none"> <li>▪ In progressing the Committee's purpose, the committee will establish, as necessary, sub-committees and/or working groups for the purpose of providing specialist advice on any Indigenous Australian matter relevant to the committee.</li> </ul>

**Table 6.5** IAAC membership

CATEGORY	MEMBER
Pro Vice-Chancellor (Indigenous Strategy) as Chair <i>[ex officio]</i>	Ms Angela Barney-Leitch (commenced 10/1/20)
Vice-Chancellor and President <i>[ex officio]</i>	Prof Margaret Sheil AO (commenced 10/1/20)
Provost <i>[ex officio]</i>	Prof Nic Smith (commenced 2/4/20)
Vice-President (Administration) and University Registrar or nominee	Ms Gillian Bromley (commenced 10/1/20)
Deputy Vice-Chancellor and Vice-President (Education) <i>[ex officio]</i>	Prof Robina Xavier (commenced 26/2/20)
Executive Director, Carumba Institute <i>[ex officio]</i>	Prof Peter Anderson (commenced 10/1/20)
One dean, nominated by the Vice-Chancellor and President	Assoc Prof Amanda Gudmundsson (commenced 11/03/20)
Director, Oodgeroo Unit <i>[ex officio]</i>	Ms Julie Cook (commenced 10/1/20)
Elder-in-Residence <i>[ex officio]</i>	Mr Gregory Egert (commenced 10/1/20)
Two representatives from Aboriginal and/or Torres Strait Islander community organisations nominated by the Vice-Chancellor and President in consultation with the Pro Vice-Chancellor (Indigenous Strategy)	Ms Mundanara Bayles (commenced 10/1/20) Mr Dennis Conlon (commenced 11/3/20)
One Aboriginal and/or Torres Strait Islander student nominated by the Vice-Chancellor and President	Mr Wyatt Cook-Revell (commenced 11/3/20)
Two Aboriginal and/or Torres Strait Islander staff members of the University, nominated by the Vice-Chancellor and President	Dr Craig Cowled (commenced 11/3/20) Ms Fiona Smallwood (commenced 11/3/20)
IAAC Chair's nominee on University Equity Committee, <i>[coopted]</i>	Ms Alisha Britten (commenced 16/3/20)
Secretary	Mrs Joanne Waterhouse

The Indigenous Australian Advisory Committee met four times in 2020 on: 21 April, 9 June, 1 September and 17 November. Main business items and activities actioned by/through IAAC in 2020 included: Aboriginal and Torres Strait Islander Enrolments; Students Success Program; Country to Campus Strategy; Oodgeroo Unit Report (to each meeting); Indigenous Australian Employment Update (to each meeting); Confirmation of Aboriginality and/or Torres Strait Islander Descent Policy; QUT Indigenous Australian Strategic Planning – progress with implementing QUT's Indigenous Australian Priority.

## STATEMENT BY THE INDIGENOUS GOVERNANCE MECHANISM

The Indigenous Australian Advisory Committee is pleased to endorse the submission of QUT's 2020 ISSP Performance Report and Financial Acquittal. The Committee acknowledges the work across the institution in contributing to the Commonwealth's vision for Indigenous persons to enrol, progress and complete higher education at the same rate as, or a better rate than, non-Indigenous persons. The Committee thanks the areas who contributed to the administration of the ISSP grant and to the compilation of the 2020 Performance Report and Acquittal including the Oodgeroo Unit, Carumba Institute, Faculties, Human Resources Department, Equity Services Department, Digital Business Solutions and Finance Business Solutions.

### CONTACT DETAILS:

Organisation: Queensland University of Technology

Contact Person: Angela Leitch, Pro Vice-Chancellor (Indigenous Strategy)

Phone: (07) 3138 1043

E-mail: [opvcis@qut.edu.au](mailto:opvcis@qut.edu.au)

## ADDITIONAL INFORMATION FOR COMPLETING THE TEMPLATE

- 
- <sup>i</sup> Only payments made during 2019 can be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.
- <sup>ii</sup> Record the number of students (head count) not EFTSL.
- <sup>iii</sup> Include both preserved and new ISSP scholarships.
- <sup>iv</sup> Include payments to all enabling students, including remote and regional students.
- <sup>v</sup> Include payments to all undergraduate students, including remote and regional students.
- <sup>vi</sup> Include payments to all postgraduate students, including remote and regional students.
- <sup>vii</sup> Record only hours of instruction received by the students (do not include staff planning or organising time).
- <sup>viii</sup> Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.
- <sup>ix</sup> Only record amounts which would/did require payment during the 2019 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year.
- <sup>x</sup> Note the data in this table is a subsection of the all student scholarship data provided in Table 1.
- <sup>xi</sup> This figures in this column should be the sum of the relevant row.
- <sup>xii</sup> Record the value of all verbal and written scholarship offers for the 2019 calendar year, including those offers that were not accepted by the student. Record the 2019 component of new scholarship offers and the planned 2019 value of previously awarded scholarships (including continuing scholarships and preserved scholarships). The recording of offers recognises provider efforts to support regional and remote students but also that universities cannot control whether students choose to accept offers of assistance.
- <sup>xiii</sup> This data confirms the provider's compliance with Section 21(3) of the Guidelines.
- <sup>xiv</sup> While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce.
- <sup>xv</sup> Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.
- <sup>xvi</sup> The numbers recorded here should be a headcount of staff and not the full-time equivalent.
- <sup>xvii</sup> There is no longer a requirement to break up these by faculty. Please group together results by level.

## Indigenous Student Success Program 2020 Financial Acquittal

Organisation

Queensland University of Technology

### 1. Financials – income and expenditure

**Table 1a ISSP income available to support Indigenous students in 2020 (excluding GST) <sup>1</sup>**

Item	(\$)
<b>A. ISSP Grant</b>	
ISSP Grant 2020 (flexible component)	3,105,084
ISSP Grant 2020 for preserved scholarships	33,066
<i>Subtotal ISSP Grant</i>	<b>3,138,151</b>
<b>B. Other ISSP Related Income</b>	
Rollover of ISSP funds from 2019	-
Interest earned/royalties from ISSP funding	-
Sale of ISSP assets	-
<i>Subtotal other ISSP related income</i>	-
<b>Grand total for 2020</b>	<b>3,138,151</b>

**Table 1b Other funding available to support Indigenous students in 2020 (excluding GST) <sup>2</sup>**

Item	(\$)
<b>A. Other non-ISSP funds</b>	
Other funding provided under HESA <sup>3</sup>	284,571
Other Commonwealth Government funding	-
ATO cash flow boost voluntarily allocated by you to this activity	-
Funds derived from external sources <sup>4</sup>	141,000
<b>Total of other non-ISSP funds for 2020</b>	<b>425,571</b>


  
 .....initials

**Table 1c Expenditure on support for Indigenous students during 2020 (excluding GST) <sup>5</sup>**

Item	Actual ISSP (\$) <sup>6</sup>	Estimate other funds (\$) <sup>7</sup>	TOTAL (\$) <sup>8</sup>
Preserved scholarships	16,533	-	16,533
"New" scholarships from flexible ISSP funding	576,658	5,660	582,318
Externally funded scholarships		136,000	136,000
Teaching and learning <sup>9</sup>		-	-
Salaries for staff working on ISSP activities (excluding JobKeeper payments) <sup>10 11 12</sup>	2,015,245	1,451,591	3,466,835
Administration for staff working on ISSP activities <sup>13</sup>	268,233	107,552	375,785
Travel – domestic (airfares, accommodation & meals)	11,006	9,303	20,309
Travel – international (airfares)		1,073	1,073
Travel – international (accommodation and meals)	-	837	837
Conference fees and related costs <sup>14</sup>	-	628	628
ISSP Asset purchases made during 2020 <sup>15</sup>	-	-	-
Other (including other ATO cash flow boost expenditure not included in above figures)	141,694	42,021	183,715
<b>A. Total Expenditure 2020</b>	<b>3,029,368</b>	<b>1,754,664</b>	<b>4,784,033</b>
<b>B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year</b>	-		
<b>2020 ISSP funding committed (A + B)</b>	<b>3,029,368</b>		
<b>D. Other unexpended 2020 ISSP Funds to be returned to PM&amp;C <sup>16</sup></b>	-		
<b>C. Unexpended 2020 preserved scholarships funds to be returned to PM&amp;C</b>	<b>16,533</b>		
<b>E. Unexpended ISSP funds agreed to rollover into 2021</b>	<b>92,250</b>		
<b>For NIAA information only</b>			
JobKeeper payment/s received and expended on this activity (value \$)			

## 2. Rollovers

**Table 2 Rollovers agreed**

	Rolled over (\$) (A)	Expended/committed <sup>17</sup> (\$) (B)	Excess to be returned to the Department <sup>18</sup> (C) (C = A - B)
2019 funds rolled over into 2020	-	-	-
2020 funds agreed for rollover into 2021	92,250	92,250	

Please provide details of rollovers outlined in Table 1d above:  
 - the expenditure of 2019 ISSP funds rolled over into 2020.  
 - progress towards expenditure of 2019 funds rolled over into 2020.  
 [Please delete this box if no roll-over was agreed]

There was no agreed rollover from 2019 into 2020 and unspent funds were returned.  
 Approval has been given to rollover 2020 ISSP into 2021 for Delivery of the Project Blue - Bilbie Labs (Virtual Songlines).

### 3. Goods and Services Tax

**Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2020** <sup>19</sup>

1. GST received by you in 2020 as part of the Indigenous Student Success Program funding under the Higher Education Support Act 2003 <sup>20</sup>			\$ -
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) <sup>21</sup>			\$ -
Amount remitted: \$ -	Amount remitted: \$ -	Amount remitted: \$ -	
Date remitted: / /	Date remitted: / /	Date remitted: / /	

### 4. ISSP Assets

**Table 2a ISSP Assets inventory** <sup>22</sup>

Asset Description/ category	Adjustable Value <sup>23</sup>	ISSP contribution <sup>24</sup>
All Assets have been carried forward from prior ITAS funding		
Motor Vehicle 708TOK (27/2/14)	6,159.89	Nil
Motor Vehicle 709TOK (4/2/14)	6,159.89	Nil
MFD Fuji Xerox serial number 732750 (18/2/15)	96.69	Nil
MFD Fuji Xerox serial number 733230 (16/4/15)	225.60	Nil
MFD Fuji Xerox serial number 733669 (28/4/15)	215.40	Nil
<b>Total</b>	<b>12,857.47</b>	

**Table 2b ISSP Assets - purchases during 2020**

Asset Description/ category	Purchase Value	ISSP contribution
N/A		

**Table 2c ISSP Assets - disposals during 2020**

Asset Description/ category	Adjustable value	Disposals/ Sale Price <sup>25</sup>	ISSP component <sup>26</sup>	Disposals Age <sup>27</sup>
N/A				

### 5. Endorsement of the Financial Acquittal <sup>28</sup>

2020 Financial Acquittal supported and initialled by:

Geoff Smith

(Print name of relevant officer)

Chief Financial Officer

(Print position title)

(Signature and date)

*Geoff Smith* 9/4/21

**SIGN HERE**

Telephone contact: (07) 3138 3098

E-mail: geoff.smith230@qut.edu.au

INITIALS HERE  
*GS*