

Indigenous Student Success Program

2024 Performance Report

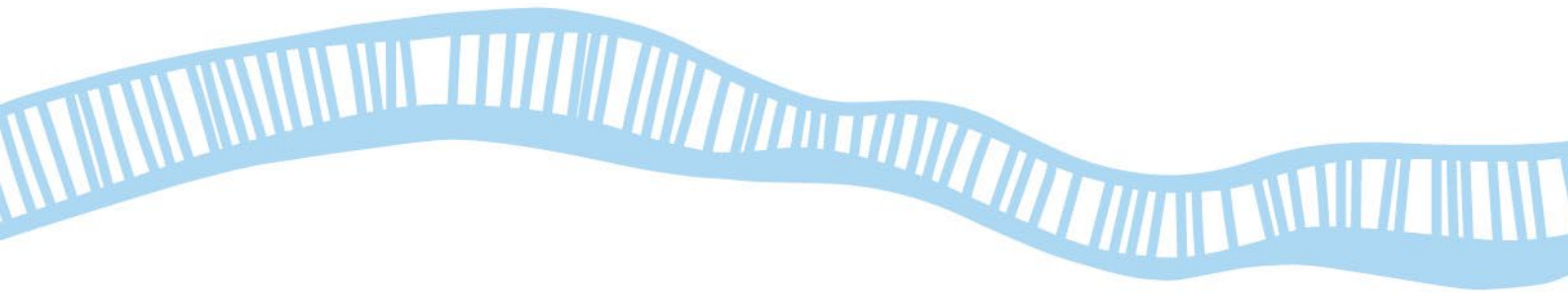


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ACKNOWLEDGEMENT OF COUNTRY

THE QUEENSLAND UNIVERSITY OF TECHNOLOGY 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.

ABOUT QUT

QUEENSLAND UNIVERSITY OF TECHNOLOGY (QUT) IS A MAJOR AUSTRALIAN UNIVERSITY WITH A GLOBAL OUTLOOK AND A REAL-WORLD FOCUS.

With more than 50,000 students and just under 5,000 staff, QUT offers academic programs in fields spanning business, creative industries, education, engineering, health, law, science and social justice. Our learning, education and research is delivered across five faculties including Faculty of Business and Law; Faculty of Creative Industries, Education and Social Justice; Faculty of Engineering; Faculty of Health; Faculty of Science, as well as the QUT College, the Carumba Institute and more than 10 university-wide research centres. QUT is establishing a new stand-alone Faculty of Indigenous Knowledges and Culture which will expand education and research programs in Indigenous knowledges and culture for all students.

Located on the unceded sovereign lands of the Turrbal and Yugara people, 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 Australian 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 (Yugambah/ Kombumerri Country), west to Gatton (Yuggera Ugarapul Country) and east to Minjerribah (North Stradbroke Island) (Quandamooka Country). The region is home to over 100,000 Indigenous Australians and comprises 2.8 per cent of the region's total population. The vast majority of the QUT's Indigenous Australian enrolments come from communities within this regional catchment area.

With just over thirty years of history, QUT is proud of its achievements in Indigenous Australian higher education, research and engagement. QUT is committed to building, sustaining and celebrating a culture of excellence in Indigenous Australian education, research and engagement. This priority commitment is embedded within the Connections: QUT Strategy 2023- 2027 making it a core part of the operations of the whole university. The strategy outlines QUT's ambition to be a model of innovative leadership in Indigenous Australian education, research and community engagement, nationally and internationally.

OUR INSPIRING INDIGENOUS AUSTRALIAN SPACES

QUT HAS AND CONTINUES TO PLAY KEY ROLES IN CREATING INTELLECTUALLY ENGAGING SPACES TO INCUBATE AND SUPPORT INDIGENOUS AUSTRALIAN EXCELLENCE.

OODGEROO UNIT

As a university with one of the highest Indigenous Australian enrolments in the country, QUT's Aboriginal and Torres Strait Islander student support unit – the Oodgeroo Unit is an important source of support for Indigenous Australian students at QUT. The expertise and contribution of the Oodgeroo Unit is highly valued by the university for the important role it plays in providing a culturally affirming, intellectually engaging place of connection for Indigenous Australian students. In collaboration with faculties and other support services, the unit plays a key role to ensure the university as a whole is supporting and contributing to the engagement of Indigenous Australians and the overall quality of their educational experience.

For more information visit:

<https://www.qut.edu.au/about/oodgeroo>



CARUMBA INSTITUTE

QUT is helping develop and grow Indigenous Australian research excellence and innovation, by supporting Indigenous Australian researchers and building a world-class Indigenous Australian research environment. We have established our own Indigenous Australian research Institute – the Carumba Institute – which provides an environment where emerging Indigenous Australian researchers can access world-class facilities and resources they need to flourish. The institute also plays a pivotal role in providing cohort support and creating intellectual spaces to incubate and support Indigenous Australian excellence and innovation in research.

For more information visit:

<https://www.qut.edu.au/research/carumba-institute>



FACULTY OF INDIGENOUS KNOWLEDGES AND CULTURE

QUT recently announced it will be establishing a new stand-alone Faculty of Indigenous Knowledge s and Culture. The new faculty will expand education and research programs in Indigenous knowledges and culture for all students, building on the strong foundations the university has already developed. It will develop and offer courses focused on Indigenous Australian cultures, languages, history and contemporary issues. This educational focus provides all students, from undergraduates to career professionals, with a deeper understanding of Indigenous perspectives. The faculty also provides a high-profile connection point for the University and community partner organisations to work across a range of related discipline areas.

For more information visit:

<https://www.qut.edu.au/about/faculty-of-indigenous-knowledges-and-culture>



QUT INDIGENOUS AUSTRALIAN DATA – AT A GLANCE


QUT IS MAKING SIGNIFICANT GAINS OVER TIME ACROSS ACCESS, PARTICIPATION, SUCCESS AND COMPLETION FOR INDIGENOUS AUSTRALIAN STUDENTS AND STAFF.

943 
Indigenous Australian students enrolled at QUT in 2024

2.2% 
of QUT's domestic student population were Indigenous Australian in 2024

361 
Indigenous Australian student commencements at QUT in 2024










161 
Indigenous Australians award course completion in 2024 – up from 155 completions in 2023.


70.2% 
of Indigenous Australian students enrolled at QUT came from the Brisbane region in 2024.


140+ 
courses
Indigenous Australian students undertaking a Bachelor degree course at QUT in 2024 were enrolled in a wide range of real-world study options.

 **BNursing**
Bachelor of Nursing was the most preferred single-degree (and overall) course of study for Indigenous Australian Bachelor degree students at QUT in 2024.


Indigenous Australian participation at QUT by field of study in 2024* and % change from 2023:


	Society and Culture 191 ↓ 5.4%
	Management and Commerce 174 ↓ 7.4%
	Health 148 ↑ 5.7%
	Education 115 ↓ 1.7%
	Creative Arts 95 ↑ 9.2%
	Engineering and Related Technologies 81 ↑ 32.8%
	Natural and Physical Sciences 59 ↓ 6.3%
	Information Technology 44 ↓ 12%
	Architecture and Building 27 ↓ 37.2%

24.7% 
Almost one-quarter of Indigenous Australian Bachelor's degree students at QUT were enrolled in double-degree courses in 2024.


 **BBehavSc. (Psych)/ BJus**
Bachelor of Behavioural Science (Psychology)/ Bachelor of Justice was the most preferred double-degree course by Indigenous Australian Bachelor degree students in 2024.


Indigenous Australian participation at QUT by course level in 2024*:


730 
Undergraduate enrolments


204 
Postgraduate enrolments


Indigenous Australian participation at QUT by course group in 2024*:


 Higher Degree (Research)
35


 Postgraduate coursework
63

 Grad Dip/ Grad Cert
106

 Undergraduate (Bachelor degree)
712

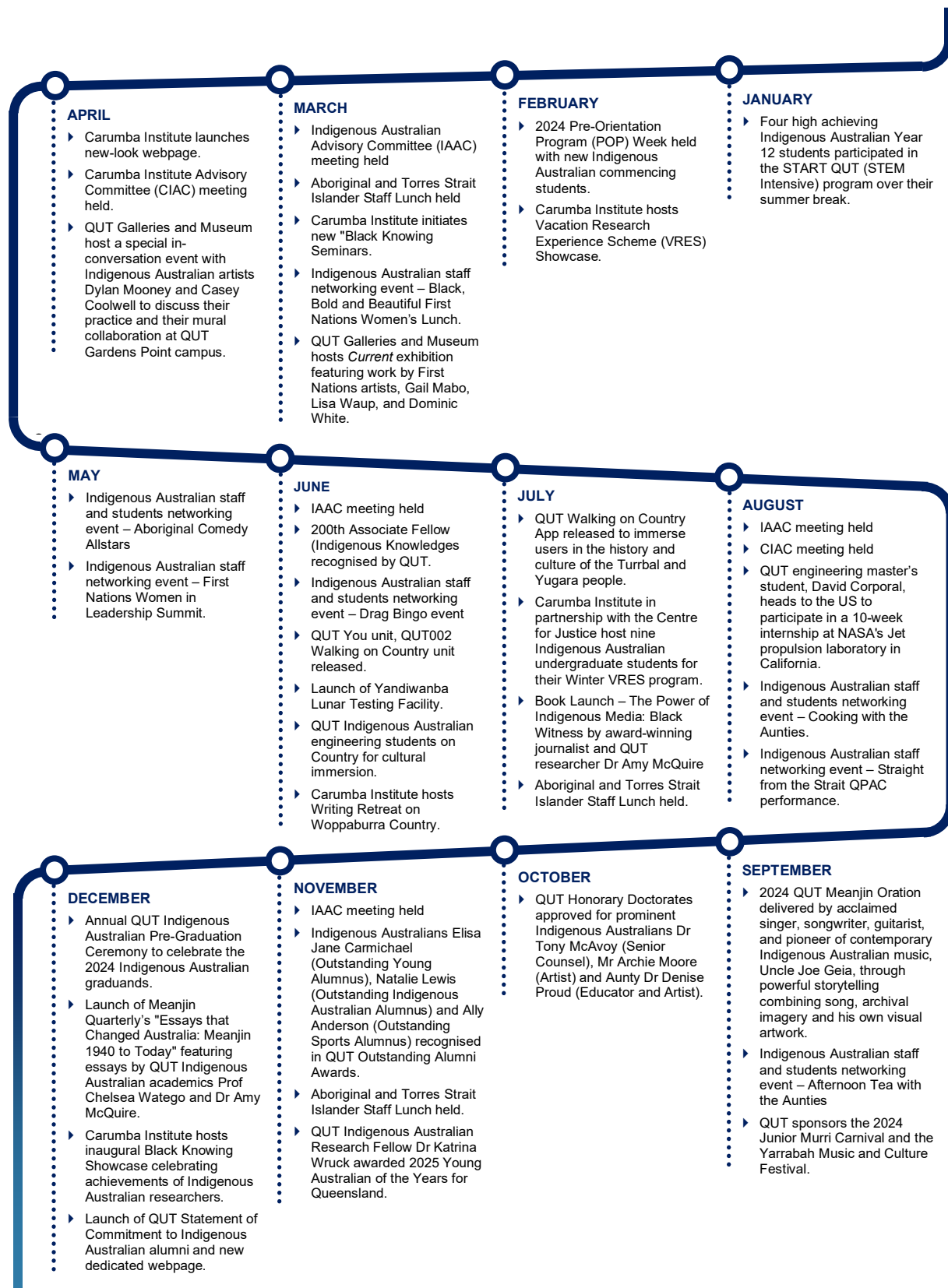
 Undergraduate (other)
18

2,300+ 
Indigenous Australian alumni have successfully graduated from QUT.

85 
Indigenous Australian staff employed in the university in 2024 comprising 2.19% of total staff.

QUT INDIGENOUS AUSTRALIAN HIGHLIGHTS AND ACHIEVEMENTS

QUT HAS ACHIEVED MANY HIGHLIGHTS DURING 2024 THAT CONTRIBUTE TO REALISING OUR VISION.



1. 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.

The Oodgeroo Unit continues to effectively engage with schools, industry and community and works strategically with a range of partners to raise the profile of higher education to prospective students by providing information around opportunities, demystifying higher education, and knowledge about alternative pathways. The Unit analyses enrolment patterns trends and work strategically with partners to promote and inspire prospective students to undertake a higher education path. Authentic engagement and valued partnerships are at the core of the Oodgeroo Unit service offerings. This supports the development of service offerings and enhances opportunities and experiences for Indigenous Australian students and focuses the Unit service offering to meet the need and provide targeted effort.

Key activities, strategies and programs undertaken across the university in 2024 to support and improve access to university for Indigenous Australian students included:

- › 2024 Pre Orientation Program (POP) Week saw over 50 Indigenous Australian students participate in a range of activities and workshops that strengthened their connections to course, community, culture, and country.
- › Recruitment and Community Engagement Team continued to host various on-campus events to engage Indigenous Australian secondary school students to enable them to explore QUT campuses, learn about courses and build connections between the students and the QUT Oodgeroo Unit. During 2024 the team engaged with over 200 secondary school students from schools across Queensland.
- › The Oodgeroo Unit and Faculties continued to collaborate on the university's Indigenous Australian admission pathway program called the Centralised Assessment and Selection Program. A total of 96 Indigenous Australians applied for entry to QUT in 2024, with 67 applicants being recommended for admission across a range of courses.
- › Oodgeroo Unit continued to develop its Student Ambassadors program which is essential to the success of a range of the unit's recruitment and engagement activities. 2024 saw 26 returning Oodgeroo Unit student ambassadors and 11 newly recruited ambassadors joining the program. To support them to fulfil their role, Student Ambassadors received regular professional development and training.
- › Recruitment and Community Engagement Team within the Oodgeroo Unit organised an Indigenous Australian Year 11 and 12 Experience Day, attracting over thirty Indigenous Australian students, staff members, and parents. Engaged participants, were provided essential information, and inspired Indigenous Australian students to consider higher education pathways at QUT.
- › The Oodgeroo Unit's Learning Success Team hosted its semesterly Welcome Back BBQ to welcome commencing and continuing students back to campus for Semester 1, 2024. The event was attended by students and began with a Welcome to Country from Songwoman Baringa and a special address from the Deputy Vice-Chancellor Indigenous Australia, Angela Barney-Leitch.
- › As part of QUT's sponsorship of the Junior Murri Carnival (JMC), the Oodgeroo Unit, in collaboration with QUT Sports engaged with over 1,300 JMC participants through a suite of interactive educational activities. The Oodgeroo Unit also hosted a stall at the JMC where 189 university promotional publications were handed out to the public/community in attendance at the carnival.



4th in
Australia

QUT is ranked 4th in Australia and 2nd in Queensland for both Indigenous Australian headcount and full-time equivalent (EFTSL) enrolments.

(Selected Higher Education Statistics, 2023 Student Data)

- › Faculty of Engineering, in partnership with Oodgeroo Unit, developed and piloted two new First Nations Year 10 STEM Workshops the focussed safe water and engineering for health care. The hands-on workshops showcase STEM careers and how engineers contribute to community's quality of life and were developed by Indigenous Australian students as part of their Engineering Honours thesis.
- › Film Screen and Animation within the Faculty of Creative industries, Education and Social Justice hosted twenty-five (25) Indigenous Australian Year 12 students for a tour of the creative arts precinct. This tour was facilitated in collaboration with the Oodgeroo Unit's Recruitment and Engagement team.
- › School of Creative Arts within the Faculty of Creative Industries, Education and Social Justice, hosts a reoccurring Welcome Activity in Welcome Week led by Auntie Jeanette Fabila and School staff to build student community. This activity is specially designed for Bachelor of Fine Arts (Acting) commencing, second- and third-year student cohorts includes Tree of Culture welcome activity with yarning circle and dance activities.
- › QUT Business School within the Faculty of Business and Law hosted Indigenous Australian participants attending the National Indigenous Business Summer School (NIBSS) at the University of Queensland for one of the visit days, leading a skills session and tour of campus.
- › In collaboration with the Aboriginal and Torres Strait Islander Community Health Service (ATSICHS) Brisbane, the Centre for Data Science within the Faculty of Science led an outreach activity at the Queensland Murri Carnival to engage young players with their match data and also speak about studying at university. This activity received positive feedback and will be conducted again next year.
- › The Student Success Language and Learning Educators within the Academic Division partnered with the Faculty of Business and Law Indigenous Project Officer, Equity Services, to contribute to an orientation initiative aimed at helping first-year Business and Law students transition into their university degrees. The educators delivered two interactive skills-based workshops as a part of the Indigenous Pre-Law and Business series to 12 students. The sessions covered time management, essential study and academic skills for assessment and provided an opportunity to meet other commencing students from the same faculty.
- › Indigenous Commonwealth Scholarship Scheme, administered through the QUT Scholarships Team continues to provide Indigenous Australian students with opportunity to receive an Indigenous Bursary and Indigenous Commonwealth Scholarship valued at \$5,000 per annum and an Indigenous Relocation Scholarship valued at \$5,000 per annum. In 2024, 60 students were awarded scholarships under this scheme.
- › The Science and Engineering Challenge (SEC) is a nationwide STEM outreach program presented by the University of Newcastle in partnership with communities, Rotary Clubs, universities and sponsors. Through the SEC students experience aspects of science and engineering which they would not usually see in their school. The program runs jointly with the Faculty of Science and Faculty of Engineering at QUT and has run here for over 15 years. QUT hosts students in Years 8, 9 and 10 over 4 x Challenge days in mid-February. In 2024, 772 students, 2.3% of whom were Indigenous Australian, attended over the four days.
- › Four high achieving First Nations Year 12 students participated in the START QUT (STEM Intensive) program over their summer break. Undertaking the Grand Challenge in Science unit (SEB104) and Engineering Design and Professional Practice Unit (EGB101) the two-week Intensive Program saw participants complete 80 Hours of study, including lectures, discussions, exercises and assessments. Having successfully completed the program the students will receive advance standing for the unit towards a related bachelor degree at QUT. They will receive 2.00pt selection rank adjustment and four credit points towards their Queensland Certificate of Education.

DATA MEETS SPORT: YOUNG ATHLETES EXPLORE SPORTS SCIENCE AT JUNIOR MURRI CARNIVAL (JMC)

FOR THE YOUNG PLAYERS AT THE JMC, THE THRILL WASN'T JUST ABOUT PLAYING THE GAME THEY LOVE – IT WAS ABOUT STEPPING INTO THE SHOES OF THEIR NRL IDOLS, WEARING THE SAME HIGH-TECH GEAR AS THE PROS.

Thanks to a partnership between the QUT Centre for Data Science (CDS) and the Aboriginal and Torres Strait Islander Community Health Service (ATSICHS) Brisbane, kids on two under-16 and under-14 teams were equipped with Catapult wearables during their matches, giving them a glimpse into the world of professional sports data.

The initiative was the brainchild of CDS Director Kerrie Mengersen and ATSICHS Brisbane General Manager for Corporate Services Jarryd Aleckson. Their goal was to provide these young athletes with an experience that merged sport and data in a meaningful way.

“Sports and data go hand in hand. We saw this as a unique way to give these young athletes a taste of sports data science while doing something they love,” said Kerrie.

“With countless opportunities in modern sports beyond the field, we saw this project as a chance to provide young athletes with an exciting new experience, showcasing alternative career paths within STEM and data science.” said Jarryd.

Catapult is the same provider of wearable vests used by NRL athletes. For three matches, the two teams wore the Catapult vests, which captured key performance metrics like speed, distance covered, and intensity of play—data capture that’s typically reserved for elite professionals.

QUT Professor Divya Mehta, Co-lead of the CDS Sports Systems Domain is excited about the project saying, “We were able to show them their data through personalized and team profiles. This allowed them to reflect not just on how they played but how they moved during the game.”

Beyond performance, this initiative had a deeper purpose: fostering data literacy. CDS PhD Candidate Becki Cook, curious to see if the experience could spark a new interest in data, developed two surveys—one given before the players wore the devices and one after.

“I think this project is important because sport is something many of our Aboriginal and Torres Strait Islander young people are passionate about,” said Becki

“By engaging them with their own data and showing how data is used in sport, we can build data literacy and provide tools for young people to improve their sport performance as well as their health and wellbeing.”

To respect privacy students were given aliases of famous Australian Indigenous players, spanning generations. From Arthur Beetson, the first Indigenous player to captain the Australian test team, to modern stars such as Reece Walsh and Selwyn Cobbo. The initiative didn’t just capture data – it also captured attention. Onlookers around the carnival were curious about the technology, and soon, some of the players were excitedly explaining how the wearables worked to their peers.

CDS researcher Dr. Alan Woodley said it was cool to see some of the players on our teams enthusiastically explaining the data and what it meant to their friends.

Pulling off this project was a true team effort. QUT’s School of Exercise & Nutrition Sciences provided the Catapult vests and PhD Candidate Bruna Bittencourt Sotomaio managed their use and extracted the data. CDS PhD Candidates Jamintha Samarakoon and Sithara Wijekoon then created the data visualizations that showed off the players’ performance. Also helping during the event, Ashley Stewart, Fiona Carson-Flynn, and Tim Macuga – all from CDS.

“This was more than just a tech experiment; it was a chance for young athletes to step into the shoes of pros, learn more about their performance, and potentially spark a new interest in data and health. We’re excited to see how this initiative evolves in the years to come,” Kerrie said.

With additional support from QUT Sport, the Australian Centre for Health Services Innovation (AusHSI), and the permission of the QMC and the Arthur Beetson Foundation, this initiative promises to grow. Plans are already underway to expand the project next year, bringing even more young athletes into the world of sports data science.



PhD Candidate Becki Cook talking Data Science with players

Article originally published in QUT Centre for Data Science News on 23 October 2024

2. PROGRESSION (OUTCOMES)

QUT IS COMMITTED TO ENSURING INDIGENOUS AUSTRALIANS HAVE THE SUPPORT THEY NEED TO ACHIEVE SUCCESS AND ENHANCE THEIR PROGRESSION THROUGH UNIVERSITY.

While increasing access to university is an important goal, it is just as vital that we ensure Indigenous Australians have an outstanding educational experience while at QUT. Indigenous Australian student engagement and success at university is influenced by a range of personal, cultural, social, educational and financial factors. QUT's Oodgeroo Unit is an important source of support for Indigenous Australians at QUT – both academically, socially and culturally. The unit provides a sense of belonging and a touch-point for community connections for students away from their daily interactions in lectures and classes. Faculties also play equally integral roles in ensuring Indigenous Australians enrolled in their disciplines feel welcomed and supported to confidently engage, so too do mainstream support services.

Key activities and strategies implemented across the university in 2024 to support success and progression for Indigenous Australians included:

- › The Carumba Institute provided two Vacation Research Experience Scheme (VRES) placements opportunities (winter and summer programs) for Indigenous undergraduate students, with the winter program attracting 11 students in total. Following the completion of their placements, students presented key findings from their research projects to the QUT community. They also reflected on what they gained from the VRES placement and their experiences as undergraduate students from various disciplinary backgrounds.
- › The Carumba Institute provided a range of financial supports to Indigenous Australian HDR students to assist with the purchase of conference registrations, equipment, and resources to support the students with their studies.
- › Carumba Institute hosted two Writing Retreats for Indigenous Australian VRES students, HDR students, QUT Blackademics and Carumba's research associates. The first (winter) writing retreat was held on Wop-pa (Great Keppel Island), off the coast of Yeppoon, Queensland with a total of 26 attendees. The week-long program involved workshops, reading, and writing groups facilitated by Carumba Institute staff. Attendees were invited to write and think on their own terms and discuss their studies/work with Carumba academics through one-on-one consultations. The group were treated with a mini concert by Uncle Joe and Uncle Graham. A second (summer) writing retreat was held at the end of the year on Yugembeh country with a total of 29 attendees.
- › A Community of Practice, co-chaired by the Director of the Oodgeroo Unit and Executive Director of Student Success and Wellbeing, has been established to support students and staff through a First Nations trauma-informed lens. This initiative fosters connections across QUT colleagues to enhance Indigenous student support across various departments and create more inclusive and supportive environment for students by sharing insights and best practices.
- › Faculty of Engineering created the role of Assistant Dean Engagement of Indigenous Australians in late 2023 with a focus on increased participation and success in engineering undergraduate and postgraduate programs, supporting existing students and developing research partnerships with industry and indigenous communities. The Faculty's Action Plan for 2024-25 commits Faculty to key actions in these areas.
- › Faculty of Engineering has committed to embedding indigenous perspectives throughout all their degrees and have identified units across each year level where indigenous perspectives will be incorporated and assessed as part of the accreditation process. Unit coordinators in these identified units are expected to work towards completing Assoc Fellow Indigenous – HEA. Funding of \$5k is available to assist unit coordinators in this process.



4th in
Queensland

QUT is ranked 4th in Queensland for Indigenous Australian student success rates.

(Selected Higher Education Statistics, 2023 Student Data)

- › Faculty of Engineering ran a weeklong Cultural Immersion Program for QUT indigenous engineering students with Indigenous-owned industry partner Waayni Shamrock United in Townsville in June 2024. This program highlights the integration of engineering with Indigenous culture and heritage (refer Case Study).
- › The Faculty of Science had a total of four (4) Indigenous Australian students take up a project in the Indigenous Australian Research Training Scheme (IARTS) and receive financial sponsorship under the auspice of IARTS.
- › The Centre for Data Science within the Faculty of Science offered research experiences for undergraduate students to support further study in higher degree research through two schemes. The Centre has hosted an Indigenous Australian student through the Faculty's IARTS in 2024. The Centre has also continued to offer its Aboriginal and Torres Strait Islander HDR pathways program to Indigenous Australian undergraduate students in other faculties as well as graduates looking to gain research experience to support entry into HDR programs.
- › The Student Success and Transitions team within the Academic Division provided outreach to commencing students, and students at risk of disengaging (email and phone). Students could self-refer, or staff could refer a student, to receive personalised 1:1 support. In addition, students could access individual appointments with a coach. 255 Indigenous Australian students engaged with these services in 2024, a percentage increase of 12.3% from 2023.
- › The Student Success STEPS program delivered through Academic Division provided commencing Indigenous Australians students with orientation support to promote retention by enhancing their knowledge, fostering a sense of belonging, developing learning skills and normalising help-seeking behaviour. A total of 9 Indigenous Australian students engaged with this program.
- › School of Exercise and Nutrition Sciences within the Faculty of Health communicate individually with student via email regarding support at week 1, census, week 10 and release of results. This includes for poor performing students connecting to tutoring, student success team, course co-ordinators and for high performing students e.g. scholarships, internships, research opportunities.

BACHELOR OF SCIENCE STUDENTS LEARN AND PRACTICE SCIENTIFIC METHODS THAT HAVE BEEN PRACTICED IN AUSTRALIA FOR TENS OF THOUSANDS OF YEARS

SEB107: BECOMING A CONTEMPORARY SCIENTIST UNIT IS HIGHLIGHTING THE POSITIVE AND INSPIRING FIRST NATIONS AUSTRALIAN SCIENCE, BOTH MODERN AND ANCIENT (FROM 2024 BACK TO 60,000+ YEARS).

In this unit, students will learn and understand the contributions and integral role of First Nations peoples in the advancement of Australian science and how developing this partnership is critical for scientists in the 21st Century and begin to explore emerging issues regarding Indigenous Cultural and Intellectual Property (ICIP).

The concept for the SEB107 unit began in the design sprint stage of the redesign of the Bachelor of Science degree (ST01). This was a two-year process that involved cultural competency workshops provided to staff by Professor Joe Sambono, Professor of Practice in Indigenous Australian Perspectives at QUT. These formed the basis for the information presented, particularly the key issues highlighted by Professor Sambono as key elements missing in the curriculum.

The unit itself was designed by Associate Professor Jessica Trofimovs in consultation with Professor Sambono as a First Nations Australian educator and mentor. Learning Designers collaborated with library staff to develop and refine assessments and create a reading list of First Nations science authors. This was a six-month process prior to delivery in Semester 1, 2024.

This initiative is designed to close a cross-cultural knowledge gap and improve cultural competency of staff and students, and ensuring the faculty is offering a culturally safe, respectful and enriching learning environment for all students. Historical barriers to this outcome extend back to Western colonisation of Australia, wherein literature portrayed First Nations Australians as "primitive", with factually incorrect statements such as an inferred "nomadic" lifestyle. This early portrayal has extended through history and bias exists today. Hence, the requirement for positive education.

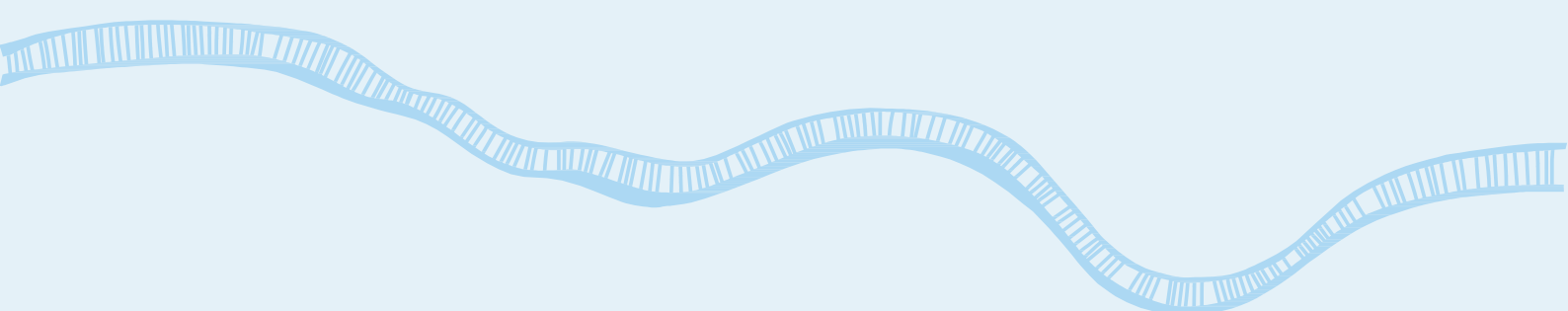
The planned strategy can be boiled down to exposing all students to positive First Nations science highlights to increase cross-cultural awareness. Practically, a tool kit for communicating, collaborating or co-designing scientific research with/ for First Nations Peoples was developed and presented to students so that they know where to start for conducting science on-country in their future careers.

Outcomes have been positive. Verbal, in-class feedback from a First Nations student in 2024 was that they were surprised that "everyone" didn't know that First Nations Peoples were using "modern" scientific methods for thousands of years, and that they were grateful that the unit bridged this gap in knowledge. They expressed pride in their culture being showcased.

Key impacts and outcomes of the initiative include:

- all incoming ST01 science students have been exposed to positive examples of First Nations Science dating back 80,000 years ago to example from current day;
- all science students have been sensitively exposed to the often-tumultuous history between First Nations Peoples and western settlement that is scaffolded in a way that highlights the need for collaboration and respect in the present and future;
- First Nations students see their culture and history represented and highlighted in the context of achievement in science;
- all science students learn of and practice positive collaboration with First Nations owners of the land by filling in an Indigenous Consultation and Action Plan which covers Native Title and Permissions, Indigenous Cultural Intellectual Property (ICIP), collaboration and communication. They can take this knowledge and actionable plan into their future careers.
- Cross-cultural awareness of legal and ethical practice on country.
- Raised knowledge base on First Nations science.

The unit is still in its infancy stage, although Student Voice Survey responses are so far overwhelmingly positive. The development of this unit was a very steep learning curve for non-Indigenous staff involved, and there was a lot of research and reiteration involved. It would have been extremely difficult without help of Professor Sambono. Future focus is to strengthen embedded First Nations Perspectives in the future years of the ST01 degree. This will cement its importance and relevance for the students.



ENGINEERING STUDENTS ON COUNTRY FOR CULTURAL IMMERSION

FIVE QUT ENGINEERING STUDENTS HAVE JUST SPENT FIVE DAYS IN THE TOWNSVILLE REGION WHERE THEY EXPERIENCED AUTHENTIC CULTURAL EXPERIENCES AND EXPLORED ENGINEERING THROUGH THE LENS OF INDIGENOUS CULTURE AND IDENTITY.

Drew O'Sullivan, Zayah Morgan, Jordan Roulstone, Kiah Faiva, and Jonah Anderson were participating in the new *QUT Faculty of Engineering Indigenous Australian Pilot Engineering and Culture Program* in collaboration with the QUT Oodgeroo Unit and the Townsville-based, Indigenous-owned construction company *WSU Civil*.



They were joined by QUT alumnus Ajay Anganjuan, James Cook University students Cameron Dodson and Cody Brown, and QUT engineering faculty members *Professor Les Dawes*, Assistant Dean, Engagement with Indigenous Australians, *Dr Craig Cowled*, School of Civil & Environmental Engineering and Keith Alexander (student engagement coordinator).

The civil, chemical, structural, mechatronics, electric, IT and robotics engineering students visited Bindal, Wulgurukaba and Gudjala lands in North Queensland.

"This trip was the culmination of almost two years of discussions and collaboration with Waanyi elder and WSU general manager Brad Foster to provide engineering students with an unforgettable 'On Country' experience," Professor Dawes said.

"The aim was for participants to immerse themselves in authentic cultural experiences that offer opportunities to explore engineering within the context of their own Indigenous Australian culture and identity.



QUT engineering students Zayah Morgan (left) and Kiah Faiva in Townsville

"For faculty members like myself and Dr Cowled who accompanied them, we will be able to absorb insights and experiences in a way that will long inform our undergraduate engineering programs and high school recruitment."

With the assistance of a grant from the Queensland Government's Department of Environment, Science, and Innovation, the group stayed on Magnetic Island/Yunbenun from June 24-28.

Their schedule featured visits to multiple work sites, including the WSU/Shamrock Civil Australian Institute of Marine Science site at Cape Ferguson, Kirwan Replacement Police Facility in Townsville with FKG Group, and Civil IQ. They also toured locations significant to local Aboriginal groups, and participated in learning sessions with archaeologists and Traditional Owners on how their work intersects with engineering projects.

"Other highlights included attending the women's State of Origin game at Queensland Country Bank stadium, creating their own didgeridoos and painting artifacts with Peter Santo, BBQs On Country, dancing with Auntie Gloria and family, sharing bushtucker and learning about Aboriginal and Torres Strait Islander war heroes," Dr Cowled said.

"Everyone came home with a feeling of having fostered meaningful connections and for some, there will be the chance to return for a 30-day, more in-depth placement experience."

QUT student Jonah Anderson found the experience extremely positive.

"The camp gave indigenous students the opportunity to thrive in a networking and cultural space like no other," Jonah said.

"The amount of support, belief, and advocacy provided by the WSU and QUT partnership for us was overwhelming in the most positive way."



QUT engineering student Jonah Anderson on an excursion to the Townsville region

The Faculty of Engineering will work closely with the Australian-first Faculty of Indigenous Knowledges and Culture at QUT which will begin taking students in 2025.

Article originally published in QUT News on 30 July 2024

3. COMPLETIONS (OUTCOMES)

QUT IS COMMITTED TO ENSURING INDIGENOUS AUSTRALIAN STUDENTS ARE SUPPORTED TO ACHIEVE THEIR FULL POTENTIAL AND SUCCESSFULLY COMPLETE THEIR UNIVERSITY COURSE.

QUT's levels of completions for Indigenous Australian students compared to other Australian universities provide evidence of our success as a university. QUT is presently ranked seventh in Australia and second in Queensland for the number of Indigenous Australian award course completions. Over the last decade QUT has realised over 1,300 award course completions for Indigenous Australians. Our Indigenous Australian alumni are a collective of excellence achieving real-world success and paving the way for the next generation of Indigenous Australian leaders. Among our Indigenous Australian alumni are trailblazers who are making outstanding contributions and achievements at the highest levels in various fields.

Key activities and strategies implemented across the university in 2024 to improve completions and graduate outcomes for Indigenous Australians include:

- › Continued implementation of the WillowSoft Software program to enhance student engagement. WillowSoft has been instrumental in identifying students who are at risk of failing by highlighting those who have struggled. The Learning Success Team is actively using these insights to implement targeted engagement and retention strategies to support at-risk students.
- › High risk first-year units are identified in partnership with Faculty Leadership, Course and Unit Coordinators. Students are identified for support if they meet a key unit-specific triggers (e.g., non-submission or failing non-assessment tasks, LMS non-engagement). Students receive a personalised email that links them to targeted support (i.e. unit-specific maths support, support for time management, financial support). This is followed up with a telephone call to address the self-reported student needs with timely, relevant and helpful interventions and strategies. It also raises awareness of other student support services available to them and establishes early positive help seeking behaviours. In 2024, 17 Indigenous Australian students engaged with this campaign, up 70% from the previous year, with 82.9% of those students continuing to study at QUT.
- › Faculties, in collaboration with the Oodgeroo unit, are using data analysis to identify units where Indigenous Australian students have higher failures rates to develop and provide specialised tutorial assistance in liaison with unit coordinators in faculties.
- › Work Integrated Learning placement and internship opportunities were again expanded in 2024 for Indigenous Australian students, drawing on partnerships between the Faculty of Business and Law and culturally competent organisations in a variety of industries. Placement opportunities were crafted specifically for Indigenous Australian students after vetting organisations for integrity and cultural competence, with the goal of inspiring students to see the link between their studies and future careers and build valuable workplace experience.
- › In Bachelor of Fine Arts (BFA) Acting within the Faculty of Creative Industries, Education and Social Justice, 100% of BFA Acting Indigenous Australian students graduated in 2024 thanks to the inclusive and supportive environment. BFA Acting staff also build ongoing professional connections with leading Australian performance talent agencies and support students in developing professional showreels before graduating. As a result, 100% of First nation's QUT Acting students have gone on to immediate employment in the industry.
- › A total of 24 Indigenous Australian students participated in a Career Development and Employability appointment, workshop or drop-in, representing 1.2% of total attendees and a slight increase from 2023.



**6th in
Australia**

QUT is ranked 6th in Australia and 2nd in Queensland for Indigenous Australian award course completions.

(Selected Higher Education Statistics: 2023 Student Data)

- QUT Law within the Faculty of Business and Law collaborated with HopgoodGanim Lawyers on their First Nations Startup program to provide students with firsthand legal experience in a commercial legal setting, connect with practising legal professions and First Nations startups businesses, to learn the value of pro bono legal support and the value of First Nations businesses for the Australian economy. The program involved QUT Law students undertaking placement in HG's pro bono division to work with First Nations startups and businesses in the lead up to the 2030 Olympic and Paralympic Games, to gain real-world legal experience in a commercial setting. A placement was undertaken by an Indigenous Australian QUT Law student in 2024, and there are plans to continue and expand this program to offer more placement opportunities to Indigenous and non-Indigenous Australian law students again in 2025.
- Faculty of Health partnered with Metro North and Metro South Health Services to offer cadetships and internships to Indigenous Australians students and graduates, leading to employment (nursing and allied health).
- School of Psychology and Counselling within the Faculty of Health supported active engagement with Indigenous Australian students through maintaining communication to support academic progression; facilitating connections with relevant faculty members; identifying suitable bursary and employment opportunities; and gathering insights on their educational experiences to inform and enhance teaching practices.
- School of Exercise and Nutrition Sciences in the Faculty of Health works with placement coordinators to ensure students are supported on placement including connecting with Indigenous Australian discipline mentors and the Indigenous Allied Health Australia mentoring programme and enabling placement preferences particularly where they include working at Indigenous Australian organisations.
- QUT recently launched a Statement of Commitment to Indigenous Australian alumni, outlining the university dedication to deepen and enhance connections with Indigenous Australian alumni. As a first step, the university has created an Indigenous Australian alumni webpage where alumni can stay engaged with what's happening at QUT; explore postgraduate study options; access discounted professional development opportunities; and hear stories from fellow alumni.

INNOVATIVE NEW APP USES LATEST TECHNOLOGY TO IMMERSE USERS IN THE WORLD'S OLDEST LIVING CULTURE

A NEW MOBILE APP USING GEO-LOCATIONAL AND AUGMENTED REALITY TECHNOLOGY HAS BEEN DEVELOPED BY QUT TO SHOW SITES OF SIGNIFICANCE TO ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE THROUGHOUT QUT GARDENS POINT PRECINCT.

The Walking on Country app is a self-guided walking tour that utilises augmented reality and interactive experiences to immerse users in the history and culture of the Turrbal and Yugara people in Meanjin/ Magandjin (Brisbane).

Users will be guided to seven points of interest on campus; each representing a range of themes and messages relating to Aboriginal place, people, culture and Country.

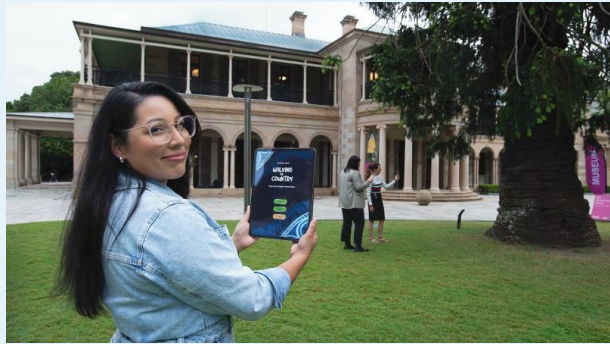
The Walking on Country project was initiated by QUT's Office of the Deputy Vice-Chancellor (Indigenous Australians), and guided by Yugara Traditional Owners, Greg Uncle Cheg Egert (Inaugural QUT Elder-in-Resident) and Gaja Kerry Charlton. It also received input from many others including Aboriginal and Torres Strait Islander staff, students and community members.

"Walking on Country aims to raise awareness and create a deeper understanding of the land on which QUT is located," said Deputy Vice-Chancellor (Indigenous Australians), Angela Barney-Leitch.

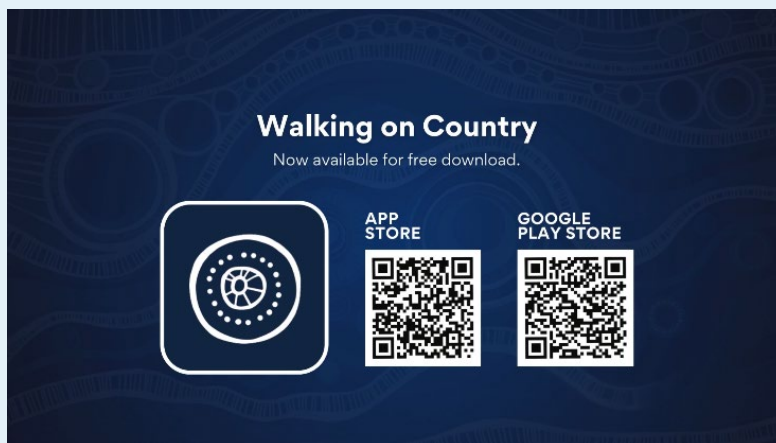
"We came up with the concept of using an app as a modern way to show the QUT community the depth of Aboriginal culture and history here at Gardens Point, and it was further developed by Capstone students working on bringing real world ideas to life.

The content at each site on the app reflects on both the past and present across social, political, environmental, geographic, and learning themes. The app was built by QUT in-house digital team VISER (Visualisation and Interactive Solutions for Engagement and Research) and is a Campus to Country initiative – transforming the physical environments of the university to reflect the culture and history of Indigenous Australians.

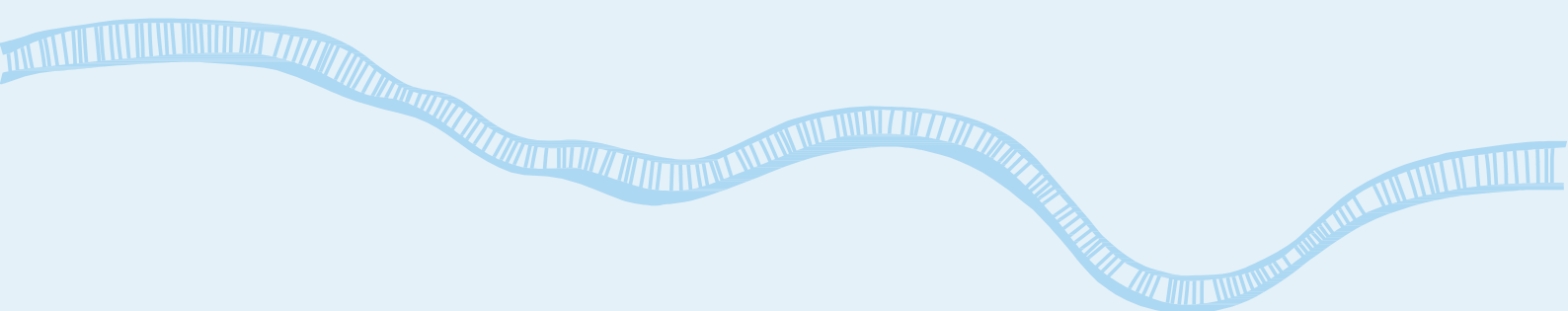
The *Walking on Country* app is free to download and use, and operates on both *Apple* and *Android* devices.



Sarah Azad, Senior User Experience Designer, test drives the QUT 'Walking on Country' app, at the QUT Gardens Point campus



Article originally published in QUT News on 10 July 2024



4. REGIONAL AND REMOTE STUDENTS

QUT IS COMMITTED TO ENHANCING ACCESS AND PARTICIPATION OF INDIGENOUS AUSTRALIAN STUDENTS FROM REGIONAL AND REMOTE COMMUNITIES.

Participation of regional and remote Indigenous Australian students remains a challenge for QUT. As QUT campuses are located within the Brisbane metropolitan area, the vast majority of QUT's Indigenous Australian enrolments are from within the Brisbane and surrounding regions. It is estimated that about 20 per cent of Indigenous Australians attending QUT come from regional and remote locations, both from within Queensland and interstate. Leaving family and community and relocating to attend university in a large metropolitan location can be incredibly daunting and challenging experience for this cohort of students, especially if they are coming straight from high school and the first in their family to attend university.

Key activities and strategies implemented across the university in 2024 to improve access to university and support for Indigenous Australians from regional and remote areas include:

- › QUT continued to fund and deliver the Indigenous Australian Accommodation Program (IAAP) by reviewing entry processes, focuses, program delivery and strengthening promotion of the program. In 2024, the IAAP Scholarship program underwent structural changes, extending the scholarship to 1st and 2nd-year students.
- › The Recruitment and Community Engagement Team within the Oodgeroo Unit hosted eleven Indigenous Australian school students from Years 6 to 8 from Yipirinya School in Alice Springs to explore our Gardens Point campus. This visit offered them a firsthand experience of university life, accompanied by opportunities to interact with Oodgeroo Unit Student Ambassadors and staff members.
- › Student Success retention campaigns prioritise Aboriginal and Torres Strait Islander students who also identify as regional and remote. In 2024, 54 students engaged with retention campaigns, who identified as Aboriginal and Torres Strait Islander and regional and remote. This is a 3.8% increase on 2023.
- › Sports Technology Van continued with visits to Indigenous and remote communities around the state, introducing them to a range of technology, including e-bikes, a gold simulator, reaction time equipment, broadcasting equipment and esports computers. The van assisted with engagement and promotion of educational pathways for children in remote communities.
- › The Career Development and Employability team participated in a Indigenous Australian Accommodation Students Connect workshop and networking session in partnership with Accommodation and Welfare Services. The session focused on Job Seeking and Application support, with 22 Students in attendance.
- › Indigenous Australian Academic Dr. Katrina Wruck, with joint support and sponsorship from the Faculty of Science and Oodgeroo unit, hosted eight (8) ATAR level Year 10 students and two teachers from Tagai State College, Thursday Island (Torres Strait Islands). Engagement activities included, tours of facilities showcasing state of the art scientific equipment, demonstrations of laboratory sample preparations, morning tea, presentations and insights into the cultural, academic and personal support provided by the Faculty and Oodgeroo



70.2%

of QUT's Indigenous Australian enrolments come from Brisbane, with a further 22% from regional Queensland and 7.6% from interstate.

(2024 QUT corporate data)

SCHOLARSHIP BUILDING CONNECTION WITH FIRST NATIONS CULTURE

THE INAUGURAL RECIPIENT OF A QUT SCHOLARSHIP DESIGNED TO STRENGTHEN FIRST NATIONS REPRESENTATION IN THE BUILT ENVIRONMENT HOPES HE CAN BE AN INSPIRATION FOR OTHER YOUNG INDIGENOUS STUDENTS.

Jerome Wu, who grew up in Townsville (Bindal and Wulgurukaba country), is excited by the opportunity to build something special, literally, through the Blaklash Built Environment Scholarship.

“I want to take what it means to be Indigenous into a future career as an interior designer – hopefully, I can be a catalyst for other young Indigenous students interested in studying built environment,” he said. “I have always had a keen interest for design but the interest to learn about interior design came at both an opportune moment and through wanting to try something new ... it was about taking a leap, trying something different.”



*Tahlia Steadman (Blaklash principal)
Jerome Wu and Troy Casey*

Empowered by QUT alumni and *Blaklash* managing director Troy Casey, the scholarship has been created to encourage Indigenous Australian students to connect their experiences and study with First Nations stories and culture. *Blaklash*'s collaborative design is showcased at high-profile community projects and public art installations across the state – including at QUT, within the Oodgeroo and Carumba Units plus at the new Yandiwanba lunar test facility at Kelvin Grove.

A second-year Bachelor of Design student and president of QUT's GR-ID (Interior Architecture) Society, Jerome looks forward to the opportunity to learn from *Blaklash*, seeing how the team works with communities to design with country in mind through a range of built environment projects.

“Troy and the team at *Blaklash* are a deadly crew who I admire for their impact on country-led design. Their projects address a necessary position of making heard and putting forward the spirit of Country into our everyday experiences. I hope to learn and understand the same sensitivities and awarenesses they carry through their projects as a young First Nations designer. Whether it be public art, architecture, urban planning ... not only understanding how that (consultancy) process works but engaging with communities in a meaningful and considered way to reach a great outcome and create something that has a good impact.”

Long term, Jerome said he wanted to have leave a footprint on communities closer to home in Queensland's far north. It would be nice to work on projects that impact smaller communities and to feel that even through something may only be small, it can have a large impact for people.”

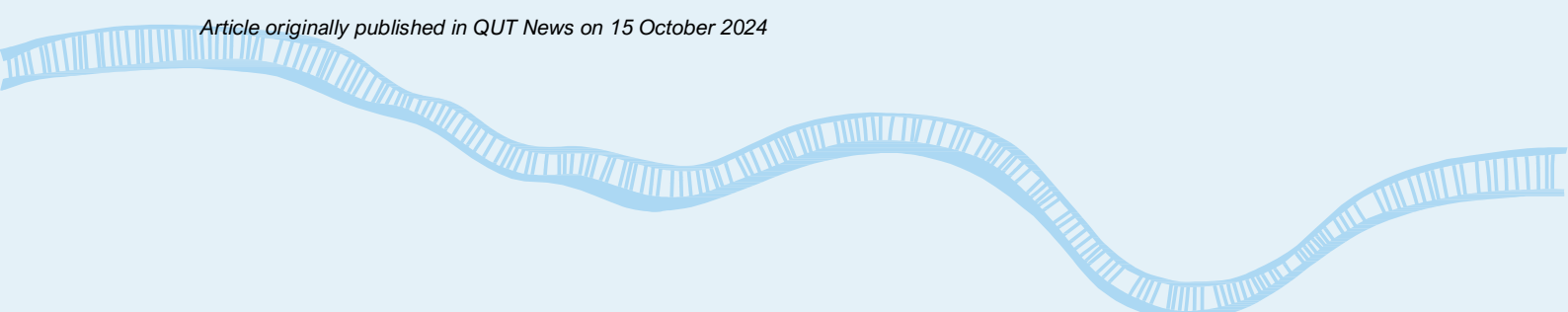
Through increasing participation of First Nations students in built environment disciplines, Troy Casey hopes the *Blaklash* partnership with QUT will lead to a greater representation of Indigenous perspectives in design, “ultimately creating a legacy where future generations can see themselves reflected in their surroundings”. “We also hope that this scholarship provides recipients with a sense of belonging and connection to their cultural heritage while empowering them with the tools they need for success.”

A QUT alumnus (Bachelor of Journalism), Troy is a leading national figure in the promotion of Indigenous culture and perspectives in creative industry. He said working with QUT to create pathways for success was “a meaningful step towards fostering future leaders”. “Partnering with QUT for this scholarship felt like a natural alignment with our shared vision to empower Indigenous communities and provide opportunities for First Nations people in the built environment. The scholarship aims to address the under-representation of Indigenous voices in architecture, urban planning and related fields.”

Troy said Jerome had already proven an inspiring example of what could be achieved when opportunities were made accessible. “*Blaklash* is committed to supporting him by connecting him with mentors in the industry and providing resources to help him navigate his studies. Moving forward, we'll continue to work with him to ensure he has the tools, guidance and cultural support needed to thrive both academically and professionally in the built environment field.”

The *Blaklash Built Environment Scholarship* will support three Indigenous Australian students over the next three years.

Article originally published in QUT News on 15 October 2024



5. ELIGIBILITY REQUIREMENTS

5.1 INDIGENOUS EDUCATION STRATEGY

QUT IS COMMITTED TO MAKING INDIGENOUS AUSTRALIAN HIGHER EDUCATION A CORE PART OF THE OPERATIONS OF THE WHOLE UNIVERSITY BY EMBEDDING IT AS A CROSS-INSTITUTION PRIORITY AT QUT.

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.

CONNECTIONS QUT STRATEGY 2023 - 2027

[Connections – the QUT Strategy 2023 to 2027](#) (left) – is the university's institutional strategic plan for the next five years from 2023-2027. It articulates our shared vision for the future of QUT – the university for the real world and informs our renewed purpose – to provide transformative education, student experiences and research relevant to our communities. The strategy provides a framework and strategies to enable QUT to realise our vision to be the university for the real world and identifies the following priorities:

- Creativity and entrepreneurship;
- Health and wellbeing;
- Inclusion and social justice;
- Recognising and fostering Indigenous Australian excellence; and
- Sustainability and the environment.

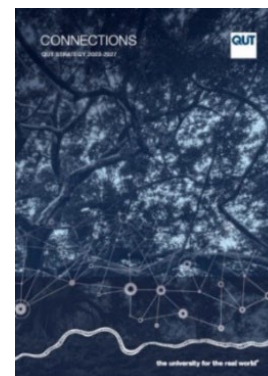
Connections strengthens the commitment to Indigenous Australian Excellence as outlined in the previous Blueprint 6 strategy. The Blueprint had a strong focus on ensuring Aboriginal and Torres Strait Islander voices are heard, through increasing the Indigenous Australian staff and research focus and further developing Indigenous Australian researchers. It is also committed to increasing our Indigenous Australian student intake and providing dedicated support to Indigenous Australian students.

INDIGENOUS AUSTRALIAN CROSS-INSTITUTION PRIORITY

Recognising and fostering Indigenous Australian excellence

QUT is committed to 'building, sustaining and celebrating a culture of excellence in Indigenous Australian education, research and engagement' which has been embedded within the Connections: QUT Strategy 2023-2027 making it a core part of the operations of the whole university. Indigenous Australians make substantial contributions to QUT as leaders, researchers, innovators, educators, learners, collaborators and creators. As the oldest continuing culture in the world, Indigenous Australians bring a wealth of knowledge, skills, expertise, perspectives and insights to the university. This university's cross-institutional priority presents a strategic focus for QUT that is about:

- Expanding pathways for Indigenous Australians students to engage in higher education and achieve their full potential. (Connecting aspiration to opportunity)
- Building and supporting Indigenous Australian research, excellence and innovation. (Connecting knowledge and discovery)
- Creating an organisational culture and environment that fosters and promotes Indigenous Australian excellence. (Connecting with the real world)
- Working together through a genuine partnership approach with Indigenous Australian people. (Connecting people and purpose)
- Connecting our campuses and people with place, Indigenous Australian history and culture. (Connecting through technology)



The strategy outlines our ambition to be a model of innovative leadership in Indigenous Australian education, research and community engagement, nationally and internationally. The university has set itself an ambitious target of at least 4% of our students being Indigenous Australian and 3.6% of our staff being Indigenous Australian by 2027. The university's cross-institutional Indigenous Australian priority is further affirmed in the QUT [Indigenous Australian Research Strategy](#), [Indigenous Australian Employment Strategy](#) and [Campus to Country Strategy](#) (below).



The university's strong connections to the Indigenous Australian community play a critical role in assisting us to achieve Indigenous Australian excellence and success. QUT acknowledge, celebrate and respect our connection to the Turrbal and Yugara peoples as the First Nations owners of the lands on which QUT stands. In recognition of this connection, the university appointed its inaugural Elder-in-Residence in 2019. This engagement acknowledges the role and status of Elders within Indigenous Australian communities and provides an important link and knowledge base for Indigenous and non-Indigenous staff and students at QUT. The university has developed strong connections with several peak Indigenous Australian community organisations in south-east Queensland that seek to address the needs of Indigenous Australians and deliver societal benefits. Guided by our engagement with Indigenous Australians and the Campus to Country Strategy, we are transforming the physical environments of both campuses to reflect the culture and history of Indigenous Australians and create a sense of belonging and place for Indigenous Australian students, staff and community.

QUT is also embedding Indigenous Australian culture into everything we do and promoting culturally safe practices at the university. To ensure our learning and teaching environment is inclusive, we are building the capacity of our academic and professional staff to integrate Indigenous Australian perspectives into their practices through implementing the Indigenous Perspectives and Knowledges in Learning and Teaching (IPKLT) co-developed by the Carumba Institute and the QUT Academy of Learning and Teaching. This Foundational Learning module also provides an accredited pathway for the award of Associate Fellow of the Higher Education Academy (AFHEA) (Indigenous Knowledges) and enables QUT staff to be recognised for demonstrating that Indigenous Australian knowledges and perspectives have successfully been integrated into teaching practice. In 2024, an additional HEPPP-funded tailored version of the IPKLT module was developed and facilitated, aimed at professional staff working in student support services, and 164 professional staff engaged with the module.

In an Australian-first, QUT has announced it will establish a *Faculty of Indigenous Knowledges and Culture*. The new Faculty will expand current education and research programs in Indigenous Knowledges and Culture for all QUT students and partner organisations, building on the strong foundations in Aboriginal and Torres Strait Islander education, research and partnerships developed by the University over the past five years. It will seek to accelerate QUT's commitment to being a model of innovative leadership in Indigenous Australian education, research and community engagement, nationally and internationally. The faculty will be a high-profile connection point for the University and community and will work with partner organisations across a range of related areas including arts, health, education and training, justice, business and law, media, and sport. It will offer award programs and pathway opportunities as well as play a key role in the University's continuing professional education offerings.



1,244

Since 2020, 1,244 QUT staff have engaged with the IPKLT module and 232 have achieved the AFHEA (Indigenous Knowledges) award. In 2024, 251 staff participated in the module and 27 staff attended the Applying for AFHEA (Indigenous Knowledges) workshops.

MEET THE 200TH ASSOCIATE FELLOW (INDIGENOUS KNOWLEDGES) RECIPIENT

THE 200TH AFHEA (INDIGENOUS KNOWLEDGES) RECIPIENT IS DR KATHRYN WENHAM, LECTURER IN PUBLIC HEALTH AT UNIVERSITY OF THE SUNSHINE COAST.

Dr Kathryn Wenham teaches students as part of University of the Sunshine Coast's School of Health. She ensures that Aboriginal and Torres Strait Islander wellbeing is an integral part of learning about health. In the recent AFHEA (Indigenous Knowledges) round, Kathryn became QUT's 200th AFHEA (Indigenous Knowledges) recipient and this was announced as part of QUT's Celebration of Learning and Teaching week event where Dr Wenham participated in a panel on embedding Indigenous Perspectives and Knowledges in Learning and Teaching.

During the panel session, she spoke about the importance of ensuring that health students were prepared to be culturally safe practitioners. "Teaching Indigenous Perspectives in health is crucial," she explains. "It helps our upcoming health professionals to be more culturally safe in the workplace, to help Aboriginal and Torres Strait Islander clients to access healthcare and makes the classroom a safe place for Indigenous students to learn."

Achieving the 200th Associate Fellow (Indigenous Knowledges) is an important milestone not just for QUT but also for the sector. Tain Lloyd SFHEA, AFHEA (Indigenous Knowledges), a Wulgurukaba/ Bindal man who supports the scheme as a Lead Indigenous Reviewer, Mentor and Facilitator stated that QUT's recognition scheme "recognises the work undertaken by higher education staff to ensure students are given high quality learning experiences which include Indigenous Perspectives and Knowledges. It also encourages educators to take a good look at their practice and thoughtfully reflect on the how and the why."

Kathryn took advantage of the professional development, resources and training provided by the *Carumba Institute* and the QUT Academy of Learning and Teaching as an external learner through QUTeX. She found that the professional development modules, Indigenous Perspectives and Knowledges in Learning and Teaching and Applying for AFHEA (Indigenous Knowledges), assisted her to think about her practice holistically, and gain valuable collegial peer feedback on practice. She recommends colleagues always seek out opportunities to learn and engage in professional development.

She explained that she wanted to apply for AFHEA (Indigenous Knowledges) "to learn more, because embedding Indigenous Perspectives is going to be a lifelong learning experience, and this gave the opportunity to learn more and think more deeply about my practice." The process of applying for Associate Fellow (Indigenous Knowledges) involves reflecting on individual learning and teaching practice alongside Advance HE's 2023 Professional Standards Framework. The application is assessed by a panel of at least one Indigenous and one non-Indigenous person. Kathryn said she appreciated the application process where she could "have somewhere that brings this learning all together and also assess how I'm using it in my practice. I especially valued having the process of peer feedback from people I don't know, as well as feedback from Indigenous colleagues".

Kathryn is always looking for opportunities to improve her practice and describes how embedding Indigenous Perspectives into her teaching has been an iterative one. "I constantly read, and network and interact with my colleagues to spark new ideas. It's so important to be open and supportive of each other, and model good practice." Rather than rely on asking Indigenous colleagues for advice constantly, Kathryn looks for opportunities to read books and papers written by Indigenous authors as a way of gaining knowledge and privileging voice. She says "we need to not always think of Aboriginal voices as 'auditory', we can also consider what we read are written by Indigenous people. I spend a lot of time when I am looking for papers to see who they are written by, to ensure I am prioritising Indigenous voices."

This sentiment is carried forward to the classroom where Kathryn looks for ways to include student voice in teaching. She feels that supporting Indigenous students to feel safe in a health classroom is important and involves teaching all students how to have culturally safe, respectful conversations about a range of health topics. To set up a safe classroom, Kathryn spends time on student-generated protocols. "I talk about what we're covering and I get them to write some ground rules for class, and they are invested in that, what would make them feel safe in the classroom to discuss sensitive topics." These conversations are worthwhile, because "seeing how much students do get into the discussions shows how much of a safe space has been created".

Article originally published in QUT Academy of Learning and Teaching News on 10 June 2024.



Mr Tain Lloyd, Dr Lauren Woodlands, Dr Kathryn Wenham, Associate Professor Ben Wilson

5.2 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.

In 2024, QUT has met its requirement under section 12 of the ISSP Guidelines through the inclusion of the aspirational target within its [Indigenous Australian Employment Strategy \(IAES\)](#) (left). The target aims for “Indigenous Australian staff to represent 3.6% of total staff population”. In addition, the university’s two Enterprise Agreements also outlines the target of 3.6% workforce participation for Indigenous Australians. This demonstrate the University’s commitment to supporting Indigenous Australian staff representation. Additionally, QUT continues to meet the requirements of section 12 (b.iii) with the appointment of the Pro Vice-Chancellor (Indigenous Strategy) in 2019 which was retitled to Deputy Vice-Chancellor (Indigenous Australians) in 2022.

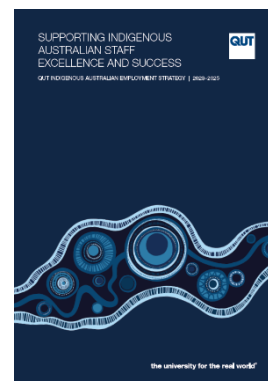
The Strategy also includes key performance indicators and prioritisation of the following matters:

- Indigenous Australian staff report a favourable rating that is greater than 75% in their overall experience and workplace culture (source: QUT Staff Survey); and
- Increasing the number of Indigenous Australians academics by 50%.

QUT is deeply committed to promoting the employment and development of Indigenous Australians, a priority that is firmly rooted in the university’s strategic framework. This commitment is reflected throughout the university’s integrated planning framework, including the Academic Plan, Divisional Enabling Plans, and Faculty Plans. At the university-wide level, the QUT Council has identified the employment of Indigenous Australian staff as a key performance indicator. Specific targets are established at both faculty and divisional levels. The university tracks its progress on this indicator through corporate performance reporting, providing quarterly updates to various university committees. Further, the progress to achieving the Indigenous Australian Employment Strategy is reviewed annually and reported internally.

The practical implementation of QUT’s Indigenous Australians Employment Strategy (2023-2025) is overseen by the Vice-Chancellor and President’s Indigenous Australians Advisory Committee (IAAC) and the Aboriginal and Torres Strait Islander Staff Committee. The Strategy’s implementation is supported by the Office of the Deputy Vice-Chancellor (Indigenous Australians), the Human Resources Department, the Indigenous Australian Employment Coordinator, and other key stakeholders across the university.

Progress against the targets and milestones outlined in the IAES is evaluated and reported below.



 <p style="text-align: center;">Workplace culture and environment</p> <p style="text-align: center;">Provide culturally safe, inclusive and rewarding working environments in which Indigenous Australian staff can thrive, succeed and excel.</p>	<ul style="list-style-type: none"> > The Office on the Deputy Vice-Chancellor Indigenous Australians and QUT’s Facilities Management celebrated the opening and naming of the University’s new Lunar Testing Facility, Yandiwanba. Guided by the University’s Campus to Country Strategy, the design and naming of the facility seek to share knowledge embedded in Place by integrating storytelling as a way of communication, shared history, information and knowledge held by Aboriginal ancestors, Elders and people. > In the Faculty of Creative Industries, Education and Social Justice, Professor Wesley Enoch continues in his role as Professor of Indigenous Practice and Indigenous Chair in the Creative Industries, who uses his strong connections within the creative industries to foster career pathways and opportunities for students and professionals within the wider community.
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 <p>Wellbeing and engagement</p> <p>Provide culturally affirming, intellectually engaging place of connection for Indigenous Australian staff that promotes their wellbeing and engagement.</p>	<ul style="list-style-type: none"> > The Communication and Government Relations teams enhanced the promotion of Indigenous Australian excellence throughout the university by increasing the number of news stories written and social media content shared, such as the promotion of the QLD Murri Carnival, the Meanjin Oration, Carumba staff book launches, and much more. > The Office on the Deputy Vice-Chancellor Indigenous Australians coordinated a suite of staff networking events during the year including: <ul style="list-style-type: none"> – Aboriginal Comedy Allstars (May 2024) – First Nations Women in Leadership Summit (May 2024) – Drag Bingo Night with Miss Ellaneous (June 2024) – Brisbane NAIDOC Ball (July 2024) – Clancestry Warriors Performance (July 2024) – Straight from Strait Performance (August 2024) – Cooking and Afternoon Tea with the Aunties (August/September 2024) and – Yarrabah Music and Culture Festival (September 2024).
 <p>Attraction and recruitment</p> <p>Increase representation of Indigenous Australian staff across all areas of the organisation, stages of the employee lifecycle and employment categories, with a particular focus on 'growing our own'.</p>	<ul style="list-style-type: none"> > The Faculty of Engineering launched an Indigenous Australian Innovators scheme in September 2024, to empower Indigenous Australian undergraduate students to become the next generation of innovators and engineering researchers. This paid research experience scheme supports undergraduate Indigenous Australian students seeking to build their research experience across the fields of engineering, architecture, and the built environment. > The Faculty of Health is committed to further partnering opportunities within the Indigenous Health space, and has appointed Professor of Practice in Indigenous Health, Jody Currie during 2024. > With a focus on QUT's Indigenous Strategy, the Faculty of Science appointed Dr Katrina Wruck on a two-year contract as part of the University's Indigenous Australians (P2P) program, to kickstart her research career as an Indigenous Australian Academic.
 <p>Development and support</p> <p>Support Indigenous Australian staff to achieve success and excellence by developing their personal, career and leadership goals on their terms.</p>	<ul style="list-style-type: none"> > The Carumba Institute continued to work in partnership with QALT in 2024 to support delivery of the Indigenous Perspectives and Knowledges in Learning and Teaching and the Associate Fellow (Indigenous) of the Higher Education Academy. In June 2024, the 200th Associate Fellow (Indigenous Knowledges) was recognised by QUT. > Within the Education Portfolio, successful reaccreditation of the Associate Fellow of the HEA (Indigenous Perspectives) award recognising the effective integration of Indigenous perspectives and Knowledges in University curriculum. > Human Resources added a new question to the Professional Develop Program (PDP) application to prioritise Indigenous Australian staff for funding, ensuring access to suitable development opportunities. For the 2024 Vice Chancellors Awards for Excellence (VCAE) 17 Indigenous Australian staff were nominated, with top scorers in one Individual and three team award categories. > The Research Portfolio offered the Early Career Academic (ECA) Scheme for the first time in 2024, to create opportunities for ECAs establish research connections and undertake professional development opportunities. Through the scheme, the Carumba Institute supported three (3) Indigenous Australian academics to present their research overseas. > In 2024, three (3) students completed the Faculty of Science Indigenous Australian Research Training Scheme (IARTS) which was introduced in 2022 to support undergraduate Indigenous Australian students to undertake paid research experiences in science, mathematics and IT.



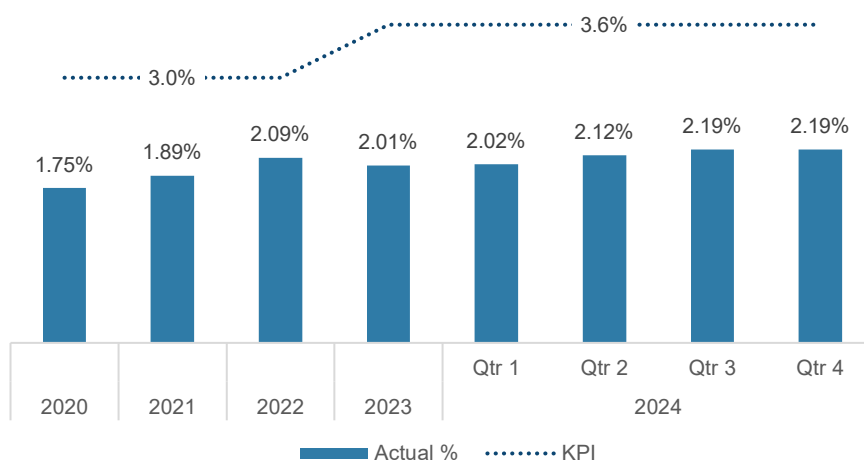
Strategy and leadership

Build organisational capability to support Indigenous Australian staff success and excellence by strengthening our policies, systems and governance structures.

- > The Faculty of Business and Law refreshed a Faculty Strategy in 2024 that crystallises a focus on support for an inclusive culture for all staff. Working groups were established to identify and implement actions to promote a positive working culture that values diversity and staff wellbeing.
- > The Chancellery Division engaged all senior officers within the Indigenous Australians Portfolio in an executive coaching program, as well as one targeted management-level staff member.
- > QUT Governance revised two key policies (new titles – Indigenous Australian Education, Research, Employment and Engagement Policy and QUT Commitment to Indigenous Australians) during 2024 which provided an opportunity for the University to reaffirm, reframe, strengthen, and re-state its commitment to Indigenous Australians.

Over the course of QUT’s previous Indigenous Australian Employment Strategy (2018-2021) and implementation of QUT’s Indigenous Australian Employment Strategy (2023-2025), the University has made progress towards achieving QUT’s Indigenous Australian workforce targets. QUT continues to maintain representation of Indigenous Australians across all employment categories, including professional casual, sessional academic, ongoing and fixed term, and across all university faculties and divisions. The 2024 QUT Workforce profile report notes a 2.19% share of staff who are Aboriginal and Torres Strait Islander people.

Figure 1: Progress against KPI¹



The recruitment and retention of Indigenous Australian academics, especially in senior levels, remains an ongoing challenge for QUT and a key focus area for improvement going forward. In 2024, the overall headcount of Indigenous Australian academic staff is twenty (20). This included:

- One Level E Academic new hire
- Two Level B Academic new hires
- One new Level C Academic new hire
- The career advancement of one Level B post-doctoral fellow who advanced to a Level C
- The career advancement of one HEW 8 Professional position to Fixed-Term, Part-Time Level A position.



10th in Australia

QUT is ranked 10th in Australia and 3rd in Queensland for the total number of Indigenous Australian staff.

(Selected Higher Education Statistics: 2024 Staff Data)

¹ Historical KPI percentages are from the Corporate Performance Report for that period.

There are ongoing opportunities across various portfolios to explore innovative methods for developing Indigenous Australian academics. This involves identifying and nurturing potential future academics, creating clear and viable pathways, and offering university-based financial and employment incentives.

5.3 INDIGENOUS GOVERNANCE MECHANISM

The Indigenous Australian Advisory Committee provides advice to the University on Indigenous policy and strategy and monitors specific Indigenous education, research and employment programs including Indigenous priorities as outlined in [Connections - the QUT Strategy 2023 to 2027](#). 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. The [Indigenous Australian Advisory Committee Charter](#) is publicly available from the QUT Manual of Policies and Procedures – Committee charters. The Charter provides details on the purpose of the Committee; its core responsibilities related to (i) advisory (ii) monitoring and review and (iii) community engagement; membership; frequency of meetings, reporting and communication; and procedures.

Membership on the Indigenous Australian Advisory Committee includes:

Category	Member
Deputy Vice-Chancellor (Indigenous Australians) as Chair [ex officio]	Ms Angela Barney-Leitch (commenced 10/1/20)
Vice-Chancellor and President [ex officio]	Prof Margaret Sheil AO (commenced 10/1/22)
Nominee from the Research or Education Portfolio nominated by Head of Division	Ms Nicole Clark (commenced 1/01/24)
Vice-President (Administration) and University Registrar or nominee	Ms Gillian Bromley (commenced 5/9/22)
Deputy Vice-Chancellor and Vice-President (Academic) [ex officio]	Prof Robina Xavier (commenced 5/9/22)
Executive Director, Carumba Institute [ex officio]	Prof Chelsea Watego (commenced 28/02/23)
One dean, nominated by the Provost and/or Senior Deputy Vice-Chancellor	Prof Amanda Gudmundsson (commenced 1/01/24, member until 31/12/24) Vacant
Director, Oodgeroo Unit [ex officio]	Ms Julie Cook (commenced 10/1/20, member until 14/05/24) Ms Alisha Britten (commenced 15/05/24)
Elder-in-Residence [ex officio]	Ms Jody Currie (commenced 30/06/23)
Two representatives from Aboriginal and/or Torres Strait Islander community organisations nominated by the Deputy Vice-Chancellor (Indigenous Australians)	Mr Dennis Conlon (commenced 5/9/22) Mr Graham White (commenced 22/7/22)
One Aboriginal and/or Torres Strait Islander student nominated by the Deputy Vice-Chancellor (Indigenous Australians)	Mr Tyrrell Blackman (commenced 19/09/22, member until 15/08/24) Mr Mitchell Swift (commenced 4/10/24)
Two Aboriginal and/or Torres Strait Islander staff members of the University, nominated by the Deputy Vice-Chancellor (Indigenous Australians)	Dr Craig Cowled (commenced 5/9/22) Ms Renita Anderson (commenced 05/06/23)
Secretary	Mrs Kate O'Hare

IAAC met four times in 2024: 26 March, 4 June, 13 August, 5 November and considered an out-of-session item on 7 May 2024. The main business items and activities actioned through IAAC in 2024 included:

- › QUT Indigenous Cultural and Intellectual Property (ICIP) Protocol updates and endorsement of the final draft
- › Review of QUT Indigenous Australian policies resulting in the QUT Reconciliation Statement being revised and reframed as a statement of QUT Commitment to Indigenous Australians and the Aboriginal and Torres Strait Islander Education and Employment policy being revised and reframed as the Indigenous Australians Policy
- › Indigenous Australian Student Experience Survey (SES) 2023 Report and Student Voice Survey (SVS) 2023 Annual Report
- › Indigenous Scholarships Update
- › Campus to Country Update
- › QUT Indigenous Australian Research Strategy 2022 – 2025 Progress Report
- › The Indigenous Student Success Program 2023 Financial Acquittal and 2024 Funding update
- › 2024 QUT Indigenous Australian Overview
- › ISSP 2023 Report
- › Oodgeroo Unit Report (to each meeting)
- › Indigenous Australian Employment Update (to each meeting)
- › Carumba Institute Update (to March, June and November meetings)
- › Updates from University Equity Committee
- › Updates from Aboriginal and Torres Strait Islander Staff Committee
- › Updates from Aboriginal and Torres Strait Islander student representative
- › Community Updates
- › Updates on the newly established Faculty of Indigenous Knowledges and Culture
- › Endorsement of the IAAC nomination for the University Human Research Ethics Committee
- › Members also participating in a Think Change Resolve workshop regarding the review of the Oodgeroo Unit, directly prior to the 24 August 2024 IAAC meeting

STATEMENT BY THE INDIGENOUS GOVERNANCE MECHANISM

The Indigenous Australian Advisory Committee is pleased to endorse the submission of the QUT 2024 ISSP Performance Report Acquittal. The Committee acknowledges the work across the institution in contributing to the vision of the Commonwealth 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 2024 acquittal including the Carumba Institute; Student Success and Teaching Advancement; People Services (including Human Resources, Equity, Student Administration, Sport, Student Services departments); Finance Business Solutions; Oodgeroo Unit; Faculties; and QUT Governance.

6. 2024 ISSP PERFORMANCE REPORT TABLES

Table 1: ISSP Scholarships - breakdown of 2024 paymentsⁱ

	Education Costs		Accommodation		Reward		Total ⁱⁱ	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ⁱⁱⁱ								
Undergraduate ^{iv}	242,350.00	54	37,500.00	8			279,850.00	62
Post-graduate ^v	23,600.00	6	0	0			23,600.00	6
Other								
Total	265,950.00	60	37,500.00	8			303,450	68

Table 2: Tutorial assistance provided in 2024

Level of study	Number of unique students assisted ^{vi}	Total number of tutorial sessions attended ^{vii}	Total hours of assistance ^{viii}	Expenditure ^{ix} (\$)
Enabling	-	-	-	-
Undergraduate	364	na	5,781	319,296.30
Post graduate	5	na	407	25,391.75
Other	-	na	-	67,889.23
Total	369	-	6,188	412,577.28

Table 4 ISSP Scholarship data for remote and regional students^x

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2023 Payments	132,500.00	30	95,000.00	23			227,500.00	53
B. 2024 Offers ^{xi}	120,250.00	25	37,500.00	8			155,350.00	33
C. Percentage ^{xii} (C=B/A*100)								
2024 Payments	117,000.00	24	37,500.00	8			154,500.00	32

ADDITIONAL INFORMATION FOR COMPLETING THE TEMPLATE

- ⁱ This information provides for the number of students and cost of the scholarships expended in 2024. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2024 should 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.
- ⁱⁱ These figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.
- ⁱⁱⁱ Include payments to all enabling students, including remote and regional students.
- ^{iv} Include payments to all undergraduate students, including remote and regional students.
- ^v Include payments to all postgraduate students, including remote and regional students.
- ^{vi} Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).
- ^{vii} Record total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).
- ^{viii} Record only hours of instruction received by the students (do not include staff planning or organising time).
- ^{ix} Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.
- ^x Only record amounts which would/did require payment during the 2024 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.
- ^{xi} Record all verbal and written scholarship offers for the 2024 calendar year, including those offers that were not accepted by the student. Record the 2024 component of new scholarship offers and the planned 2023 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).
- ^{xii} This data confirms the provider's compliance with Section 21(3) of the Guidelines.

Indigenous Student Success Program 2024 Financial Acquittal

Organisation

Queensland University of Technology

1. Financials – Income and expenditure

Table 1a ISSP income available to support Indigenous students in 2024 (excluding GST) ¹

Item	(\$)
A. ISSP Grant 2024 ²	3,062,400.71
B. Other ISSP Related Income	
Interest earned/royalties from ISSP funding ³	35,364.37
<i>If no interest has been earned briefly state why</i>	
Sale of ISSP assets	-
2024 ISSP Grant Income (excluding rollovers)	\$3,097,765.08

Table 1b Other funding used to support Indigenous students in 2024 (excluding GST) ⁴

Item	(\$)
A. Other non-ISSP funds ⁵	
Other funding provided under HESA ⁶	2,742,308.70
Other Commonwealth Government funding	-
Funds derived from external sources ⁷	151,625.00
Total of other non-ISSP funds for 2024	2,893,933.70

Certification

1

RJA . initials

Table 1c ISSP 2024 Grant Expenditure on support for Indigenous students during 2024 (excluding GST) ⁸

Item ⁹	Actual ISSP (\$) ¹⁰
Scholarships from flexible ISSP funding	303,850.00
Salaries for staff working on ISSP activities ¹¹	1,895,395.84
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	645,582.00
Travel – domestic (airfares, accommodation & meals)	71,513.48
Travel – international (airfares)	-
Travel – international (accommodation and meals)	-
Conference fees and related costs ¹²	2,086.76
ISSP Asset purchases made during 2024 ¹³	-
A. Total Expenditure of ISSP 2024 Grant (excluding expenditure from all rollovers into 2024)	\$2,918,428.08
B. Unexpended 2024 ISSP funds approved for rollover into 2025 grant year¹⁴	179,337.00
C. Unexpended 2024 ISSP funding to be returned to the NIAA	-
Total 2024 ISSP funding committed (A + B + C) ¹⁵	\$3,097,765.08

2. Rollovers

Table 2 Rollovers ¹⁶

<i>Outline excess rollover funds here. The sum of these columns should equal the project funds rollover total</i>				
	Project Funds Rolled over (\$)	Project Funds Expended/committed ¹⁷ (\$)	Excess Option 1: Unspent funds to be rolled into 2025 ¹⁸ (\$)	Excess Option 2: Unspent funds to be returned to the NIAA ¹⁹ (\$)
2021 funds rolled over into 2024				
2022 funds rolled over into 2024				
2023 funds rolled over into 2024				
Unexpended 2024 Funds (From Table 1c, Rows B is Option 1 and C is Option 2)			179,337	-
Total funds approved for rollover into 2025 or to be returned ²⁰			179,337	-

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2024²¹

1. GST received by you in 2024 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ²²		\$
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)		\$
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /

4. ISSP Assets

Table 4a ISSP Assets inventory²³

Asset Description/ category	Adjustable Value ²⁴	ISSP contribution ²⁵
Motor Vehicle 708TOK (27/02/14)	-	Nil
Motor Vehicle 709TOK (04/02/14)	-	Nil

Table 4b ISSP Assets - purchases during 2024²⁶

Asset Description/ category	Purchase Value	ISSP contribution
N/A		

Table 4c ISSP Assets - disposals during 2024

Asset Description/ category	Adjustable value	Disposals/ Sale Price ²⁷	ISSP component ²⁸	Disposals Age ²⁹
N/A				

5. Endorsement of the Financial Acquittal³⁰

As an Authorised Officer, I understand that it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

2024 Financial Acquittal supported and initialled by Authorised Officer:

Name:

Title:

Phone:

Email:

Signed:

Date:

Additional information for completing the template

- ¹ The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2024, as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. The information in tables 1a, 1b and 1c helps NIAA recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes. Please feel free to add additional "item" lines as required.
- ² Do not include rollovers in ISSP 2024 Grant amount. Prior year's rollover figures to be included in Table 2.
- ³ Interest earned on ISSP is considered to be ISSP funding and must be used in accordance with the ISSP Guidelines.
- ⁴ Please estimate the funds available if exact amounts are not known.
- ⁵ Please insert additional lines if the listing below do not suit your university's arrangements.
- ⁶ Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- ⁷ Examples of other funding are philanthropic donations, other student payments, business income etc.
- ⁸ Where applicable, figures provided in this table must be consistent with the figures provided in the institution's 2024 Performance Report.
- ⁹ Please insert additional lines if the listing below do not suit your university's arrangements.
- ¹⁰ List the expenditure of the income listed in Table 1a, not including the funding rolled over from previous years (this is detailed in Table 2).
- ¹¹ If the staff member works on non-ISSP specific activities, only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities. Include expenditure on salaries for staff that provide tutorial assistance. May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- ¹² Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- ¹³ Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- ¹⁴ This should match the figure in Table 2.
- ¹⁵ This figure should equal the Grand total in Table 1a
- ¹⁶ All rollovers have to be agreed with the NIAA and listed in a relevant determination, check with NIAA if you are unsure of your rollover information.
- ¹⁷ For 2021, 2022 and 2023 funds rolled into 2024, the amount included here should be the amount expended in 2024.
- ¹⁸ This is the amount of the rollover not expended that has been approved to be rolled over into 2025.
- ¹⁹ This is the amount of the rollover not expended and not rolled over into 2025. NIAA will issue an invoice for any amounts listed in this column.
- ²⁰ Total funds in this row should equal the unspent ISSP balance in the Providers bank account at 31 Dec 2024.
- ²¹ If GST is not paid to you, do not complete Table 3. If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
- ²² This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- ²³ Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- ²⁴ Adjustable value means the cost of an asset less its decline in value determined in accordance with the Australian Taxation Office Guide to Depreciating Assets 2024.
- ²⁵ The ISSP contribution should be recorded in the same ratio to the ISSP funds used to purchase the item (this includes any sale of an older asset trade in of old assets purchased with ISSP funding).
- ²⁶ Include any assets purchased during 2024 using ISSP funding that are valued over \$5,000. Any assets in this category should have been agreed with the NIAA prior to the item being purchased.
- ²⁷ Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.
- ²⁸ The ISSP component should be the proportion of the sale price in the same ratio as the proportion of ISSP funding that contributed to the purchase of the asset.
- ²⁹ Where groups of assets are disposed of, an average age can be provided.
- ³⁰ Appropriate endorsement/authorisation is required to ensure compliance with the ISSP Guidelines and the 2025 Outcome Letter. If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this endorsement must be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function (e.g. an internal auditor). If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.