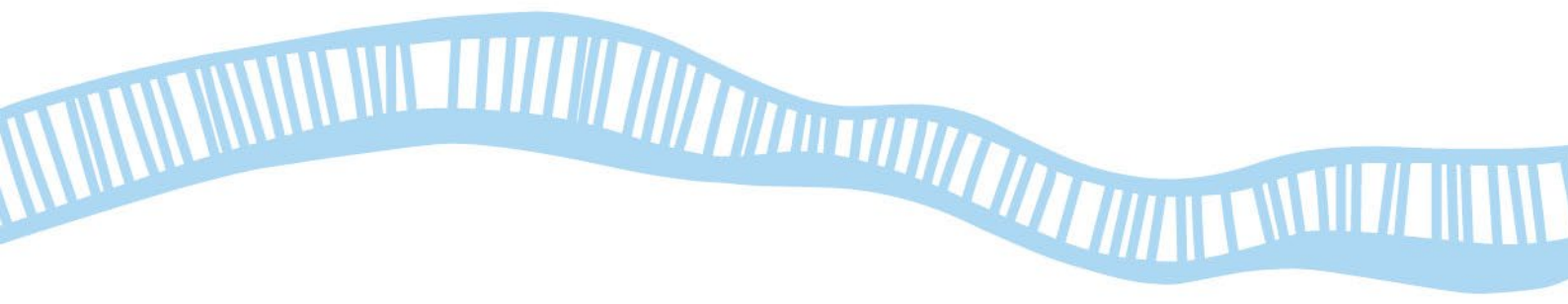


Indigenous Student Success Program

2021 Performance Report



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.

Introduction

Queensland University of Technology (QUT) is a major Australian university with a global outlook and a real-world focus.

With over 50,000 students and just under 5,000 staff, QUT offers academic programs in fields spanning business, creative industries, education, health, science and engineering, and law.

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 (Yuigambah/ Kombumerri Country), west to Gatton (Yuggera Ugarapul Country) and east to Minjerribah (North Stradbroke Island) (Quandamooka Country). The region is home to over 84,000 Indigenous Australians but comprises only 2.5 per cent of the region’s total population. The vast majority of the QUT’s Indigenous Australian enrolments come from communities within this catchment area.

QUT’s Blueprint 6 is our institutional strategic plan. The Blueprint formalises QUT’s ambitions and declares our strong sense of purpose which is to provide transformative education and research relevant to our communities. It 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:

- support aspiration and inclusion;
- encourage creativity and entrepreneurship;
- embrace digital transformation and technology;
- embed principles of health and wellbeing;
- support Indigenous Australian engagement, success and empowerment;
- enable professional engagement and ethical leadership; and
- focus on the environment and sustainability.

QUT’s Blueprint 6 outlines how we will live up to our commitment to increase Indigenous engagement, success and empowerment. Key components of QUT’s commitment include the appointment of the Pro-Vice Chancellor (Indigenous Strategy) to oversee Indigenous Australian policy, strategy and strategic partnerships across the university; and the establishment of the Carumba Institute to undertake world-class Indigenous-led research, and learning and teaching in collaboration with Indigenous communities. Additionally, QUT has commenced a program of engagement with Indigenous people to assist in achieving its Blueprint outcomes by commencing a traditional owner Elder in Residence program; and forging partnerships with peak Indigenous Australian organisations.

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

2021 Indigenous Australian data – at a glance

Participation

1,022



Indigenous Australian students enrolled at QUT in 2021 – up from 864 in 2020.

Participation

2.2%



of QUT's domestic student population were Indigenous Australian in 2021 – up from 1.9% in 2020.

Access

423



Indigenous Australian student commencements at QUT in 2021 – up from 347 in 2020.

Home Region

71.5%



of Indigenous Australian students come from the Brisbane region, with a further 19.6% from regional Qld and 8.6% from interstate.

Completion

161



Indigenous Australians award course completion in 2021 – up from 138 in 2020

Employment

72



Indigenous Australian staff in the university – comprising 1.89% of all staff at QUT.

National Ranking

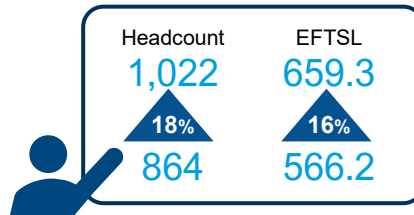
#4 in Australia



and #2 in Queensland for Indigenous Australian EFTSL enrolments.

Participation

Increases in Indigenous Australian enrolments in 2021 from 2020



Participation by course level

Number of Indigenous Australian postgraduate students in 2021:

263

Number of Indigenous Australian undergraduate students in 2021:

757



Participation

By field of study in 2021 and % change from 2020



Society and Culture

223 ↑1.2%



Management and Commerce

206 ↓0.1%



Health

133 ↓1.5%



Education

132 ↑0.1%



Creative Arts

99 ↓0.9%



Information Technology

62 ↑1.5%



Engineering and Related Technologies

60 ↓0.4%



Natural and Physical Sciences

55 ↓0.5%



Architecture and Building

50 ↑1.1%

National Ranking

#5 in Australia



and #3 in Queensland for number of Indigenous Australian award course completions.

National Ranking

#5 in Australia



and #2 in Queensland for the total number of Indigenous Australian staff employed.

2021 Indigenous Australian highlights and achievements

JANUARY

- ▶ Release of new QUT Ignite Scheme to support early to mid-career researchers (ECR or MCR) or teams of ECRs/MCRs to undertake high quality Indigenous Australian research.



FEBRUARY

- ▶ Launch of QUT Indigenous Australian visual identity and branding. (a)
- ▶ Partnership meeting held with community and university partners to affirm and provide update on research partnerships.



MARCH

- ▶ Internationally acclaimed playwright and artistic director Wesley Enoch AM announced as Indigenous Chair in Creative Industries at QUT. (b)
- ▶ Release of two new university-wide electives to increase awareness of Indigenous Australian perspectives.
- ▶ 1st Indigenous Australian Advisory Committee (IAAC) meeting held.

APRIL

- ▶ QUT and the Institute for Urban Indigenous Health collaborate deliver junior Netball Development Clinics for children aged 6-15 years. (c)
- ▶ Launch QUT-Deadly Choices Netball development and pathways program leveraging QUT's entrance into Sapphire Series Netball League.



AUGUST

- ▶ Inaugural Indigenous Australian Alumni Luncheon Series commences with Hon Judge Nathan Jarro, and other Indigenous Australian law alumnus.
- ▶ 2nd IAAC meeting held.
- ▶ QUT Aboriginal and Torres Strait Islander Terminology guidelines undergoes 'refresh' in consultation with Indigenous Australian staff.



JULY

- ▶ QUT accepts host boomerang as venue for the 2022 Indigenous Nationals. (d)
- ▶ QUT announces appointment of Indigenous Australian academic Professor Chelsea Watego as Professor of Indigenous Health within the Faculty of Health. (e)
- ▶ QUT's Campus to Country (C2C) strategy wins the Karl Langer Award for Urban Design at the 2021 Queensland Architecture Awards (f).
- ▶ 1st Quarterly Indigenous Australian Staff Meeting held.



JUNE

- ▶ QUT sponsors partnership category of Queensland Reconciliation Awards in partnership with the Queensland Government.
- ▶ 3rd IAAC meeting held.
- ▶ QUT Indigenous PhD student and Associate Lecturer within Creative Industries/ Carumba Institute, Melanie Saward wins 2021 Write It Fellowship with Penguin Random house.
- ▶ Exhibition of preminent Indigenous Australian Artist Fiona Foley opens at QUT Art Museum.
- ▶ QUT reaches 1,000th Indigenous Australian enrolment milestone.

MAY

- ▶ Consultation undertaken with Indigenous Australian staff on next iteration of QUT's Indigenous Australian Employment Strategy.
- ▶ 2nd Quarterly Indigenous Australian Staff Meeting held.
- ▶ Refurbishment of Oodgeroo Unit, Kelvin Grove completed with strong theme of connection to Country carried throughout design and construction.



SEPTEMBER

- ▶ Sponsorship of the Murri Rugby League carnival in partnership with the Arthur Beetson Foundation to promote the value of education to Indigenous communities. (g)
- ▶ Indigenous Australian science curriculum specialist, Joe Sambono, joins the Learning and Teaching Unit at QUT to support embedding Indigenous Australian perspectives within the university curriculum.

OCTOBER

- ▶ 3rd Quarterly Indigenous Australian Staff Meeting held.
- ▶ University approves funding for five-year Accommodation Pilot Program.
- ▶ Release of new QUT bus wraps showcasing university's Indigenous Australian visual branding and identity. (h)



NOVEMBER

- ▶ QUT awarded 'People's Choice Award' at the Global Good Practice Awards for the Indigenous Perspectives in Learning and Teaching and Associate Fellow (Indigenous) programs.
- ▶ 4th IAAC meeting held.
- ▶ QUT Professor Chelsea Watego launches her first book titled *Another Day in the Colony*, a collection of essays examining racism faced by Indigenous Australians.
- ▶ QUT C2C strategy receives a National Commendation in the Urban Design category of the 2021 National Architecture Awards.
- ▶ Indigenous Australian graduates – Daniel Browning and Ellen Van Neerven – honoured in QUT alumni awards

DECEMBER

- ▶ End of Year Indigenous Australian Staff Meeting held.
- ▶ 30 Years of Millennia ceremony held to celebrate 30 years of Indigenous Australian excellence at QUT and 2021 Indigenous Australian Graduands.

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.

QUT is performing well in increasing Indigenous Australian enrolments. Our Indigenous Australian enrolment growth is strong and has effectively doubled over the last decade. During 2021 the university achieved a significant milestone by reaching 1,000 Indigenous Australian enrolments for the first time in its history. QUT's 2020 Graduate Success advertising campaign and associated media featuring Indigenous Australian Bachelor of Business/ Bachelor of Laws (Honours) student – Ms Kat Dorante – played a vital role in building the aspirations of Indigenous Australians to attend university. [Click here to view advertising campaign](#)

QUT remains committed to increasing opportunities for Indigenous Australians to access higher education. We acknowledge that our Indigenous Australian enrolment growth must be stronger if it is to reflect national population parity. The university's Aboriginal and Torres Strait Islander student support unit – the Oodgeroo Unit – continues to play a vital role in promoting higher education to Indigenous Australians through its range of aspiration building, recruitment and community engagement activities.

Key activities and strategies implemented across the university in 2021 to support and improve access to university for Indigenous Australians included:

- The Oodgeroo Unit produced five (5) Widening Participation videos featuring current Indigenous Australians students sharing their inspiring journeys into university studies. The resources aim to strengthen engagement for both existing and prospective Indigenous Australian students. [Click here to view videos](#)
- The Oodgeroo Unit has continued to nurture relationships with partner schools and organisations, collaborating to deliver quality programs that inspire and encourage Aboriginal and Torres Strait Islander school students to consider tertiary studies. Activities over the 2021 year have included school visits to Campus, online and in-person sessions with school students and participation in 22 school careers expos across Darling Downs, Moreton Bay, Brisbane, and Sunshine Coast locations.
- Continued delivery and promotion of the Centralised Assessment and Selection Program (CASP) which is a culturally responsive direct entry program implemented as a collaboration between the Oodgeroo Unit and faculties to assist Indigenous Australians wanting to study an undergraduate degree at QUT.
- Continued engagement of Indigenous Australian students as Oodgeroo Unit Student Ambassadors to assist with the delivery of outreach and recruitment programs and provide role models and mentors to prospective students.
- Refurbishment of the new purpose-built Oodgeroo Unit office accommodation and student learning facilities on the Kelvin Grove campus to enhance student engagement and provide culturally supportive learning environment. The works included replacing existing computer labs with new state of the art facilities and equipment; an emphasis on Indigenous Australian art both internally and externally; and native plantings and sympathetic hard landscaping complement the building works. [Click here to take a 360 virtual tour of the new facility.](#)
- Faculty of Business and Law supported Indigenous Australian students through provision of a range of bursaries/ scholarships such as the *Getting Started Scholarships* (valued at \$4,000 for one year) and *Start-up Bursaries* (valued at \$500) for commencing Indigenous Australian undergraduate students. The Faculty also offered *Top-up Scholarships* to Postgraduate Higher Degree Research students undertaking higher degree studies in Law.
- Considerable activity undertaken with pre-tertiary school-age and mature-age Indigenous people, as part of the Widening Participation (Outreach) program coordinated by Equity Services. With Student Ambassadors taking a prominent role activities included virtual and in-school career and pathways planning and post-school options sessions, on-campus visits, and in-school and community-based

curriculum-related enrichment activities. During 2021, over 20,000 school students and adults from Moreton Bay and selected regional areas participated in these activities. About 12% of these students are Indigenous Australian.

- QUT launched its new Indigenous Australian visual identity and branding. It aims to communicate key messages about QUT's engagement with and presence of Indigenous Australian culture, knowledges, people and Country and secure high brand recognition by the Indigenous Australian community and other key stakeholders.
- Increasing engagement with Indigenous Australian parents, families and communities to build relationships and promote the value of higher education through partnering with Indigenous Australian community organisations to sponsor major community events like the Queensland Murri Rugby League Carnival.

Allanah starts new nursing chapter at QUT



Allanah King is studying nursing at QUT

Allanah King, 18, has enrolled in a Bachelor of Nursing after deciding two years ago that nursing would be her life-long career.

"All my family are teachers and nurses but at first I thought, no, I'm not going to become a teacher or a nurse!" she said.

"But I had to choose something for a traineeship at school and when I did my first interview at Logan Hospital they took me for a tour and it was the most amazing instant feeling – I thought, yes, I want to do this for the rest of my life."

Allanah earned her Certificate III assistant-in-nursing qualification while still at Rivermount College and also completed a Certificate III in Business last year.

"It's amazing that I got to start my career at 16 with that hospital apprenticeship – it was literally my first job," she said.

"I currently specialise in diversional therapy for disability and I work with patients with Alzheimer's."

Allanah, who is a Waanyi Ganggalida woman, said she chose QUT because of recommendations from hospital colleagues and other students.

"QUT has been the number one school recommended to me for nursing and I know how much support it gives its students and its Indigenous students through the Oodgeroo Unit," she said.

And while international travel is not currently on the cards, Allanah already has some global life experience.

"I'm one of five children and my dad works in mining – our whole family lived in Africa for three years from when I was 13 to 16, and we lived in Indonesia when I was five," she said.

Source: QUT News, first published 16 February 2021

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 too play equally integral roles in ensuring Indigenous Australians enrolled in their disciplines feel welcomed and supported to confidently engage. So to do mainstream support services like the Student Success Group and Equity Support Services. Overall, QUT's support services for Indigenous Australians are performing well. However, we recognise there is an opportunity to build on this and ensure that the university as a whole is supporting and contributing to the engagement and success of Indigenous Australian students and the overall quality of their educational experience. In doing so this will further enhance their sense of belonging and ensure students feel culturally safe and secure.

Key activities and strategies implemented across the university in 2021 to support success and progression for Indigenous Australians included:

- Ongoing delivery of the Pre-Orientation Program (POP) Week (held twice a year) to assist commencing Indigenous Australian students to smoothly transition into their university studies through the delivery of a blend of academic, personal, social and cultural activities.
- The Learning Success Team within the Oodgeroo Unit continues to work hard supporting the growing cohort of Indigenous Australian students. The Team continued to run, Learning Lounges for students and work in collaboration with the Student Success Group and Equity Services teams to strengthen our joint service offerings to Indigenous Australian students.
- Holding a range of student engagement events over the course of the year, including Elders sessions, morning and afternoon teas and drop-in sessions, a BBQ for the Indigenous Nationals student team, themed luncheons for RUOK? Day and Halloween, End of Exams celebratory lunches, a COVID Vaccine Information session and several informal student lunches.
- Continued provision and access to tutorial and study support through the Keystones of Success: Supporting our Future Leaders program to undergraduate and postgraduate students.
- The Oodgeroo Unit continues to focus on working collaboratively with faculties, schools and mainstream student services to influence and embed practices, processes, mechanisms to enhance Indigenous Australian student support and cultural safety.
- School of Optometry and Vision Science provided fourth year optometry students with opportunity to prepare for their final year clinical placements, many of whom undertake their placement in an Aboriginal Community-Controlled Health Organisations, with a visit to the Cherbourg Ration Shed Museum. The visit also supplemented the cultural safety and Indigenous health module taught in curriculum unit OPN2363 which included a guest lecture by respected Elder, Aunty Lesley Williams who spoke with students about the history of Cherbourg.
- School of Biological and Environmental Science partnered with the Butchulla Aboriginal Corporation to provide authentic and valuable learning experiences to ninety-five (95) second year biological and environmental science students through running a 2-night field trip to K'Gari (Fraser Island). Key objectives of the learning opportunity were to enhance students and staff understanding of the importance of Indigenous Australian knowledge as the world's first scientists and to develop a deep and meaningful respect for Indigenous Australian peoples' intellectual property and cultural protocols.

- School of Clinical Sciences flagship undergraduate interprofessional education unit *CSB111: Foundations of Clinical Practice* provides a foundation for understanding cultural safety as part of developing students' understanding of Australian health system, and various health care roles. The unit was undertaken by approximately 500 first year students (in Semester 1) from across various Clinical Sciences disciplines including paramedicine, podiatry, pharmacy, medical imaging and radiation therapy.
- Faculty of Science redesigning its StartQUT Intensive unit SEB104 Grand Challenges in Space Exploration to include Indigenous Australian knowledges and perspectives. The unit is offered in intensive mode in the summer semester for Indigenous Australian students who have completed Year 11. SEB104 required students to interview Peter Swanton, an Indigenous Australian and astronomer from ANU.
- The Academic Lead (Indigenous Health) (ALIH) roles within each school of the Faculty of Health continued as a concerted effort to support recruitment of Indigenous students and to ensure the retention of current students through support strategies. The ALIH roles provided support within each school to ensure the support and success of Indigenous Australian staff and students are fully embedded across the schools.
- Embedding Indigenous Perspectives into curriculum remains a focus in the Faculty of Business and Law. In 2020–21, the Bachelor of Business and Master of Business programs underwent substantial revision including new units being introduced with a focus on connecting students with Indigenous business and perspectives through units such as BSB250 Business Citizenship and BSN550 Responsible Enterprise.
- Faculty of Creative Industries, Education and Social Justice held a lunch with HDR Indigenous students, hosted by Wesley Enoch, Indigenous Chair, Creative Industries with the aim to create a sense of community and place for students.
- Implementing the Indigenous Perspectives in Learning and Teaching – Associate Fellow of the Higher Education Academy (AFHEA) program to build the capacity of QUT staff to integrate Indigenous Australian perspectives into their practice.
- Commencing pilot of university-wide Indigenous Australian Perspective units – CIB102 Engaging with Indigenous Perspectives: Understanding Rights and CIB101 Engaging with Indigenous Perspectives: Respectful Engagement – to students of the Faculty of Creative Industries, Education and Social Justice.
- Continuing to offer a large program of needs-based scholarships which embeds the Commonwealth-funded Indigenous Australian scholarships, ensuring that each Indigenous Australian applicant with a degree of financial hardship receives the scholarship package most beneficial to them.
- Commencement of QUT Indigenous Australian Alumni Luncheons Series with inaugural series held with the 2020 Indigenous Australian Alumnus and QUT Alumnus of the Year His Honour Judge Nathan Jarro, other Indigenous Australian law alumnus and current Indigenous Law students. The series seek to inspire current Indigenous Australian students through building relationships, showcasing excellence and leveraging expertise of QUT's Indigenous Australian alumni.
- Implementing the QUT Campus to Country strategy to transform the physical environments of both QUT campuses to reflect the culture and history of Indigenous Australians and, in doing so, create a sense of belonging and place for Indigenous Australian students, staff and community.

Innovative program at QUT set to be expanded



Program designers Professor Peter Anderson and Professor Abby Cathcart

An innovative program that builds the capacity of QUT staff to integrate Indigenous perspectives into their practice has so far been taken up by nearly 600 colleagues.

The program has been so successful that it may soon be offered to staff from other universities.

QUT's Indigenous Perspectives in Learning and Teaching module is the only accredited pathway for the award of Associate Fellow (Indigenous) of the Higher Education Academy and enables QUT staff to be recognised for demonstrating an emerging engagement with Indigenous perspectives in learning and teaching.

It is a partnership between the Carumba Institute and QUT Academy of Learning and Teaching and co-led by Indigenous and non-Indigenous academics.

The designers of the program, Professor Abby Cathcart and Professor Peter Anderson, said that they wanted to model respectful partnerships and send the key message that this was everyone's business, not just work that should be left to Aboriginal or Torres Strait Islander staff.

The program is part of QUT's commitment to Indigenous Australian engagement, success and empowerment, and reflects the strategy to acknowledge the university's occupation of Aboriginal land, and to recognise the obligations to the Turrbal and Yugara people.

QUT Vice-Chancellor Professor Margaret Sheil said the program was a practical way to create change and greater awareness of Indigenous peoples, by ensuring Indigenous perspectives were represented throughout all teaching and learning activities.

The course aims to enable participants to engage with the diversity of Indigenous perspectives people in Australia; outline key principles underpinning the sovereignty of Indigenous people in Australia; and apply knowledge of Indigenous perspectives and protocols for respectful engagement with Indigenous people.

Once they have completed the module, participants are then be invited to apply for recognition as an Associate Fellow of the HEA (Indigenous), the first specialist award under the established HEA Fellowship scheme developed by Advance HE.

The course is open to academic, professional, and sessional staff who teach or support learners.

Launched in February 2020, more than 600 staff have signed up to do the module, with 300 completing it to date. More than 70 staff members have already successfully been recognised with the award of AFHEA (Indigenous).

Source: QUT News, first published 7 October 2021

3. Completions (outcomes)

QUT is committed to ensuring Indigenous Australian students are supported to achieve their full potential, and successfully complete their university course.

For the first time, the new National Closing the Gap Agreement includes a higher education target to ensure Indigenous Australians are supported to participate and succeed in higher education. The higher education target is for 70 per cent of Indigenous Australians between 25 and 34 years of age to have a tertiary qualification by 2031. The completion rates of Indigenous students within the university sector (and VET) will have important impact on the achievement of this target.

Our levels of completions for Indigenous Australian students compared to other Australian universities provide evidence of our success as a university. QUT is presently ranked fourth in Australia and third in Queensland for Indigenous Australian student award course completions. Over the last decade QUT has realised over 1,000 award course completions for Indigenous Australians. In 2021, QUT recorded 161 Indigenous Australian completions, which is a significant increase from 2020.

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

- The Oodgeroo Unit embedded career development as part of its service delivery. This focus aims to develop current and prospective students' understanding of themselves, what subjects they would choose to support their interests, alignment to careers and available pathways. It also assists to ensure provision of timely and accurate advice to students so that issues are identified early, and appropriate action is taken to support students to maintain their enrolment and course progression.
- The Oodgeroo Unit worked collaboratively with the Student Success Group (SSG) on range of opportunities including campaigns to assist in identifying at-risk Indigenous Australian students for the provision of early intervention; delivering support services to students; and participating in SSG planning workshops with faculties. The SSG sits within the Learning and Teaching Unit and is tasked with strengthening, expanding and enhancing the ways in which support for learning and career development is provided for QUT students.
- Provision of support for existing Indigenous Australian students seeking advice on career and employment options through the Indigenous Australian Career Advisor position which was recently transferred to the Oodgeroo Unit in 2021.
- Mid-year Graduation Boxes were sent to celebrate and commemorate the achievement of this significant milestone for students and wish them well on their onward journey.
- Student Services appointed a dedicated Indigenous Australian Counsellor, to provide greater mental health support to Indigenous Australian students and work collaboratively with the Oodgeroo Unit to develop new initiatives and other support arrangements to ensure their educational success.
- Faculty of Health enacted strategies and activities at both the faculty and school levels to improve cultural safety amongst staff and embedding Indigenous perspectives into the curriculum. These high-level aims worked to create a more inclusive and supportive environment necessary to support course completions by Indigenous Australian students within the faculty.
- The Faculty of Business and Law retains a focus on building a community with Aboriginal and Torres Strait Islander students through the Vacation Research Experience Scheme (VRES), as part of the Aboriginal and Torres Strait Islander Research Engagement Strategy. VRES is a four-week program placing students with high-calibre researchers designed to offer undergraduate students the opportunity to participate in a real grounded research experience and encourage participation in further postgraduate studies.
- Faculty of Creative Industries, Education and Social Justice worked closely with Indigenous Australian students with Unit Coordinators and Study Area Coordinators providing high levels of pastoral care and

maintaining strong relationships with the Oodgeroo Unit.

- The Faculty of Business and Law continuing to employ an Indigenous Australian Project Officer to provide support services to Indigenous Australian business and law students. The Project Officer monitors the academic progression of students and offers targeted student support services and maintains regular contact with Oodgeroo Unit support staff to deliver coordinated, student-centred support services. The Project Officer also maintains links with industry partners who have identified opportunities for Indigenous Australian law and business students and promotes them to students through regular newsletters.
- The Schools of Information Systems and Biology and Environmental Science within the Faculty of Science worked with the Oodgeroo unit on codesigning their student success to enhance the provision of learning support for Indigenous Australian students within these disciplines.
- Convening the annual Pre-Graduation event to celebrate the success and excellence of Indigenous Australians completing their degree and sharing with parents, families and community the achievements QUT is making.

QUT Indigenous Australian alumni in the spotlight



Daniel Browning Outstanding Indigenous Alumnus

1994 Bachelor of Arts (Visual Arts)

Daniel Browning is an Aboriginal journalist, radio broadcaster, documentary maker, sound artist, writer and currently the ABC's Editor of Indigenous Radio. A former news director at youth broadcaster Triple J, Daniel joined the ABC in 1994 fresh out of his QUT degree. He presents The Art Show on Radio National and

produces Away! which surveys contemporary Indigenous cultural practice across the arts spectrum. Daniel is a descendant of the Bundjalung and Kullilli peoples of far northern New South Wales and south-western Queensland.

[Watch Ben's video](#)



Ellen van Neerven Outstanding Young Alumnus

2011 Graduate Certificate in Creative Industries (Creative Writing)
2010 Bachelor of Fine Arts (Creative Writing Production)

Ellen van Neerven is an Aboriginal Australian author, educator and editor. Internationally recognised as one of Indigenous Australia's leading literary voices, Ellen has undertaken national and international residencies which facilitate cultural exchange and

community enrichment. They are of Mununjali (Yugambah language group) and Dutch heritage. Ellen has aided and empowered others through their role in developing Indigenous authors with an Indigenous writing and editing project.

[Watch Ellen's video](#)

4. Regional and remote students

QUT is committed to enhancing access and participation of Indigenous Australian students from regional and remote communities.

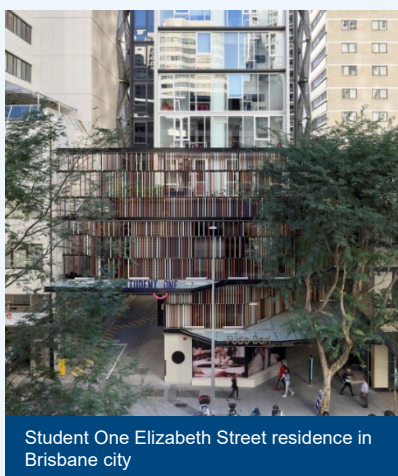
Participation of regional and remote Indigenous Australian students remains a challenge for QUT. As QUT campuses are located mainly within the Brisbane metropolitan area, the vast majority of QUT's Indigenous Australian enrolments are from within the Brisbane and surrounding regions. However, it is estimated that approximately 25 per cent of Indigenous Australians attending QUT come from regional and remote locations, both from within Queensland and interstate. Leaving family and community to attend university in a large metropolitan location can be incredibly daunting and challenging experience for this cohort of students. Additionally, the impact of the COVID-19 pandemic and associated disruptions to the university outreach, recruitment and engagement activities has made it an even greater challenge. Despite these impacts and challenges, QUT remains committed to enhancing access and participation of Indigenous Australian students from regional and remote communities.

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

- As part of QUT Virtual Open Day, the Oodgeroo Unit hosted a virtual booth which had 93 visitors. An Oodgeroo Unit student ambassador was also involved as a panel member for the Virtual Open Day student life session and included in the Open Day student life video.
- The Oodgeroo Unit continued to provide student support and advocacy services across a number of platforms for Indigenous Australian students including through face to face, online, video chat and telephone interactions.
- Piloting a new subsidised accommodation program, delivered in partnership with Student One, to support Indigenous Australian commencing students from regional, remote and interstate locations to access safe and affordable accommodation in Brisbane city.
- In 2021, Equity Services expanded its widening participation activities into regional and remote areas, working collaboratively with regional University partners. Activities were delivered to schools in the following areas: Biloela, Bundaberg, Emerald, Gladstone, Goondiwindi, Gympie, Hervey Bay, Monto, Murgon, Kingaroy, Nanango, and Sunshine Coast. Activities focused on careers and pathways planning sessions with Year 10 – 12 students and STEM activities (including Robotics) with Year 5 – 12 students. Approximately 2,850 regional students engaged in these activities. Of these about 14% were Aboriginal or Torres Strait Islanders.
- The School of Nursing cultivated a new partnership with remote Aboriginal and Torres Strait Islander community-controlled health service, Gidgee Healing, through the appointment of its Chief Executive Officer as a Clinical Fellow.
- The School of Biological and Environmental Sciences undertook outreach activities with the Woorabinda Aboriginal community through the Woorabinda State School and engaged in school outreach and researching the Mt Isa region through QUT's involvement in the Centre of Excellence for Plant Success in Agriculture and Nature.
- Faculty of Science collaborated with the Widening Participation team which completed the STEM Regional Tour and engaged with Indigenous Australian students from Murgon State High School, Kingaroy State High School and Nanango State High School.
- The Faculty of Business and Law provide academic support to students from all backgrounds via its Student Learning Advisor (SLA) and LLB Help Me peer-to-peer programs. Student peers provide one-on-one advice to their fellow students on study skills as well as targeted advice for discipline units, with a focus on supporting students on introductory units. Consultations are typically provided on campus and online, recognising that many learners study from remote locations external to the campus.

- The Faculty of Health continued to support access by Indigenous Australian students through the continuation of the Cherbourg-QUT Industry which offers a community-embedded, tailored Bachelor of Human Services program to local Indigenous Australian health workers.

QUT Indigenous Accommodation Program makes moving to Brisbane easier



Student One Elizabeth Street residence in Brisbane city

A new subsidised accommodation program is set to make life easier for Aboriginal and Torres Strait Islander students who want to move to Brisbane to study at QUT in 2022.

The QUT Indigenous Accommodation Program will help pay for first-year students to live at Student One in Elizabeth Street – a purpose-built student apartment building in the city centre located a 700 metre walk from QUT's Gardens Point campus (and 650m to the free bus to Kelvin Grove campus).

The heavily subsidised program is run by the QUT Oodgeroo Unit – the university's support service for Indigenous Australian students – in partnership with Student One.

The accommodation building features a central city location, shared apartments, free unlimited wifi, a rooftop cinema and barbecue areas, gym, study areas, and games rooms.

Oodgeroo Unit Director Julie Cook said moving to a new city to go to university was a huge step.

"We know it's incredibly challenging to leave your family and community and we hope this accommodation program will help reduce the stress of moving and allow students to really enjoy settling into uni in a culturally supportive environment," she said.

QUT acting student and proud Anmatyerre woman Zoe Walters knows first-hand how difficult it can be to relocate for university – and how good it was to spend her first year of uni at Student One.



Zoe Walters moved to Brisbane to study acting at QUT

Zoe moved from Alice Springs to Brisbane at the start of 2021 to embark on her Bachelor of Fine Arts, majoring in acting, with QUT's Faculty of Creative Industries, Education and Social Justice.

"Moving to Brisbane was definitely a challenge – the hardest part was being away from my family and friends back home. Figuring out how to navigate the city was an adventure – scary but exciting," Zoe said.

"Living at Student One was a lot of fun – they offer lots of activities such as yoga and cooking classes and I received a scholarship from Student One that reduced my rent. I've now moved into a house with some mates from my course, but Student One was a great place to begin my adventure, as the staff are genuinely so kind and caring."

Student One's CEO Tim Weston said the company was pleased to be partnering with QUT for the program.

"With our Elizabeth Street residence being so close to QUT's Gardens Point Campus the university is able to offer a true living and learning experience for First Nations students while they experience the exciting city life that Brisbane has to offer," he said.

The program is open to Aboriginal and Torres Strait Islander students who are commencing full time study at QUT in semester one and are relocating from a regional, remote or interstate community.

Source: QUT News, First published 21 December 2021

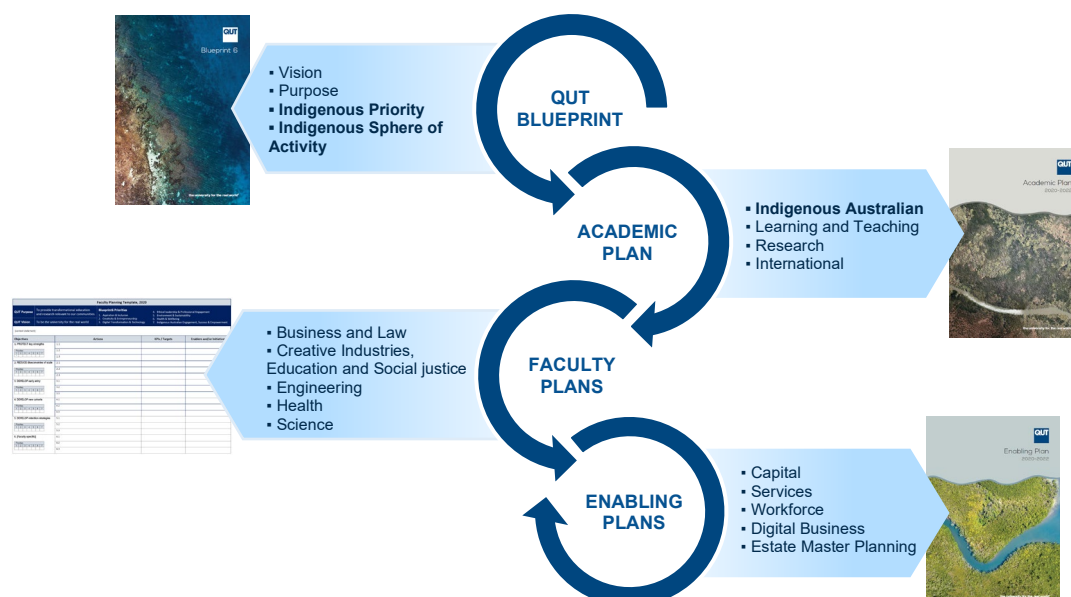
5. Eligibility criteria

5.1 Indigenous Education Strategy

‘Indigenous Australian engagement, success and empowerment’ is a cross-institution priority at QUT. It is embedded within the university’s strategic plan making it a core part of the operations of the whole university.

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

Figure 5.1 QUT Integrated Planning Framework



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

To achieve this strategic priority, QUT commits to:

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

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

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

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

Table 5.1 Indigenous Australian Foundational Academic Plan – key objectives and strategies

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

Each of the other foundational plans for Learning and Teaching; Research and International also have specific Indigenous Australian actions developed with senior Indigenous Australian university staff in consultation with the relevant plan owners. The QUT Academic Plan outlines a range of measures that senior officers of the university have ownership and/ or responsibility (Figure 6.2).

Figure 6.2 QUT Academic Plan Measures

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

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.

To monitor progress, drive performance and inform strategic action, the university has embedded the achievement of this outcome as a key performance indicator within the institution's corporate performance reporting framework with targets set for each organisational area.

Current university data indicates that 1.89 per cent of staff identified as Indigenous Australian as at December 2021. This 2021 result is up from 1.75 per cent in 2020 but still below the stipulated three per cent target. Each faculty, institute and division across the university has an internal target that is monitored and reported on as detailed in QUT's quarterly Corporate Performance Reports.

In 2021, QUT met its requirements under section 12 of the ISSP Guidelines through the inclusion of the following targets within its Indigenous Australians Employment Strategy (IAES):

- Increase the number of Indigenous Australian employees engaged by QUT to at least 3 per cent of all employees at the university; and
- Provision for the employment of at least one Indigenous Australian person as a senior executive employee at the level of Pro Vice-Chancellor or Deputy Vice-Chancellor, or equivalent level.



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

- Increasing the number of Indigenous Australian academic employees engaged by QUT; and
- The professional development and career advancement of Indigenous Australian academic employees engaged by QUT.

The QUT Indigenous Australian Employment Strategy 2018-2021 is published at:
<https://www.qut.edu.au/careers/indigenous-employment>.

Progress on the practical implementation of QUT's Indigenous Australians Employment Strategy is reported to the Vice-Chancellor and President's Indigenous Australians Advisory Committee (IAAC). It is also discussed at the Aboriginal and Torres Strait Islander Staff Committee (Staff Committee). The implementation of the Strategy is supported by the Indigenous Australian Employment Coordinator, the Human Resources Department and other key stakeholders from across the University community.

Key successes and milestones achieved against the objectives of the strategy during 2021 include:

- QUT provided seven (7) Aboriginal and Torres Strait Islander Selection Panel Member Workshops in 2021. These workshops were offered in March, June, September and November 2021 and facilitated by the Indigenous Australian Employment Coordinator.
- An extensive review and consultation process of the Indigenous Australians Employment Strategy (IAES), in partnership with the Pro Vice-Chancellor (Indigenous Strategy) was undertaken in 2021. The new IAES will be released in early 2022.
- Internationally acclaimed playwright and artistic director Wesley Enoch AM announced as Indigenous Chair in the Creative Industries with QUT.
- The Indigenous Australian Employment Coordinator circulated identified, targeted and other roles as requested to QUT's Indigenous Australian staff and the wider Indigenous Australian community throughout 2021. For example, all prospective Indigenous Australian candidates were directly contacted by the Indigenous Australian Employment Coordinator via LinkedIn to ensure targeted and timely communication related to new advertised roles.
- QUT's HR (Business) Partners and the Indigenous Australian Employment Coordinator actively promoted Indigenous Australian employment as part of recruitment discussions.
- Academic appointments in 2021 included Level B Indigenous Australian Postdoctoral Research Fellow (Faculty of CI, Education & Social Justice); Level E Professor of Indigenous Health (Faculty of Health); Level D Associate Professor of Practice (Faculty of Business and Law).
- QUT announces appointment of Indigenous Australian academic Professor Chelsea Watego as Professor of Indigenous Health within the Faculty of Health.
- In 2021, the University implemented a program to address the underrepresentation of Indigenous Australians in HDR programs, and academic and research positions within QUT. The program provides a pathway to a doctoral higher degree by research (PhD or Professional Doctorate) followed by a pathway to academia for Indigenous Australians. The P2P program is a joint initiative between the Research Portfolio (Academic Division) and the Office of the Pro Vice-Chancellor, Indigenous Strategy (Chancellery Division) in collaboration with faculties.
- In 2021, the Indigenous Australians Traineeship Program was launched. The program recruited five (5) trainees as well as an Indigenous Australian Traineeship Coordinator to provide support for the program. The traineeships run for a period of 12 months. QUT appointed a full-time Indigenous Australian Traineeship Coordinator to provide support and guidance to trainees and their supervisors on a regular basis, whilst maintaining effective communication and relationship management between placement areas and the training providers.

- Four face-to-face Indigenous Australian staff networking meetings were held during May, July, October and December to promote professional networking and build relationships among staff.
- The impact of COVID-19 on all planned career, capability and leadership staff development programs and workshops, including targeted Indigenous Australian workshops, were refocused in 2021 to provide change capability and support sessions available to all staff. The Indigenous Australian Employment Coordinator promoted the change capability and support sessions to all Indigenous Australian employees through the Indigenous Australian Staff Network and email communiqué. Towards the end of 2021, leadership and capability development programs resumed at the University which were actively promoted.
- Student Services and Wellbeing portfolio appointed a dedicated Indigenous Australian Counsellor, to provide greater mental health support to Indigenous Australian students and work collaboratively with the Oodgeroo Unit to develop new initiatives and other support arrangements to ensure their educational success. The position is to also seeks to increase the capacity of the counselling service and provide a culturally safe place for Indigenous Australian students to connect with the service.
- Indigenous Australian and curriculum specialist Mr Joe Sambono appointed as Program Lead (Embedding Indigenous Australian Perspectives) within the Teaching and Learning Unit to work with faculties on improving the cultural responsiveness of their curriculum.
- Student Engagement and Sport unit appointed a Sport Officer (Indigenous Programs) as part of the QUT Sport team responsible for administering sporting initiatives for Indigenous Australian students, staff and the broader indigenous community. The role is responsible for developing, coordinating and delivery of targeted sporting programs and events, including National University events across multiple team-based sports.
- In 2021, the Indigenous Australian Employment Coordinator regularly circulated job opportunities to internal and external Indigenous Australian community members and provided one-on-one advice to current Aboriginal and Torres Strait Islander employees considering internal vacancies.
- In 2021, the Aboriginal and Torres Strait Islander Staff Committee met on four occasions throughout out the year providing a representative voice for the university's Indigenous Australian staff and made recommendations to the Indigenous Australians Advisory Committee for consideration.

During 2021 an intensive review of the Indigenous Australians Employment Strategy was undertaken and included broad stakeholder input. Going forward, the proposed focus areas to increase the university's rate of progress being achieved include increasing cultural awareness and support; increasing leadership accountability and visibility; establishing a multi-layered development approach to support staff at all stages of their career; reviewing governance and reporting; establishing clear pathways for HDR students for academic careers; and developing graduate/ trainee (entry-level) programs. The new Strategy is expected to be released in early 2022.

QUT partners with AFL SportsReady to provide entry level career opportunities for Indigenous Australians in business administration

QUT partnered with AFL SportsReady through Warumilang (AFL SportsReady's Indigenous program) to launch the 2021 Indigenous Australian Traineeships Program (5 positions available).

The QUT Indigenous Australians Traineeship Pilot Program aims to provide entry level opportunities for Aboriginal and Torres Strait Islanders to begin a successful career in business administration.

The program provides trainees with:

- education and mentoring support to complete a certificate level qualification in business;
- placement within a supportive, culturally safe work environments, providing on-the-job learning opportunities;
- access to the University's staff events and services for example QUT staff learning and development events and the employee assistance program;
- additional financial assistance to cover the cost of travelling to and from the workplace;
- access and exposure to senior staff via meetings and informal networking to promote visibility of the program;
- access to the University's Indigenous Australians Staff network; and
- additional tailored professional development designed to support the career success of each individual trainee.

In addition to the program itself, QUT appointed a full-time Indigenous Australian Traineeship Coordinator to provide support and guidance to trainees and their supervisors on a regular basis, whilst maintaining effective communication and relationship management between placement areas and the training providers.

The program began in April with the appointment of two full time-trainees, with three more Business Administration Trainees joining the program in September.

Regular updates on the overall progress of the program are reported to both the Indigenous Australians Advisory Committee and the Aboriginal and Torres Strait Islander Staff Committee.

The key milestones for success of the program will be:

- all trainees completing the program within the allocated timeframe; and
- all trainees finding employment at the end of their traineeship.

A full review of the program will be undertaken once the pilot has been completed in 2022.

5.3 Indigenous Governance Mechanism

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 [Blueprint 6](#). The Committee also supports the facilitation and development of strategic relationships with Aboriginal and Torres Strait Islander communities and local groups.

Indigenous Australian Advisory Committee is a management committee accountable to the Vice-Chancellor and President for fulfilling its responsibilities. The [Indigenous Australian Advisory Committee Charter](#) is publicly available from the QUT Manual of Policies and Procedures (MOPP A/8.2). 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 |
|---|---|
| Pro Vice-Chancellor (Indigenous Strategy) as Chair <i>[ex officio]</i> | Ms Angela Barney-Leitch (commenced 10/1/20) |
| Vice-Chancellor and President <i>[ex officio]</i> | Prof Margaret Sheil AO (commenced 10/1/20) |
| Provost or nominee | Prof Kerrie Wilson (commenced 15/2/21) |
| Vice-President (Administration) and University Registrar or nominee | Ms Gillian Bromley (commenced 10/1/20) |
| Deputy Vice-Chancellor and Vice-President (Education) <i>[ex officio]</i> | Prof Robina Xavier (commenced 26/2/20) |
| Executive Director, Carumba Institute <i>[ex officio]</i> | Prof Peter Anderson (commenced 10/1/20) |
| One dean, nominated by the Vice-Chancellor and President | Prof Peta Wyeth (commenced 10/8/21) |
| Director, Oodgeroo Unit <i>[ex officio]</i> | Ms Julie Cook (commenced 10/1/20) |
| Elder-in-Residence <i>[ex officio]</i> | Mr Gregory Egert (commenced 10/1/20) |
| Two representatives from Aboriginal and/or Torres Strait Islander community organisations nominated by the Vice-Chancellor and President in consultation with the Pro Vice-Chancellor (Indigenous Strategy) | Ms Mundanara Bayles (commenced 10/1/20) Mr Dennis Conlon (commenced 11/3/20) |
| One Aboriginal and/or Torres Strait Islander student nominated by the Vice-Chancellor and President | Ms Alicia Brown (commenced 7/5/21) |
| Two Aboriginal and/or Torres Strait Islander staff members of the University, nominated by the Vice-Chancellor and President | Dr Craig Cowled (commenced 11/3/20) Ms Fiona Smallwood (commenced 11/3/20) |
| Secretary | Mrs Joanne Waterhouse |

The Indigenous Australian Advisory Committee met four times in 2021 on: March 16th, June 8th, August 17th, and November 9th and considered an out-of-session item in April 2021. The main business items and activities actioned by/ through the Indigenous Australian Advisory Committee in 2021 included:

- Aboriginal and Torres Strait Islander enrolments
- Oodgeroo Unit Report (to each meeting)

- Indigenous Australian Employment Update (to each meeting)
- Semester 2, 2021 Aboriginal and Torres Strait Islander Centralised Assessment and Selection Program (CASP) Report
- Indigenous Australians PhD/ Professional Doctorate to Postdoctoral Fellowship (P2P) Program
- QUT Recommended Guidelines for Aboriginal and Torres Strait Islander Terminology
- QUT Indigenous Strategic Planning / Implementation of QUT's Indigenous Australian 10-Year Plan
- Endorsement of the 2020 Indigenous Student Support Program Performance Report and Financial Acquittal.

Statement by the Indigenous Governance Mechanism

The Indigenous Australian Advisory Committee is pleased to endorse the submission of QUT's 2021 ISSP Performance Report and Financial Acquittal. The Committee acknowledges the work across the institution in contributing to the Commonwealth's vision for Indigenous Australians to enrol, progress and complete higher education at the same rate as, or a better rate than, non-Indigenous Australians. The Committee thanks the relevant business areas/ departments who contributed to the administration of the ISSP grant and to the compilation of the 2021 performance report and acquittal including the faculties, Oodgeroo Unit, Student Services and Wellbeing, Human Resources, Carumba Institute, Finance Business Solutions, Governance Legal and Performance, Enterprise Data and Analytics, Learning and Teaching Unit and the Office of the Pro Vice-Chancellor (Indigenous Strategy).

6. 2021 ISSP Performance Report tables

Table 1: ISSP Scholarships - breakdown of 2021 paymentsⁱ

| | Education Costs | | Accommodation | | Reward | | Total ⁱⁱ | |
|-----------------------------|---------------------|------------|---------------------|-----------|----------|----------|---------------------|------------|
| | \$ | No. | \$ | No. | \$ | No. | \$ | No. |
| Enabling ⁱⁱⁱ | - | - | - | - | - | - | - | - |
| Undergraduate ^{iv} | \$479,250.00 | 106 | \$150,000.00 | 34 | - | - | \$629,250.00 | 108 |
| Post-graduate ^v | \$66,250.00 | 15 | \$5,000.00 | 1 | - | - | \$71,250.00 | 15 |
| Other | - | - | - | - | - | - | - | - |
| Total | \$545,500.00 | 121 | \$155,000.00 | 35 | - | - | \$700,500.00 | 123 |

Table 2: Tutorial assistance provided in 2021

| 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 | 296 | na | 8507.66 | \$468,906.79 |
| Postgraduate | 161 | na | 3925.94 | \$249,644.24 |
| Other | - | - | - | - |
| Total | 457 | na | 12 433.6 | \$718,551.03 |

na – data not available

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

| | Education Costs | | Accommodation | | Reward | | Total | |
|---|---------------------|-----------|---------------------|-----------|----------|----------|---------------------|-----------|
| | \$ | No. | \$ | No. | \$ | No. | \$ | No. |
| A. 2020 Payments | \$220,260.00 | 48 | \$140,768.00 | 31 | - | - | \$361,028.00 | 79 |
| B. 2021 Offers ^{xi} | \$200,750.00 | 44 | \$172,500.00 | 38 | - | - | \$373,250.00 | 82 |
| C. Percentage ^{xii} (C=B/A*100) | | | | | | | 103.4% | |
| 2021 Payments | \$185,750.00 | 41 | \$155,000.00 | 35 | - | - | \$340,750.00 | 76 |

Table 5.2: Indigenous workforce data (2021 breakdown) ^{xiii}

| Level/ position | Permanent | | Casual/ contract/ fixed-term | |
|---------------------------------|-----------|--------------|------------------------------|--------------|
| | Academic | Non-academic | Academic | Non-academic |
| HEWA2 | | | | 14 |
| HEWA3 | | | | 7 |
| HEWA4 | | 8 | | 2 |
| HEWA5 | | 13 | | 9 |
| HEWA6 | | 8 | | 7 |
| HEWA7 | | 7 | | 3 |
| HEWA8 | | 9 | | 1 |
| HEWA9 | | 3 | | 2 |
| HWA10 | | 1 | | |
| Total professional staff | | 49 | | 45 |
| International College Educators | 1 | | | |
| LEVA | | | 1 | |
| LEVB | 2 | | 2 | |
| LEVC | 5 | | 6 | |
| LEVD | 1 | | | |
| LEVE | 1 | | 1 | |
| Sessional Academic | | | 6 | |
| Total Academic Staff | 10 | | 16 | |
| Senior Staff | | | 2 | 2 |
| Totals | 10 | 49 | 18 | 47 |
| | | 59 | | 65 |
| | | 124 | | |

* Data is taken as a snapshot as at 31 December 2021

Footnotes

ⁱ This information provides for the number of students and cost of the scholarships expended in 2021. 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 2021 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 This 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 required payment during the 2021 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. Note the data in this table is a subset of the scholarship data provided in Table 1.

^{xi} Record all verbal and written scholarship offers for the 2021 calendar year, including those offers that were not accepted by the student. Record the 2021 component of new scholarship offers and the planned 2021 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).

^{xii} This data confirms the university's compliance with Section 21(3) of the Guidelines.

^{xiii} While universities report on the number of Indigenous staff through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce. Record all Indigenous staff employed by the university, including those not working on ISSP-related activities. The numbers recorded here should be a headcount of staff and not the full-time equivalent. Insert additional lines as needed

Indigenous Student Success Program

2021 Financial Acquittal

Organisation Queensland University of Technology

1. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2021 (excluding GST) ¹

| Item | (\$) |
|--|------------------|
| A. ISSP Grant | |
| ISSP Grant 2021 (flexible component) | 2,918,678 |
| ISSP Grant 2021 for preserved scholarships | - |
| | 2,918,678 |
| B. Other ISSP Related income | |
| Rollover of ISSP funds from 2020 (and earlier years) | 92,250 |
| Interest earned/royalties from ISSP funding ² | 19,270 |
| <u>if no interest has been earned briefly state why</u> | |
| Sale of ISSP assets | - |
| Subtotal other ISSP related income | 111,520 |
| Grand total for 2021 | 3,030,198 |

Table 1b Other funding available to support Indigenous students in 2021 (excluding GST) ³

| Item | (\$) |
|---|------------------|
| A. Other non-ISSP funds ⁴ | |
| Other funding provided under HESA ⁵ | 1,310,008 |
| Other Commonwealth Government funding | - |
| ATO cash flow boost voluntarily allocated by you to this activity | - |
| Funds derived from external sources ⁶ | 219,750 |
| Total of other non-ISSP funds for 2021 | 1,529,758 |

Table 1c Expenditure on support for Indigenous students during 2021 (excluding GST) ⁷

| Item ⁸ | Actual ISSP (\$) ⁹ | Estimate other funds (\$) ¹⁰ | TOTAL (\$) ¹¹ |
|---|-------------------------------|---|--------------------------|
| Preserved scholarships | 16,533 | - | 16,533 |
| Scholarships from flexible ISSP funding | 549,135 | 1,000 | 550,135 |
| Salaries for staff working on ISSP activities (excluding JobKeeper payments) ¹² | 1,925,070 | 1,457,864 | 3,382,934 |
| Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components) | 366,240 | 64,309 | 430,549 |
| Travel – domestic (airfares, accommodation & meals) | 26,982 | 6,705 | 33,687 |
| Travel – international (airfares) ¹³ | - | - | - |
| Travel – international (accommodation and meals) | - | (120) | (120) |
| Conference fees and related costs ¹⁴ | - | - | - |
| ISSP Asset purchases made during 2021 ¹⁵ | - | - | - |
| A. Total Expenditure 2021 | \$ 2,883,960 | \$ 1,529,758 | \$ 4,413,718 |
| B. Unexpended 2021 ISSP funds approved for rollover into 2022 grant year ¹⁶ | 145,526 | | |
| C. Unexpended 2021 ISSP funding to be returned to the NIAA - flexible component | | | |
| D. Unexpended 2021 ISSP funding to be returned to the NIAA - preserved scholarships | | | |
| 2021 ISSP funding committed (A + B + C + D) ¹⁷ | 3,029,486 | | |

For NIAA information only

| | |
|---|---|
| JobKeeper payment/s received and expended on this activity (value \$) | 0 |
|---|---|

2. Rollovers

Table 2 Rollovers ¹⁸

| | Rolled over (\$) (A) | Expended/committed ¹⁹ (\$) (B) | Excess to be returned to the NIAA ²⁰ (\$) (C) (C = A - B) |
|---|----------------------|---|--|
| 2019 funds rolled over rollover into 2021 | | | |
| 2019 funds approved for rollover into 2022 (if applicable) | | | |
| 2020 funds rolled over into 2021 | 92,250 | 84,378 | |
| 2020 funds approved for roll over into 2022 (if applicable) | 7,872 | | |
| 2021 funds approved for roll over into 2022 | 145,526 | | |

Approved rollover into 2022 for QUT is **\$153,397.43** per *Higher Education Support (Indigenous Student Success Program)(Rollover of Grant Amounts) Determination 2022*. When completing the application to rollover unspent funds, **\$7,872** from 2020 was inadvertently included in the request as unspent 2021 funds. **\$145,526** represents the 2021 funds that have been rolled over into 2022.

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2021²¹

| | | | |
|--|---|---|------|
| 1. GST received by you in 2021 as part of the Indigenous Student Success Program funding under the Higher Education Support Act 2003 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 (27/2/14) | 4,328.59 | Nil |
| Motor Vehicle 709TOK (4/2/14) | 4,328.59 | Nil |

Table 4b ISSP Assets - purchases during 2021²⁶

| Asset Description/ category | Purchase Value | ISSP contribution |
|-----------------------------|----------------|-------------------|
| N/A | | |

Table 4c ISSP Assets - disposals during 2021

| Asset Description/ category | Adjustable value | Disposals/ Sale Price ²⁷ | ISSP component ²⁸ | Disposals Age ²⁹ |
|---|------------------|-------------------------------------|------------------------------|-----------------------------|
| MFD Fuji Xerox serial number 732750 (18/2/15) | 30.60 | 1.00 | - | 6 years |
| MFD Fuji Xerox serial number 733230 (16/4/15) | 88.66 | 1.00 | - | 6 years |
| MFD Fuji Xerox serial number 733669 (28/4/15) | 57.44 | 1.00 | - | 6 years |

5. Endorsement of the Financial Acquittal³⁰

2021 Financial Acquittal supported and initialled by:

Name: Neil Ainsworth

Title: Chief Financial Officer

Phone: 07 3138 6671

Email: cfo@qut.edu.au

Signed:



Date:

27/04/22

**SIGN
HERE**



QA...initials

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 2021 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 Interest earned on ISSP is considered to be ISSP funding and must be used in accordance with the ISSP Guidelines.
- ³ Please estimate the funds available if exact amounts are not known.
- ⁴ Please insert additional lines if the listing below do not suit your university's arrangements.
- ⁵ Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- ⁶ Examples of other funding are philanthropic donations, other student payments, business income etc.
- ⁷ Where applicable, figures provided in this table must be consistent with the figures provided in the institution's 2021 Performance Report.
- ⁸ Please insert additional lines if the listing below do not suit your university's arrangements.
- ⁹ 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).
- ¹⁰ List the expenditure of the income listed in Table 1b.
- ¹¹ Sum ISSP expenditure and other funds expenditure.
- ¹² 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.
- ¹³ Note that only airfares for international travel for students can be funded under ISSP.
- ¹⁴ Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- ¹⁵ Assets are defined in the Indigenous Student Assistance Grants Guidelines 2017, and are items that have an individual value of \$5,000 or more.
- ¹⁶ This should match the figure in Table 2.
- ¹⁷ This figure should equal the Grand total in Table 1a
- ¹⁸ All rollovers have to be agreed with the NIAA and listed in a relevant determination, check with NIAA if you are unsure of your roll over information.
- ¹⁹ For 2019 funds rolled into 2021 and 2020 funds rolled in to 2021, the amounts included here should be the amount expended in 2021.
- ²⁰ This is the amount of the rollover not expended. NIAA will issue an invoice for any amounts listed in this column.
- ²¹ If GST is not paid to you, do not complete the table in section 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 2014.
- 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 2021 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 2022 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.

Certification