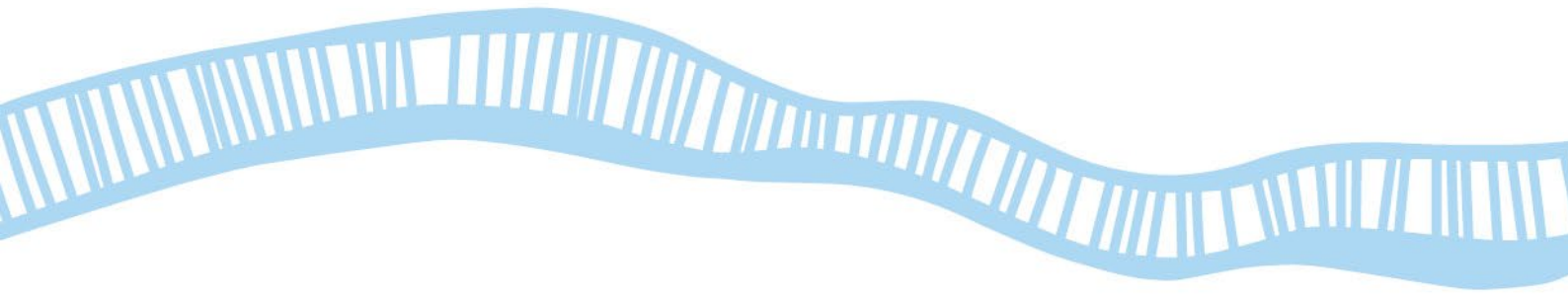


Indigenous Student Success Program

2023 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.

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.

The university has two inner-city campuses in Brisbane – Gardens Point and Kelvin Grove campuses – situated on the unceded sovereign land of the Turrbal and Yugara people. 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 84,000 Indigenous Australians but comprises only 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.

QUT has one of the highest Indigenous Australian student populations in the country, with a little over 960 enrolments in 2023. Our Aboriginal and Torres Strait Islander student support centre—the Oodgeroo Unit—plays a vital role in supporting Indigenous Australian student success. We also have our own Indigenous Australian research institute—the Carumba Institute—where emerging Indigenous Australian researchers can access world-class facilities and resources they need to flourish. In 2025, QUT will have 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, building on the strong foundations the university has already developed.

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.

1st university in Australia

QUT will be the first university in Australia with an Indigenous faculty devoted to Indigenous knowledge and culture, which will be ready to take students in 2025.

2023 QUT Indigenous Australian data – at a glance

QUT is making significant gains across access, participation, success and completion for Indigenous Australian students and staff.



961



Indigenous Australian students enrolled at QUT in 2023 – up 3% from 931 in 2022.

2.3%



of QUT's domestic student population were Indigenous Australian in 2023 – up from 2.15% in 2022.

385



Indigenous Australian student commencements at QUT in 2023 – up 17% from 328 in 2022.

155



Indigenous Australians award course completion in 2023 – same outcome as 2022.

37



Indigenous Australian students enrolled in Higher Degree Research at QUT in 2023 – up from 32 in 2022.

Indigenous Australian participation by field of study in 2023 and % change from 2022:



Society and Culture

202 ↑ 0.5%



Management and Commerce

188 ↔ 0.0%



Health

140 ↑ 11.1%



Education

117 ↑ 3.5%



Creative Arts

87 ↑ 4.8%



Information Technology

50 ↑ 4.1%



Engineering and Related Technologies

61 ↑ 7.0%



Natural and Physical Sciences

63 ↑ 6.8%



Architecture and Building

43 ↓ 14.0%

71.3%



of Indigenous Australian students enrolled at QUT came from the Brisbane region in 2023.

89



Indigenous Australian staff employed in the university in 2023 – comprising 2.01% of all staff at QUT.

207

Postgraduate enrolments in 2023

744

Undergraduate enrolments in 2023



* 10 enrolments were in non-award courses in 2023

2,000+



Indigenous Australian alumni have successfully graduated from QUT.

2023 QUT Indigenous Australian highlights and achievements

QUT has achieved many highlights during 2023 that contribute to realising our vision.

JANUARY

- ▶ Establishment of newly formed Indigenous Australian portfolio through structural realignment of Oodgeroo Unit, Carumba Institute, and Indigenous Strategy under the leadership of DVC (Indigenous Australians).
- ▶ Professor Chelsea Watego appointed as new Executive Director of Carumba Institute.

A.



FEBRUARY

- ▶ QUT undertakes survey of Indigenous Australian alumni to seek information about how best the university can provide support. (A)
- ▶ Oodgeroo Unit hosts its Pre-Orientation Program with 71 students enrolled across the week.
- ▶ Indigenous Australian Accommodation Program Orientation and Check-in held onsite at Student One Elizabeth Street
- ▶ Carumba Institute hosted an Indigenous VRES showcase of 5 Indigenous Australian undergraduate student research projects supervised by Professor Watego.
- ▶ Carumba Institute convened its first 'Carumba Catch-Up' event for QUT Indigenous Australian academics and HDR students.

MARCH

- ▶ DVC (IA) Coffee and Yarn session held at KG campus.
- ▶ TEDx QUT Salon: Understanding Sense of Place held with QUT's Elder-in-Residence and other First Nations panellist speaking about the history of the land on which QUT stands and importance of place and connection with Country.
- ▶ QUT's Cultural and Ceremonial Leave policy updated to enable eligible staff to access up to 5 days non-cumulative leave on full pay in a 12-month period.

APRIL

- ▶ Indigenous Australian Advisory Committee (IAAC) meeting held.
- ▶ Welcome to Country art installation by Biri Gubba, Yuggera and Warangu artist Jody Rallah unveiled. (B)
- ▶ Launch and release of QUT's new Indigenous Australian Employment Strategy 2023-2025.
- ▶ Carumba Institute Advisory Committee meeting held.
- ▶ DVC (IA) Coffee and Yarn session held at GP campus.

B.



AUGUST

- ▶ Carumba Institute hosted the 2023 QUT Meanjin Oration delivered by Aboriginal activist, lawyer and academic, Mr Noel Pearson. (F)
- ▶ IAAC meeting held.

F.



D.



JULY

- ▶ DVC (IA) Coffee and Yarn session held at KG campus.
- ▶ Quarterly Aboriginal and Torres Strait Islander Staff Lunch.
- ▶ QUT co-sponsors Triple A NAIDOC Community Ball.
- ▶ QUT hosts 2023 Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF) Year 12 Graduation. (E)

E.



JUNE

- ▶ DVC (IA) Coffee and Yarn session held at GP campus. (D)
- ▶ QUT post-doctoral fellow Dr Amy McQuire awarded Lowitja Institute Aboriginal and Torres Strait Islander Student of the Year.
- ▶ IAAC meeting held.
- ▶ Carumba Institute winter writing retreat held with Indigenous Australian HDR students, academics, researchers, and practitioners.
- ▶ QUT Art Museum hosts "I wanna be adorned" exhibition by QUT Alumni and descendant of Jawoyn people Troy-Anthony Baylis.

C.



MAY

- ▶ QUT releases statement of support for the Uluru Statement from the Heart and 'Yes' position in the upcoming national Referendum.
- ▶ DVC (IA) Coffee and Yarn session held at KG campus.
- ▶ QUT hosts CATSINaM workshop bringing together First Nations nurses, midwives and students from across Queensland for strategic conversations.
- ▶ QUT partnered with Empowered Communities, a collaboration of 10 regional, urban and remote communities across Australia, to present the panel discussion and launch the Voice, Partnership, Empowerment explained booklet. (C)
- ▶ Quarterly Aboriginal and Torres Strait Islander Staff Lunch.
- ▶ University Executive Leadership Team approve commencement of a new project to develop a QUT Indigenous Cultural and Intellectual Property Protocol.

SEPTEMBER

- ▶ DVC (IA) Coffee and Yarn session held at KG campus.
- ▶ QUT Associate Lecturer in creative writing Melanie Saward awarded a \$19,500 Queensland Writers Fellowship.
- ▶ QUT sponsors the 2023 Deadly Choice Junior Murri Carnival in collaboration with the Arthur Beetson Foundation.
- ▶ Prominent Aboriginal leader, rights activist and researcher, Mr Les Malezer awarded a QUT Honorary Doctorate.
- ▶ Oodgeroo Unit's Annual Scholarship Presentations held to acknowledge and celebrate student scholarship recipients with sponsorship partners.

OCTOBER

- ▶ QUT sponsors the Yarrabah Music and Cultural Festival in association with the QMF and Yarrabah Aboriginal Shire Council. (G)
- ▶ Quarterly Aboriginal and Torres Strait Islander Staff Lunch.
- ▶ Official openings of new Indigenous Australian spaces on Kelvin Grove and Gardens Point campuses as new homes of the Oodgeroo Unit, Carumba Institute and Elders spaces.
- ▶ Carumba Institute and the Meanjin literary journal announce a new publishing partnership for the annual Meanjin Oration.

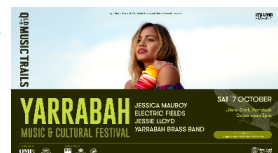
NOVEMBER

- ▶ Carumba Institute Advisory Committee meeting held.
- ▶ IAAC meeting held.
- ▶ Indigenous Australian alumni Dr Clare Villalba (Outstanding Young Alumni), Natalie Walker (Outstanding Indigenous Australian Alumnus), and joint recipients Stephanie Parkin and Cassie Lang (Outstanding Indigenous Australian Alumnus) receive outstanding alumni awards.
- ▶ Vice-Chancellor announces establishment of Australia's first Faculty of Indigenous Knowledges and Culture.

DECEMBER

- ▶ End of year Quarterly Aboriginal and Torres Strait Islander Staff Lunch.
- ▶ Four Indigenous Australian staff receive Aboriginal and Torres Strait Islander Excellence awards as part of VC Awards for Excellence.
- ▶ Annual QUT Pre-Graduation Ceremony held to commemorate and celebrate the excellence and success of Indigenous Australian graduands.

G.



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. During 2023, the university recorded a headcount enrolment of 961 Indigenous Australians which is up from the 931 enrolments reported in 2022. QUT's Indigenous Australian commencements were also up 17% from the 328 reported in 2022 to 385 in 2023.

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.

Activities, strategies and programs undertaken in 2023 to support and improve access to university for Indigenous Australian students included:

- Oodgeroo Unit hosted an on-campus day with sixteen (16) Aboriginal and Torres Strait Islander school-based Institute for Urban Indigenous Health trainees. The trainees experienced hands-on biomedical science and nursing workshops, campus tours on both campuses and presentations led by student ambassadors. Multiple schools within the Faculty of Health were engaged to provide trainees with nutrition and exercise physiology, exercise science, nursing and optometry activities as part of their on-campus day.
- The Oodgeroo Unit in collaboration with the Faculty of Science and Faculty of Engineering implemented the Start QUT (STEM Intensive) program which provided five (5) high achieving Year 11 Indigenous Australian high school students with an opportunity to get a head start on their chosen undergraduate course and explore their interested areas of study.
- The Learning Success team within the Oodgeroo Unit actively connected with new students and delivered a range of events to help bring students together to build a sense of community. Activities included a welcome week BBQ to help promote connections between returning and commencing Indigenous Australian students.
- As part of its engagement activities with Indigenous Australian school students, the Oodgeroo Unit continues to implement a key focus on inspiring interest and aptitude within the sciences and engineering fields.
- The STEM Engagement Project Coordinator worked across teams within the Unit and collaborated with both the Engineering and, the Science faculties in the delivery of programs. Over 150 Indigenous Australians school students from 10 schools participated in STEM engagement workshops and on-campus experiences.
- The Oodgeroo Unit Facebook page went live in early April 2023 and provided another medium for the unit to engage with students and the community.
- The Oodgeroo Unit presented on current program offerings to Indigenous Australian high school students at the Community Education Counsellors Development Day hosted by the metropolitan regional office of the Department of Education.
- The QUT Sport Tech Van operated by QUT Sport engages with the community and high schools across Southeast Queensland enabling QUT to engage both on and off campus. In 2023, QUT has participated in 23 events, with events including Murri School Health Day, Cherbourg Sports Gala Day, Morayfield SHS Sports Testing Day and events

4th in
Australia



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

(Selected Higher Education Statistics, 2022 Student Data)

delivered directly to high schools. Since the official launch in September 2023, the QUT Sport Tech Van has engaged with over 4,500 members of the community or high school students.



150+
courses

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

(2023 QUT data)

- Faculty of Business and Law led a session with more than 20 Indigenous Australian students considering business study at the Indigenous Year 12 Info Day coordinated by Oodgeroo Unit.
- Collaborative planning between the School of Early Childhood and Inclusive Education and the Oodgeroo Unit to review and strengthen pathways for Indigenous Australians to become early childhood teachers. Key strategies going forward include targeting Indigenous Australian educators and teacher aides; leveraging the Diploma entry pathway with wraparound support; and design and implementation of the proposed three-year Bachelor of Education (Early Childhood) (Birth – 5 years), including consideration of culturally responsive entry pathways.
- The Faculty of Engineering continued to expand its partnership with the Mabel Park State High School: Applied STEM Projects for Immersive Real-world Experience (ASPIRE). The purpose of this program is to engage with students from Indigenous Australian and/ or low SES backgrounds in this catchment who are not typically targeted by university STEM programs. This is a 3-year (grade 10-12) program for students that includes regular on-campus touchpoints and individual STEM mentorship by academic staff. (Refer case study)
- The Faculty of Engineering also ran a program of physics engagement workshops in high schools which targeted schools with high populations of Indigenous Australian students. Indigenous Australian Student Ambassadors within the faculty ran hands-on sessions in schools to encourage students to consider pursuing further study in engineering. The initiative was co-funded by Boeing.
- The QUT Astrophysics Group led by Dr. Michael Cowley within the Faculty of Science conducted a number of outreach activities with an Indigenous Australian focus including an illustrated talk on Indigenous Australian knowledges to year 5 and 6 students at St Joseph's Primary School in June; and professional development course and student workshop on Indigenous Australian astronomy at the "It Takes a Spark STEM Conference" in June 2023.

CASE STUDY

Applied STEM Projects for Immersive Real-world Education Program – ASPIRE

Since 2021, the Applied STEM Projects for Immersive Real-world Education program (ASPIRE) has enabled unprecedented access to STEM learning experiences for the diverse student cohorts of Mabel Park State High School in Logan, south of Brisbane City, Queensland.

ASPIRE aims to break down systemic and personal barriers, boost both self-belief and access to STEM, especially for girls, Low SES and First Nations students. The program offers mentoring and role-modelling, enabling participants to 'see what they can be'. Through the real-world experience students gain over three years, they see a vision of themselves as a STEM professional and are supported in learning pathways towards that goal.

The QUT Faculty of Engineering has partnered with Mabel Park State High School to develop a bespoke engagement program specifically designed to target a demographic with unique barriers and systemic challenges to pursuing careers in STEM. Participation in ASPIRE has steadily increased from 8 students in 2021 to 47 in 2023. Young women make up 49% of the current cohort, along with 18% First Nations students. All participants are drawn from Mabel Park State High School, an immensely diverse population with over 200 languages spoken and 70 different cultures represented. It also has one of the largest First Nations student enrolments in Greater Brisbane (25%). Families at this school fall into the second lowest deviation of income earners in Australia, and typically, only 15% of students pursue tertiary education.

ASPIRE seeks to inspire students at a point in their academic development where they are preparing to make important decisions about their pathways and future careers. Rather than a one-off workshop or intensive camp environment, ASPIRE students are active participants in university projects that span research areas such as robotics, renewable resources, and medical imaging. The program encompasses Years 10-12, where each student is paired one-to-one with a QUT academic staff mentor. Traditional markers of academic success are not the primary concern; instead, participants are chosen on the basis of their interest in STEM and potential to make the most of ASPIRE opportunities.

The program is designed to provide constant and immersive touchpoints with the university. In the first year, participants spend one day per fortnight on campus, working with their academic mentor, over the course of one term. In their second year, the students participate in two visits per term to QUT industry partners, such as Stryker, Sealy International, and Herston Biofab Institute. At the end of Year 11, the students enrol in a QUT College summer semester unit in engineering. This can be credited towards a major in engineering at QUT, if students choose that study pathway. Year 12 participants continue to enjoy engagement opportunities through industry visits twice each term.

Over the three years of the program, students have worked on wide ranging projects including face recognition using deep learning; data analysis of antipathogenic surfaces; understanding and predicting fluid flow by computer simulations; and visualising and measuring bone microarchitecture in vertebral bone. Examples of skills gained by participants include Python coding for artificial intelligence algorithms; 3D computer modelling for patient-specific design of treatment devices; principles of engineering design for sustainable housing; and biological methods to measure surface-based viruses such as COVID-19. Various industry engagements have also exposed participants to a range of new STEM experiences. For example, the medical robotics team from Stryker R&D Hub at Royal Brisbane Women's Hospital have introduced students to robotically assisted surgery; and Sealy of Australia International R&D Department has showcased mechanical, process and electrical engineering in practice, plus fundamentals of engineering design. These experiences provide participants tangible examples of how STEM education translates into jobs.

Each year, an end of year celebration is held, attended by QUT leadership as well as senior leadership from Mabel Park. All participants who finish the three-year ASPIRE program are guaranteed a \$6,000 bursary (over two years), should they choose to enrol in a QUT Faculty of Engineering course. Mabel Park State High School has seen a doubling in students choosing an ATAR pathway for their senior school learning in recent years (from 15% in 2017 to 30% in 2023). The QUT Faculty of Engineering is immensely proud to support the school's ambition to create lifechanging opportunities for its students, through innovative programs such as ASPIRE.

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 2023 to support success and progression for Indigenous Australians included:

- The Oodgeroo Unit developed a new partnership with Relationships Australia Queensland to deliver culturally and clinically informed workshops with a theme to engage, support or refer students experiencing social, emotional, and well-being issues. The workshops will be educative and empowering by providing students with tools and resources to learn, understand, communicate and seek support.
- The Learning Success Team within the Oodgeroo Unit provided students with exam packs, made up of pencils, notepads, study tips, USBs, and other resources. Exam packs are offered twice a week throughout the central exam period, to ensure students are equipped with the necessary resources to prepare and complete their exams. Morning tea is also provided on these days.
- The Oodgeroo Unit continues to provide academic support to Indigenous Australian students by implementing the Keystones of Success tutoring program. Demand for this program continues to grow with QUT's increasing number of Indigenous Australian student cohorts.
- The Carumba Institute hosted an Indigenous Vacation Research Experience Scheme (VRES) showcase of five (5) Aboriginal and Torres Strait Islander undergraduate student research projects.
- The Carumba Institute has developed an internal CRM system for case management support to track the types of support being provided (quantifiable and qualitative data) and reviewing the level of financial support that can be offered to both HDR candidates and academic staff in a consistent and transparent way.
- The Carumba Institute held a 3-day writing retreat for Indigenous Australian scholars, postgraduate students and community project members developing discrete writing in a focused and supportive working environment. The retreat included critical reading groups, writing feedback sessions and focused writing sessions to scaffold thinking and writing.
- The Faculty of Business and Law continued to distribute \$50 Woolworths vouchers to all enrolled Indigenous Australian students and students from low SES and regional backgrounds studying with the faculty, recognising the financial stresses that many students experience.
- The Faculty of Business and Law continues to retain an ongoing focus on building a community with Aboriginal and Torres Strait Islander students through dedicated positions within the VRES, as part of the Aboriginal and Torres Strait Islander Research Engagement Strategy, backed by ongoing faculty funding. In 2023, QUT representatives of the Aboriginal and Torres Strait Islander Research Engagement Strategy established a relationship with Legal Aid Queensland with plans to create VRES program opportunities.

4th in
Queensland



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

(Selected Higher Education Statistics, 2022 Student Data)

- The Faculty of Engineering funds an HEA Associate Fellow (Indigenous) Incentive Scheme available to accredited staff who may apply for up to \$5,000 to support to development of Indigenous-relevant course content, assessment strategies, and embedded Indigenous Australians involvement in faculty courses.
- Students commencing the new Bachelor of Education program (early childhood, primary and secondary) within the Faculty of Creative Industries, Education and Social Justice will be required to complete the QUT You Walking on Country unit (6cp), in addition to core units and embedded learning in these programs. The intent is to expand and strengthen preservice teachers' understanding of Indigenous Australian cultures, histories and perspectives, and be able to apply these in curriculum and pedagogy.
- Academic Lead (Indigenous Health) roles in each school within the Faculty of Health contributed to the Faculty's Indigenous Australian recruitment and retention strategy in various ways including making regular one-on-one contact with Indigenous Australian students regarding course progression, support opportunities, VRES, scholarship and internship opportunities and general academic support.
- The Centre for Data Science within the Faculty of Science offering a research experience program for students to undertake paid research and gain research experience. (Refer case study)
- The Faculty of Science has coordinated a Collaborative Network to support academics integrating Indigenous Australian perspectives into curriculum. The approach consisted of a series of workshops over Semester 2, 2023, which offered the eight participating academics the opportunity to connect to successful examples, resources, to engage in peer-to-peer learning.
- QUT's equity-based scholarships continued to offer financial assistance to commencing and continuing Aboriginal and Torres Strait Islander students at QUT across all levels and disciplines of study.
- STEM support team within the mainstream Student Success Group (SSG) partnered with the Oodgeroo Unit to build rapport and raise awareness of available STEM support services with the aim of improving familiarity and engagement with Indigenous Australian students.
- The Language and Learning team within SSG partnering with the Oodgeroo Unit to promote engagement with specialised support services to develop their academic learning, study and communication capabilities by:
 - delivering sessions into Pre-Orientation Program (POP) Week (including EXPO) that highlight skills, strategies, skills and Student Success support available for success at QUT;
 - presenting in the Oodgeroo Unit Kelvin Grove Learning Lounge on Anywhere Anytime writing feedback (delivered in collaboration with Studiosity) to introduce service and encouraged students to register through Canvas; and
 - provision of Anywhere Anytime writing feedback (delivered in collaboration with Studiosity) through Canvas.
- SSG piloted a collaborative support approach in partnership with Oodgeroo Unit, called Chat-tea, which involved a weekly presence in the KG Oodgeroo Unit learning lounge to create the opportunity to chat to Indigenous Australian students about their work and suggest relevant support. Feedback loop was established across Oodgeroo and SSG to ensure consistent support of students. In total 6 educators involved in provided 40 sessions with promotion of support to all students linked to Oodgeroo unit and estimated 160 interactions over 2023.
- QUT added new questions to the 2022 Student Experience Survey on the inclusion of Aboriginal and Torres Strait Islander Peoples' perspectives within learning and teaching at QUT to provide insight into cultural competency and cultural safety.

CASE STUDY

Indigenous Australian students shine in new HDR Pathways Program

What is it like to do research? Thanks to a new Aboriginal and Torres Strait Islander Higher Degree Research (HDR) Pathways program, three Indigenous Australian students got to find out it's not what they thought it would be like.

Jasper Hammond, Kimberley Harding and Geoffrey Beckett are the first three participants of the Data Science Centre's new Aboriginal and Torres Strait Islander HDR Pathways program. All three students decided to step out of their comfort zones by taking part in the program.

"I found that it was a lot more enjoyable than I thought a research experience would be and I was kind of surprised by that" says Jasper, a mechatronic engineering Student at QUT

Kimberley, an architecture student at QUT said "I thought it was just going to be looking at paperwork. But it wasn't. It was actually diving in and looking at a real-life situation and looking at all the data that came from it".

"Before going through this, I thought research was more about sitting in a room and putting your head down and not meeting anyone. Through this experience I kind of learnt it's not about that. You're always collaborating," says Geoffrey, an information technology student at QUT.



(L-R) Jasper, Kimberley, and Geoffrey

Kimberley is a proud Yuggera Person from Esk, Queensland, northwest of Brisbane. "My research was on the categorisation of potential flood damage around Logan. I looked into different flooding policies and different construction types and how they were affected by floodwaters. I also looked into the time it would take to rebuild and get different materials in and out," says Kimberley.



Jasper during his VR and AR research

Jasper's family is from Canberra. "My research was on VR and AR, so that's Virtual Reality and Augmented Reality. I really enjoyed my experience. It gave me really good insight into development in that area," says Jasper.

Geoffrey is from the Philippines, with family here in Brisbane. "My research was working with the School of Information Systems studying data visualisations and how people interact with how data is presented to them. I was working on making this data presentable for the participants to view this research," says Geoffrey.

Centre for Data Science Manager Becki Cook says by showing the diversity of Data Science, the program aims to inspire and provide a pathway for Aboriginal and Torres Strait Islander students into HDR. "When students do a research project, it opens their eyes to areas of their studies they wouldn't normally see by just doing coursework. It can build their confidence and aspirations for future study. They get a better appreciation for what's being taught, and this leads to more successful outcomes," says Becki.

"You might be able to meet some of your teachers and see what they're working on. You might get inspired to further continue your studies," says Geoffrey.

The pathways program also provides a financial incentive for students to undertake HDR at QUT.

One of the big advantages identified by all three students is the flexibility of the program. Kimberley says "As I'm in my masters, it was really good to have a team that supported me. The team was very flexible, and I was able to work from home sometimes, to suit university's heavy study load."

Article originally published in QUT Centre for Data Science News on 16 February 2023.

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 Australian students within the university sector (and VET) will have important impact on the achievement of this target.

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 2023 to improve completions and graduate outcomes for Indigenous Australians include:

- The Faculty of Business and Law implemented a workshop for Indigenous Australian students focussed on teaching students how to construct and utilise their professional LinkedIn profiles for employment, and included professional photos being taken for students.
- The Faculty of Business and Law expanded Work Integrated Learning placement and internship opportunities for Indigenous Australian students, drawing on partnerships between the faculty 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.
- The Faculty of Health enacted a suite of strategies and activities at both the faculty and school levels aimed at improving cultural safety amongst staff and students and embedding Indigenous Australian perspectives into the curricula. These high-level aims worked to create a more inclusive and supportive environment necessary to support course completions by Indigenous Australian students.
- The Aboriginal and Torres Strait Islander Law Students 'Meet the Profession' event was held again in September 2023, hosted by Bond University in partnership with QUT, UQ, Griffith, USQ, and Southern Cross University Law Schools. Indigenous Australian law students had the opportunity to hear from law professionals and learn about their personal education and career journeys. This year's speaker was Indigenous Australian QUT Law alum Stephanie Parkin. The event was expanded to include USQ and Southern Cross University this year.
- The Faculty of Science has introduced Course Learning Outcomes (CLO) relating to Indigenous Australian perspectives into two courses through reaccreditation processes in 2023. These new CLOs, developed in collaboration with Program Lead (Embedding Indigenous Australian Perspectives), will be implemented according to the For Us/About Us/With Us model, and will introduce curriculum-linked content across all years of the Bachelor of Science and Bachelor of Games and Interactive Environments courses. This approach is crafted to support and engage Indigenous Australian students in their studies.



7th in
Australia

QUT is ranked 7th in Australia and 2nd in Queensland for Indigenous Australian award course completions.

(Selected Higher Education Statistics: 2022 Student Data)

- The Student Success Group, in collaboration with the Oodgeroo Unit targeted and engaged Indigenous Australians students through Student Retention campaigns and interactions with the Student Retention team as part of a call campaign, Get Back On Track, and/or Early Alert support service.
- The Career Development and Employability Team within the Student Success Group partnered with Oodgeroo staff to promote career development activities to Indigenous Australian students. These activities were designed to support progression outcomes, foster critical elements such as career decision making and planning conversations, development of professional identity and skills, as well as facilitating support sourcing and undertaking work experience opportunities.
- Complementing the existing university wide and faculty-based career support, the Career Development and Employability Team provided tailored support to Indigenous Australian students via:
 - direct referrals from Oodgeroo staff for personalised 1-1 appointments with a Career Educator;
 - involvement of Career Educators in Chat-tea, a weekly Student Success drop-in session held in the Oodgeroo Learning Lounge;
 - active participation of the Career Development team during the Oodgeroo Unit's POP Week;
 - delivery of targeted Career Development sessions for students involved in the Indigenous Australian Accommodation Program. These sessions focus specifically on job-seeking strategies and increasing awareness of QUT Careers and Employability support resources.

CASE STUDY

From Arnhem Land to Meanjin and beyond: QUT grad Siena embarks on media career

A 3700km leap of faith has paid off for young Yolngu woman Siena Mayutu Wurmarri Stubbs, who is celebrating the completion of her university study at QUT along with more than 160 Indigenous Australian students.

Three years ago, Siena was living in the community of Yirrkala in Arnhem Land, 40 hours from Brisbane by road.

Her town in the North East Arnhem Land was home to fewer than 1000 people, and it was here that she discovered her love for film, poring over family photo albums and filming her friends.

“I loved the way photo and film could tell stories and capture memories, and they can be just as poignant when they are viewed generations later as when they were first captured,” Siena said. “I was given my first camera at 15, and I’ve never stopped taking photos and making films.”

When it was time to apply for further study, Siena decided to spread her wings and experience life in other parts of Australia, so she made the decision to leave her community to study fine arts at QUT in Brisbane. She was excited to live on new Country and capture the stories of the Aboriginal cultures and people of Meanjin.

This month, Siena graduates with a Bachelor of Fine Arts (Film, Screen and New Media) with a minor in journalism. She has also secured a job as junior content creator with Indigenous radio station Triple A and will spend the next year learning on the job and pursuing her own projects.



Siena speaking at the QUT Aboriginal and Torres Strait Islander Class of 2023 Celebration



Siena with her Indigenous Australian Leadership Award

But she will forever be grateful to her QUT family, in particular the welcome and support given to her by the Oodgeroo Unit Indigenous student support service, which she encouraged other new students to also access.

“The Oodgeroo Unit was a family away from home for me,” Siena said.

“It fosters rest and connection and culture, that are so important to have amidst the rush of study and work.”

Siena also encouraged students to learn from everyone around them; not just teaching staff, but friends, roommates, and other staff.

“There are so many people with different stories coming together to learn in one place, which creates so much opportunity for lifelong friends and future colleagues,” she said.

Looking further into the future, Siena said she would love to keep travelling across Australia, telling Aboriginal stories and capturing important events, and one day hopes to work with other prominent Indigenous Australian media organisations like NITV.

“There are so many stories of culture waiting to be told across this huge country, so I will keep following my instincts and my passions and see where it leads me. It’s worked wonderfully so far!”

Article originally published in QUT News on 20 December 2023

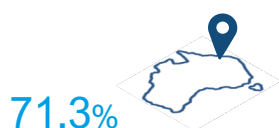
4. Regional and remote students

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. However, 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 2023 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 by reviewing entry processes, focuses, program delivery and strengthening promotion of the program.
- QUT Sport Technology Van operated by QUT Sport supported engagement and educational pathways for children in remote communities through 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. (Refer case study)
- The Oodgeroo Unit, in partnership with the National Indigenous Science Education Program (NISEP) visited Casino State High in northern NSW. This school has approximately 172 Indigenous Australian students. The program ran over two days, using Science, Technology, Engineering and Mathematics (STEM) to place Indigenous Australian secondary students into leadership roles at school, community, and university-based events so they can build their confidence, motivation and aspirations and pursuing pathways to tertiary education and employment.
- In association with the Community Spirit Foundation, the Oodgeroo Unit hosted a group of sixteen (16) Year 11 students from Palm Island and Woorabinda. Students participated in a range of on-campus workshops from the STEM field, and Oodgeroo Unit.
- The Recruitment and Community Engagement team and Student Ambassadors from the Oodgeroo Unit attended several regional careers expos to discuss post-schooling options with prospective students at Charleville, Gladstone, Rockhampton, Emerald, Bundaberg and Biloela.
- Equity Services has continued to expand its widening participation activities in regional and remote areas, working collaboratively with regional University partners. In 2023, activities were delivered to schools in the following areas: Beaudesert, Biloela, Bribie Island, Bundaberg, Chinchilla, Gladstone, Gympie, Kilcoy, and Woodford. Activities focused on careers and pathways planning sessions, academic skills development, on-campus visits, and STEM activities. Over 2,500 regional students engaged in these activities. Of these approximately 11% (275) were Aboriginal or Torres Strait Islanders.
- QUT's Widening Participation team within Equity Services has partnered with the Balonne Shire Regional University Centre to deliver activities that align with community-identified needs to empower regional and remote students to aspire to higher education. 50% of the school students in the Balonne area are Indigenous Australian.



71.3% of QUT's Indigenous Australian enrolments come from Brisbane, with a further 20.2% from regional Qld and 7.8% from interstate.

(2023 QUT data)

CASE STUDY

QUT brings esports, virtual sports outreach to remote Queensland

QUT will bring esports and virtual sports activities to regional Queensland, with the launch of a high-tech van loaded with esports, virtual sport and broadcasting equipment that will travel to regional, remote and Indigenous Australian communities.

The QUT Sport Tech Van has been funded through the Higher Education Participation and Partnerships Program (HEPPP) to improve access to undergraduate courses for people from regional and remote Australia.

The Hon Stirling Hinchliffe, Minister for Tourism, Innovation and Sport, and Minister Assisting the Premier on Olympics and Paralympics Sport and Engagement, and QUT Vice-President (Administration) and QUT Registrar Ms Leanne Harvey attended the launch at the QUT Gardens Point this week.

QUT Sport Director Emily Rosemond said esports, virtual sport and the concept of sports-technology is a rapidly growing industry globally that is set to surpass \$111 billion by 2032.



QUT Indigenous Programs Sport Officer Rickie Dodd shows guests through the van

“We’re committed to expanding our campus sports-technology programs to ensure Queensland children in regional and remote locations have the opportunities to engage, learn and develop their knowledge and skills,” Ms Rosemond said.

“Whilst esports is gaming, other related digital offerings of sport, such as virtual cycling, golf and motorsports have physical components to them, which we’re bundling as part of our regional engagement program.”

On the road, the Mercedes Sprinter van will visit communities and provide opportunities to participate in rising sports infused with technology. Esports, virtual cycling, reaction training, simulated golf, smart-tech and wearables, broadcasting and performance analytics will be wrapped into the suite of activities delivered.

And QUT global partner, technology giant Cisco, has committed to fitting out the van with state-of-the-art technology to enable broadcasting capabilities and regional connectivity, to stream back to the QUT campus in real time using Starlink internet connection and build connections across the state. “These newer technologies are more accessible and transportable, so anyone in the world can compete in events like Olympic Esports Week as long as they have the hardware and internet connectivity,” Ms Rosemond said.

“It’s also a way that Queensland’s pool of talent can be identified and expanded and we see that’s an opportunity that we need to provide to Indigenous, remote and regional communities that otherwise don’t have access to technology that we have in a city-based environment.”

Rickie Dodd, QUT Indigenous Programs Sport Officer, said QUT Sport wanted to visit Indigenous Australian communities to show teenagers, parents and Indigenous Elders how technology could be used in positive ways, and used to provide career pathways that would enable young people to return to work in community after they graduated.

“When people talk about esports all they think about is gaming, but it’s anything to do with electronics. It’s about broadcasting, or testing performance and collecting data,” Mr Dodd said.

“Just about every kid plays computer games – you’re not going to make a living gaming, but every sport needs a broadcaster, a commentator, officiators, and tech people to set it all up.

Mr Dodd said data collected by taking the van to remote communities or to sporting events could help identify promising athletes, and increased equity. “It levels the playing field because not every child can get to the events where they find the next top athlete, and that’s why we’ve been talking with Deadly Choices about how we can support them with tracking and data,” he said.

Article originally published in QUT News on 8 September 2023

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 our most recent 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.

Connections include clear targets that commits the university to doubling Indigenous Australian enrolments over the next five years. The long-term ambition for QUT is for the university to “be a model of innovative leadership in Indigenous Australian education, research and community engagement, nationally and internationally”.

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.

In addition to this university-wide priority the QUT strategy articulates a series of objectives demonstrating QUT’s commitment to building, sustaining and celebrating a culture of excellence in Indigenous Australian education research and engagement.

They include:

- Expanding pathways for Indigenous Australians students to engage in higher education and achieve their full potential. (Connecting aspiration to opportunity)

- By building and supporting Indigenous Australian research, excellence and innovation. (Connecting knowledge and discovery)
- To create an organisational culture and environment that fosters and promotes Indigenous Australian excellence. (Connecting with the real world)
- To work through a genuine partnership approach with Indigenous Australian people. (Connecting through technology)
- To connect our campuses and people with place, Indigenous Australian history and culture.

The university's strong connections to the Indigenous Australian community play a critical role in assisting us to achieve Indigenous Australian excellence and success. We 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.

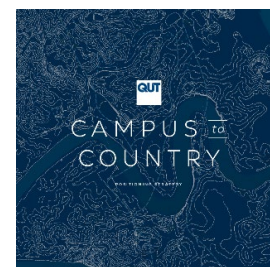
QUT is also embedding Indigenous Australian culture into everything we do. To ensure our learning and teaching environment is inclusive, we are building the capacity of our academic and professional staff to integrate Indigenous Australian perspectives into their practices through implementing the Indigenous 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 (Indigenous) of the Higher Education Academy and enables QUT staff to be recognised for demonstrating that Indigenous Australian knowledges and perspectives have successfully been integrated into teaching practice. Guided by our engagement with Indigenous Australians, 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. This transformation is also informed by our award-winning [Campus to Country: Positioning Strategy](#) (see *right*).

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. The university has and continues to play key roles in creating intellectual spaces to incubate and support Indigenous Australian excellence and innovation in research. 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. QUT's [Indigenous Australian Research Strategy 2022-2025](#) (see *right*) presents a vision for the university that is focussed on building and support Indigenous Australian research excellence and innovation.

Faculty of Indigenous Knowledges and Culture

In an Australian-first, QUT has announced it will establish a Faculty of Indigenous Knowledges and Culture in 2024. 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.

The Faculty will be the first of its kind in Australia – a stand-alone Faculty that will accelerate QUT's commitment to being a model of innovative leadership in Indigenous Australian education, research and community engagement, nationally and internationally. The new Faculty will be centred on 'Critical Indigenous Studies' to design and deliver academic programs and research within an environment where Indigenous Australian excellence is supported, recognised, and celebrated. The Faculty will launch in 2024 and start taking students in 2025.



Staff have engaged with the IPKLT module while 569 have completed the module. In 2023, 279 staff engaged with the module, and 125 staff completed the module. 20 staff were awarded the Associate Fellow (Indigenous).



It 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.

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 2023, 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) “Indigenous Australian staff represent 3.6% of staff population”. This represents an increase over the previous target of 3%, demonstrating 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’s commitment to advancing employment and development of Indigenous Australians is strongly embedded within the university’s strategic framework which in turn, flows down through the university’s integrated planning framework within the Academic Plan, Divisional Enabling Plans and Faculty plans. At a university-wide level, QUT Council has endorsed the employment of Indigenous Australian staff as a key performance indicator for the university. Additionally, targets are set at faculty and divisional levels. As part of corporate performance reporting, the university monitors its progress against this key performance indicator and prepares quarterly reports to various university committees.



QUT is ranked 5th in Australia and 2nd in Queensland for the total number of Indigenous Australian staff.

(Selected Higher Education Statistics: 2022 Staff Data)

Progress of the practical implementation of QUT’s Indigenous Australians Employment Strategy (2023-2025) is reported to the Vice-Chancellor and President’s Indigenous Australians Advisory Committee (IAAC), and the Aboriginal and Torres Strait Islander Staff Committee (Staff Committee). The implementation of the Strategy 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 from across the University community. Evaluation of progress against targets and milestones outlined in the IAES is reported below.

QUT deeply value the wealth of cultural knowledge, expertise, and perspectives that our Indigenous Australian staff bring to their various professional and academic roles, enriching the intellectual and cultural depth of our university and its community. QUT takes pride in providing Indigenous Australians with career opportunities which support and develop their personal and professional aspirations.

To date, the university has met the below targets against its Indigenous Australian Employment Strategy 2023-2025:

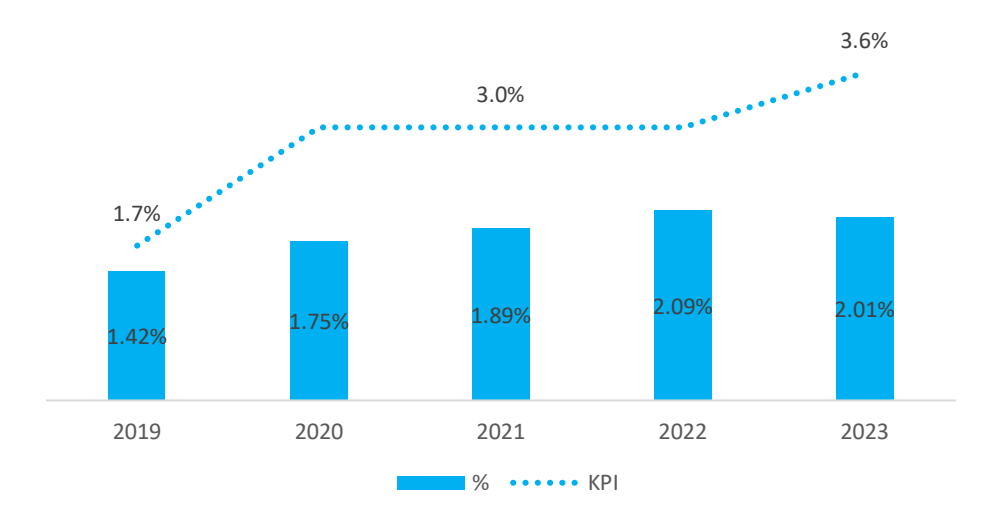
| IAES Focus Area | Progress and Actions |
|---|---|
| Workplace culture and environment Providing a culturally safe, inclusive and rewarding working environment in which | <ul style="list-style-type: none"> ▪ The Carumba Institute developed and delivered of 2-hour workshop to academic staff designing QUTYou units covering Indigenous intellectual sovereignty, Indigenous knowledges, and cultural safety. ▪ The Faculty of Creative Industries, Education and Social Justice established a Faculty Indigenous Australian |

| IAES Focus Area | Progress and Actions |
|---|--|
| <p>Indigenous Australian staff can thrive, succeed and excel.</p> | <p>Academic Advisory Board in 2023, providing a forum for Indigenous Australian academic staff within the faculty.</p> <ul style="list-style-type: none"> ▪ The Faculty of Health appointed Jody Currie in 2023 as a Professor of Indigenous Practice who is working with Faculty of Health on an Indigenous Australian strategy specific to the faculty. ▪ In the 2023 Vice Chancellor’s Awards for Excellence (VCAE) recognition program, there was a total of 19 Indigenous Australian staff member nominations. There are 5 Indigenous Australian staff recipients across 14 VCAE categories. |
| <p>Wellbeing and engagement Providing a culturally affirming, intellectually engaging place of connection for Indigenous Australian staff that promotes their wellbeing and engagement.</p> | <ul style="list-style-type: none"> ▪ QUT has seen several key achievements in the delivery of the ‘Campus to Country’ strategy including the new Carumba Institute and Oodgeroo Units facilities, the Elders Garden and other Indigenous artwork projects completed or in progress across both campuses. ▪ The Human Resources department held twenty (20) information sessions for staff across QUT in 2023 to promote the increased leave entitlements under the new Enterprise Agreements (increasing cultural and ceremonial leave from 3 days to 5 days). ▪ Office of the Deputy Vice-Chancellor (Indigenous Australians) and Facilities Management have begun planning for the design and build of a Kup Murri (underground oven) for staff, students, community, and visitors to come together and experience traditional Aboriginal and Torres Strait Islander cooking and culture. ▪ The Faculty of Business and Law has increased its connections to the Indigenous Australian community and business by the appointment of Associate Professor of Practice (Indigenous Business), Leesa Watego, the Aboriginal and Torres Strait Islander Research Engagement Strategy and the newly established School of Law Indigenous Australians Advisory Group. |
| <p>Attraction and recruitment Increasing the 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 Indigenous Australian Employment Coordinator role has been uplifted to a HEW8 Indigenous Australian Employment Specialist to reflect the strategic functions of the role. ▪ QUT’s Human Resources department created a new staff video for Welcome to QUT events which now includes cultural and ceremonial leave details, alongside these details being added as an employee benefit across QUT’s recruitment materials. ▪ The Education Portfolio is recruiting an Indigenous Australian Academic staff member to teach central professional development modules and assess applications for the Associate Fellow Indigenous Perspectives pathway. ▪ The Education Portfolio has seen the successful appointment of HEW5 Indigenous Australian Library Adviser using a targeted recruitment process. |
| <p>Development and support Supporting 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"> ▪ Office of the Deputy Vice-Chancellor (Indigenous Australians) continued to foster staff connection via fortnightly coffee catchups, quarterly lunches, monthly newsletters, workshops/networking events for Indigenous Australian academics. ▪ QUT updated Welcome to Country videos which were created and released for use by the wider University alongside additional Acknowledgement of Country resources to ensure web and app users see an Acknowledgement more consistently. ▪ The School of Biology and Environmental Science is providing Black Card cultural safety/capability training to staff |

| IAES Focus Area | Progress and Actions |
|--|---|
| | in December 2023. <ul style="list-style-type: none"> All senior officers within the Chancellery Division Indigenous portfolio have or will engage in an executive coaching program. |
| Strategy and leadership Building organisational capability to support Indigenous Australian staff success and excellence by strengthening our policies, systems and governance structures. | <ul style="list-style-type: none"> Office of the Deputy Vice-Chancellor (Indigenous Australians) provided support to educate QUT community about the Voice to Parliament referendum across a variety of formats. Research Portfolio has seen a commitment of research investment through the P2P program (attraction of Indigenous Australian research students and ECAs), Ignite Scheme (funding for Indigenous Australian research) and support packages for Indigenous Australian research appointments. In 2023, the ECR scheme funded 100% of Indigenous Australian applications received. |

Over the course of QUT’s previous Indigenous Australian Employment Strategy (2018-2021) and implementation of QUT’s Indigenous Australians Employment Strategy (2023-2025), the University has made progress towards achieving QUT’s Indigenous Australian workforce target of 3.6%. QUT continues to maintain representation of Indigenous Australians across all employment categories (professional casual, sessional academic, ongoing and fixed term) and across all faculties and divisions. The December 2023 QUT Workforce profile report notes a 2.01% share of staff who are Aboriginal and Torres Strait Islander people. Despite the downward trend during 2023, the proportion has been maintained above 2% throughout the year.

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 2023, the overall headcount of Indigenous Australian academic staff has increased to a headcount of 22. This includes one Level E Academic new hire and the career advancements of the below ongoing academic staff:

- Two Level A Academics are now Level B;
- One Level E Academic was appointed to a Senior Staff Position; and
- One staff member was appointed from a Sessional position to ongoing Level A position.

There are continued opportunities across portfolios to look at new and innovative ways to

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

'grow our own' Indigenous Australian academics through identifying and nurturing the supply pool of future Indigenous Australian academics creating clear and viable pathways; and provision of 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 10/1/20) |
| Nominee from the Research or Education Portfolio nominated by Head of Division | Vacant |
| Vice-President (Administration) and University Registrar or nominee | Ms Gillian Bromley (commenced 10/1/20) |
| Deputy Vice-Chancellor and Vice-President (Academic) [ex officio] | Prof Robina Xavier (commenced 26/2/20) |
| 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 | Dr Jennifer McLeod (commenced 31/05/2023) Prof Peta Wyeth (Term: 10/08/2021 – 31/05/2023) |
| Director, Oodgeroo Unit [ex officio] | Ms Julie Cook (commenced 10/1/20) |
| Elder-in-Residence [ex officio] | Vacant Mr Gregory Egert (commenced 10/1/20 – 30/06/2023) |
| Two representatives from Aboriginal and/or Torres Strait Islander community organisations nominated by the Deputy Vice-Chancellor (Indigenous Australians) | Mr Dennis Conlon (commenced 11/3/20) Mr Graham White (commenced 22/7/22) |

| Category | Member |
|--|--|
| One Aboriginal and/or Torres Strait Islander student nominated by the Deputy Vice-Chancellor (Indigenous Australians) | Mr Tyrrell Blackman (commenced 19/9/22) |
| Two Aboriginal and/or Torres Strait Islander staff members of the University, nominated by the Deputy Vice-Chancellor (Indigenous Australians) | Dr Craig Cowled (commenced 11/3/20) Ms Renita Anderson (commenced 05/06/2023) |
| Secretary | Mrs Lisa Anderson |

The Indigenous Australian Advisory Committee met four times in 2023: 4 April, 13 June, 22 August and 7 November. The main business items and activities actioned by/through the Indigenous Australian Advisory Committee in 2023 included:

Recurring/ standing items:

- Aboriginal and Torres Strait Islander Enrolments
- Oodgeroo Unit Report
- Carumba Institute Report
- Indigenous Australian Employment Update
- Update from University Equity Committee
- Community Update
- Indigenous Scholarships updates
- Update from the Aboriginal and Torres Strait Islander Staff Committee
- Student Update (to some meetings)
- Indigenous Student Success Program (ISSP) update (annual)
- Campus to Country update (annual)
- 2023 Centralised Assessment and Selection Program and 2024 Pre-Orientation Program Aboriginal and Torres Strait Islander student surveys outcomes report (annual) (included in Oodgeroo Report considered at August 2023 meeting)

Ad hoc items:

- QUT Indigenous Strategic Planning
- Staff Equity Questionnaire update
- Release of 2021 national higher education data for Indigenous Australian students
- Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) Code of Ethics for Aboriginal and Torres Strait Islander Research (the AIATSIS Code) training development updated plan
- Statement from the Heart
- Review of MOPP (A/8.3 QUT Reconciliation Statement and A/8.1 Aboriginal and Torres Strait Islander education and employment)
- QUT Indigenous Cultural and Intellectual Property (ICIP) Protocol and Community Guide
- Update on development of QUT ICIP Protocol project
- QUT's Indigenous Equity Scholarships scheme update
- Associate Fellow of Higher Education Academy (Indigenous) – AFHEA (Indigenous)
- Endorsement of the 2022 Indigenous Student Support Program Performance Report and Financial Acquittal

- 2023 QUT Indigenous Australian overview update
- Alumni Engagement

Statement by the Indigenous Governance Mechanism

The Indigenous Australian Advisory Committee is pleased to endorse the submission of the QUT 2023 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 2023 acquittal including the Carumba Institute, Human Resources Department, Student Success Group, Learning and Teaching Unit, Student Services and Wellbeing Department, Finance Business Solutions, Oodgeroo Unit, faculties and Governance and Performance.

6. 2023 ISSP Performance Report tables

 Table 1: ISSP Scholarships - breakdown of 2023 paymentsⁱ

| | Education Costs | | Accommodation | | Reward | | Total ⁱⁱ | |
|-----------------------------|---------------------|-----------|--------------------|-----------|--------|-----|---------------------|-----------|
| | \$ | No. | \$ | No. | \$ | No. | \$ | No. |
| Enabling ⁱⁱⁱ | | | | | | | | |
| Undergraduate ^{iv} | \$322,500.00 | 74 | \$80,000.00 | 20 | | | \$402,500.00 | 74 |
| Post-graduate ^v | \$43,250.00 | 9 | \$10,000.00 | 2 | | | \$53,250.00 | 9 |
| Other | | | | | | | | |
| Total | \$365,750.00 | 83 | \$90,000.00 | 22 | | | \$455,750.00 | 84 |

Table 2: Tutorial assistance provided in 2023. (Data yet to be provided)

| 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 | | | | |
| Post graduate | | | | |
| Other | | | | |
| Total | | | | |

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

| | Education Costs | | Accommodation | | Reward | | Total | |
|---|---------------------|-----------|---------------------|-----------|--------|-----|---------------------|------------|
| | \$ | No. | \$ | No. | \$ | No. | \$ | No. |
| A. 2022 Payments | \$150,500.00 | 36 | \$107,500.00 | 26 | - | - | \$258,000.00 | 62 |
| B. 2023 Offers ^{xi} | \$365,750.00 | 83 | \$90,000.00 | 22 | | | \$455,750.00 | 84 |
| C. Percentage ^{xii} (C=B/A*100) | | | | | | | | |
| 2023 Payments | \$374,750.00 | 84 | \$107,500.00 | 26 | | | \$482,250.00 | 110 |

Table 5 Indigenous workforce data (2021 breakdown) ^{xiii}

| Level/position | Permanent | | Casual/ contract / fixed-term | |
|---------------------------------|-----------------------|--------------|-------------------------------|-----------------------|
| | Academic | Non-academic | Academic | Non-academic |
| HEWA2 | | | | 1 |
| HEWA3 | | | | 3 |
| HEWA4 | | 3 | | 1 |
| HEWA5 | | 8 | | 1 |
| HEWA6 | | 13 | | 6 |
| HEWA7 | | 5 | | 2 |
| HEWA8 | | 5 | | 6 |
| HEWA9 | | 2 | | 3 |
| HEWA10 | | 4 | | 2 |
| Total Professional staff | | 40 | | 24[^] |
| International College Educators | 1 | | | |
| LEVA | 1 | | 1 | |
| LEVB | 3 | | 4 | |
| LEVC | 4 | | 1 | |
| LEVD | 3 | | | |
| LEVE | 1 | | 1 | |
| Sessional Academic | | | 2 | |
| Total Academic staff | 13 | | 9 | |
| Senior Staff | | | 1 | 3 |
| QUT Totals | 13 | 40 | 10 | 27[^] |
| | 53 | | 37[^] | |
| | 89[^] | | | |

* Data is taken as a snapshot as at 31 December 2023.

[^] Sum of employment categories differ from actual totals due to staff holding appointments across classification levels.

Additional information for completing the template

- ⁱ This information provides for the number of students and cost of the scholarships expended in 2023. 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 2023 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 2023 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 2023 calendar year, including those offers that were not accepted by the student. Record the 2023 component of new scholarship offers and the planned 2022 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.
- ^{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 2023 Financial Acquittal

Organisation

| |
|-------------------------------------|
| Queensland University of Technology |
|-------------------------------------|

1. Financials – Income and expenditure

Table 1a ISSP income available to support Indigenous students in 2023 (excluding GST) ¹

| Item | (\$) |
|--|------------------------|
| A. ISSP Grant 2023 ² | 3,045,180.13 |
| B. Other ISSP Related income | |
| Interest earned/royalties from ISSP funding ³ | 25,035.82 |
| if no interest has been earned briefly state why | |
| Sale of ISSP assets | - |
| 2023 ISP Grant Income (excluding rollovers) | \$ 3,070,215.95 |

Table 1b Other funding available to support Indigenous students in 2023 (excluding GST) ⁴

| Item | (\$) |
|--|------------------------|
| A. Other non-ISSP funds ⁵ | |
| Other funding provided under HESA ⁶ | 2,798,188.92 |
| Other Commonwealth Government funding | - |
| Funds derived from external sources ⁷ | 10,000.00 |
| Total of other non-ISSP funds for 2023 | \$ 2,808,188.92 |

Table 1c ISSP Grant Expenditure on support for Indigenous students during 2023 (excluding GST) ⁸

| Item ⁹ | Actual ISSP (\$) ¹⁰ |
|---|--------------------------------|
| Scholarships from flexible ISSP funding | 473,000.00 |
| Salaries for staff working on ISSP activities ¹¹ | 1,760,160.12 |
| Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components) | 733,913.40 |
| Travel – domestic (airfares, accommodation & meals) | 103,142.43 |
| Travel – international (airfares) | - |
| Travel – international (accommodation and meals) | - |
| Conference fees and related costs ¹² | - |
| ISSP Asset purchases made during 2023 ¹³ | - |
| A. Total Expenditure of ISSP 2023 Grant (excluding expenditure from all rollovers into 2023) | \$ 3,070,215.95 |
| B. Unexpended 2023 ISSP funds approved for rollover into 2024 grant year ¹⁴ | - |
| C. Unexpended 2023 ISSP funding to be returned to be returned to the NIAA | - |
| 2023 ISSP funding committed (A + B + C) ¹⁵ | \$ 3,070,215.95 |

2. Rollovers

Table 2 Rollovers ¹⁶

| | | | The two options below should total unspent funds for that line | |
|---|--------------------------------|---|--|--|
| | Project Funds Rolled over (\$) | Project Funds Expended/committed ¹⁷ (\$) | Excess Option 1: Unspent funds to be rolled into 2023 ¹⁸ (\$) | Excess Option 2: Unspent funds to be returned to the NIAA ¹⁹ (\$) |
| 2022 funds rolled over into 2023 - please complete column for Option 1 or 2 for any unspent funds | 145,000 | 145,000 | - | - |
| Unexpended 2023 Funds (From Table 1c, Rows B and C) | | - | - | - |
| Total funds approved for rollover into 2024 or to be returned ²⁰ | | | - | - |

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2023²¹

| | |
|--|---|
| 1. GST received by you in 2023 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: / / | 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) | 333.03 | Nil |
| Motor Vehicle 709TOK (04/02/14) | 333.03 | Nil |

Table 4b ISSP Assets - purchases during 2023²⁶

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


Table 4c ISSP Assets - disposals during 2023

| 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 Criminal Code Act 1995 to provide false or misleading information.

2023 Financial Acquittal supported and initialled by Authorised Officer:

| | | | |
|---------|---|--------|--|
| Name: | Neil Ainsworth | | |
| Title: | Vice-President (Finance) and Chief Financial Officer | | |
| Phone: | | Email: | frm.researchandcontracts@qut.edu.au |
| Signed: |  | Date: | 15-Mar-24 |

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 2023, 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 2023 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 2023 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 and 2022 funds rolled into 2023, the amount included here should be the amount expended in 2023.
- ¹⁸ This is the amount of the rollover not expended that has been approved to be rolled over into 2024.
- ¹⁹ This is the amount of the rollover not expended and not rolled over into 2024. 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 2023.
- 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 2023.
- 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 2023 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 2024 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.
- ³¹ For the purposes of this certification, an equivalent delegate is either the Acting Vice Chancellor, a Deputy Vice-Chancellor, a Provost, or a relevant senior executive who reports directly to the Vice-Chancellor.