



## INDIGENOUS EDUCATION STATEMENT

### OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to the 2014 outcomes and future plans to meet ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

These responsibilities include assessing and reporting on progress towards improved educational outcomes for Aboriginal and Torres Strait Islander peoples as set out in the goals of the [National Aboriginal and Torres Strait Islander Education Policy](#).

The Indigenous Education Statement is used to determine University's eligibility for Indigenous Support Programme (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A Universities must demonstrate to PM&C that they:

- Have implemented strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students;
- Have increased participation of Aboriginal and Torres Strait Islander peoples in the University's decision-making processes; and
- Have an Aboriginal and Torres Strait Islander employment strategy.

Universities in receipt of ISP funding are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2014 ISP funds is included within this document.

The certification page is required to be signed by the University's most senior financial manager. This page does not require an external auditor's certification.

It is recommended that the format for the Indigenous Education Statement is followed to ensure Universities report against all relevant criteria. However, this should not limit Universities who wish to report on a wider range of matters.

In accordance with the Guidelines, the final, certified Indigenous Education Statement is **due by latest 31 May 2015**. Please ensure to leave sufficient time for follow up discussions between PM&C and the University to avoid any delay in the payment of the second ISP instalment due in early July 2015.

Please submit signed electronic documents by email to: [scholarships@pmc.gov.au](mailto:scholarships@pmc.gov.au)

#### PM&C contact officers:

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## FORMAT FOR INDIGENOUS EDUCATION STATEMENT

While it is recommended that this format is followed to ensure Universities report against all relevant criteria, Universities are invited to comment on a wider range of matters.

### Queensland University of Technology

#### Oodgeroo Unit

#### **SECTION 1      ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2014 AND PLANS FOR FUTURE YEARS**

Please provide evidence of:

- strategies you have implemented which seek to achieve the AEP goals and your assessment of whether these strategies are working;
- constraints on your ability to achieve the AEP goals; and
- plans for future improvement of existing strategies or implementation of new strategies to meet each of the AEP goals relevant to higher education.

#### **The AEP goals (paraphrased) relating to higher education are to:**

- 1 Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making.
- 2 Increase the number of Aboriginal and Torres Strait Islander peoples employed, as academic and non-academic staff in higher education institutions.
- 3 Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.
- 4 Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.
- 5 Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.
- 6 To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

**1. Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander people in educational decision-making.**

Your response to this goal needs to address but is not limited to the following points:

- The number of Aboriginal and Torres Strait Islander people involved in institutional **decision-making processes** and the nature of their involvement, i.e. memberships on boards, committees etc.
- If there is **no** Aboriginal and Torres Strait Islander membership on key decision making bodies, please **provide an explanation**.
- The **roles and responsibilities** of Aboriginal and Torres Strait Islander leaders within your institution.

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**Director, Oodgeroo Unit**

The Director manages and leads the University's Oodgeroo Unit which undertakes a range of activities to recruit, support, and retain a significant and growing Aboriginal and Torres Strait Islander student population. The Oodgeroo Unit also provides leadership, expertise and advice in relation to Indigenous matters and active academic support to all parts of the University.

**Associate Director, Academic – Indigenous Knowledges**

The Associate Director, Academic – Indigenous Knowledges provides academic leadership to achieve the University Blueprint 4 objectives: to ensure that all students have the opportunity to learn about Indigenous Knowledges in their course; and to contribute to the development of academic staff to ensure they have sufficient understanding of Indigenous Knowledges to contribute to reconciliation in the undertaking of their duties.

**Professor, Indigenous Studies**

The Professor, Indigenous Studies leads the Indigenous Studies Research Network (ISRN) and is responsible for Indigenous postgraduate capacity building and research related activities at QUT. The ISRN is currently leading an Australian Research Council grant with the University of Tasmania that is responsible for implementing a national Indigenous research capacity building program designed for postgraduate students, early and mid-career Aboriginal and Torres Strait Islander academics.

The number of Aboriginal and Torres Strait Islander people involved in institutional **decision-making processes** and the nature of their involvement, i.e. memberships on boards, committees etc.

**Associate Director, Academic – Indigenous Knowledges**

- University Academic Board (ex officio)
- University Human Research Ethics Committee (ex-officio)
- University Learning and Teaching Committee (ex officio)
- Vice-Chancellor's Indigenous Education and Employment Committee
- Curriculum Standards Reference Group
- Creative Industries Faculty Academic Board (Senior Deputy Vice-Chancellor's nominee)

**Director – Oodgeroo Unit**

- Cultural Diversity and Anti-Racism Working Party (ex officio)
- Equity Scholarships Panel
- Indigenous Employment Reference Group (IERG), (Chair) (Appointed July 2012)
- University Academic Board (ex officio)
- University Equity Board (ex officio)
- Vice-Chancellor's Indigenous Education and Employment Committee (Executive Officer)

**Oodgeroo Unit Academic staff**

Membership on Faculty Equity Committees:

- Business
- Creative Industries
- Education
- Health
- Law and Justice
- Science and Engineering

### **Professor, Indigenous Studies**

- Vice-Chancellor's Indigenous Education and Employment Committee
- member of the executive of the Higher Education Research Network.

### **Other QUT committees with Aboriginal and Torres Strait Islander membership include:**

- Faculty of Education Research and Innovation Committee
- First Year Experience and Retention Committee
- Higher Education Research Network (HERN)
- Orientation Organising Committee
- YuMi Deadly Centre Advisory Committee

### **National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSHEC) (AC)**

Professor Anita Lee Hong (Deputy Chair), Professor Aileen Moreton-Robinson (Executive) and Associate Professor Gary Thomas (National Secretary to the Executive Committee) held executive positions on the National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSHEC) Aboriginal Corporation (AC) in 2014.

### **Indigenous Support Unit**

The **Oodgeroo Unit** (established in 1991) has a major responsibility and commitment to developing better access to university education for Aboriginal and Torres Strait Islander people so that more have opportunities to participate in the higher levels of education. It also performs a leadership role in the University in the promotion of QUT's Reconciliation Action Plan and commitment to cultural awareness and social justice for Australia's Indigenous people. The Unit was established on the knowledge that education is the key to empowering Indigenous people and communities in terms of personal, economic and social advancement. The Oodgeroo Unit has a strong presence on QUT's three campuses: Gardens Point, Kelvin Grove and Caboolture.

Target groups are predominately South East Queensland based; with prospective and current students drawn from regional, remote and interstate locations and the Unit's alumni.

The Oodgeroo Unit's initiatives, activities and services proactively target:

- *prospective students*, both Indigenous school students and mature age, their families and communities to inform and inspire aspiration to access and participation in higher education. This is achieved through targeted outreach programs to schools and communities and through participation in community engagement events.
- *current Indigenous undergraduate QUT students* through support activities to achieve academic success through to graduation and transition to employment or continuing to postgraduate studies.
- *alumni* and future leaders who contribute to the network of the Unit's strong corporate partnerships in industries that contribute to Australia's economic development.
- *university community* by enhancing understanding of Indigenous knowledges through community engagement, research, the development and delivery of an Indigenous Knowledges minor, and by ensuring academic support is appropriate and focused.

The Oodgeroo Unit is the centre of QUT's activities in Indigenous aspiration, education and training, supporting pre-enrolment, study assistance during an academic program, and placement assistance on graduation. The Unit has achieved great success over the past 24 years in establishing a successful culturally safe, inclusive learning environment for Indigenous students and communities, which is acclaimed by its graduates, and recognised in the communities in which the Unit works most closely.

**2. Increase the number of Aboriginal and Torres Strait Islander staff employed as academic and non-academic staff in higher education institutions.**

Your response to this goal needs to address but is not limited to the following points:

- An outline of your active **Aboriginal and Torres Strait Islander Employment Strategy** including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet. (please provide a current link)
- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander staff employed at your University. (Please provide a link to your Employment statement).
- The **number of Indigenous-specific positions** at your University, detailed by occupation and level.
- The **current number of Aboriginal and Torres Strait Islander staff at your University** and their roles across the University (including numbers in academic and non-academic roles, and by level).

An outline of your active **Aboriginal and Torres Strait Islander Employment Strategy** including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet. (please provide a current link)

QUT's current **Indigenous Employment Strategy** can be viewed at the following location:

<http://www.hrd.qut.edu.au/jobs/indigenous/>

The development of the current **Indigenous Employment Strategy** occurred through consultation with QUT's Indigenous Employment Reference Group Members, Indigenous and non-Indigenous staff members.

Under the current Enterprise Agreements (2014-2017) for academic staff and professional staff, the University has established the **Indigenous Employment Reference Group (IERG)**. The IERG provides direction and input into the development of the Indigenous Employment Strategy. The Terms of Reference for the IERG ensures that the reference group includes the following Indigenous positions:

- Director, Oodgeroo Unit
- Indigenous Employment Coordinator
- Indigenous staff members from the Oodgeroo Unit
- Indigenous staff member non Oodgeroo Unit
- Indigenous staff member from the Indigenous Studies Research Network

Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander staff employed at your university. (Please provide a link to your Employment Strategy).

QUT currently employs an **Indigenous Employment Coordinator** in the Human Resources Department. The Indigenous Employment Coordinator is responsible for taking a lead role in identifying, developing, promoting, and implementing Indigenous employment and development opportunities throughout the University. The position advises and supports the University on attraction, retention, support and development strategies for QUT's Indigenous staff.

QUT is in the final stages of developing the new Indigenous Employment Strategy that incorporates QUT's Blueprint and certain recommendations from the *National Indigenous Higher Education Workforce Strategy* (NIHEWS) and the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People* (Behrendt Review). A number of objectives from the draft Indigenous Employment Strategy are in the process of being implemented and finalised. Substantial work has been undertaken on the "Strengthening QUT's Indigenous Academic Capabilities" objective.

QUT was successful in securing an **Indigenous academic appointment** within the Faculty of Education in 2014, this appointment was one of six Indigenous academic positions that offers access to flexible teaching and research expectations as part of their appointment. The program has been designed to support staff members to progress through their postgraduate qualifications and further develop teaching and research knowledges.

The **Division of Administrative Services (DAS) Indigenous Pilot Traineeship Program** was developed and launched in 2014. A merit-based process was developed for the recruitment and selection of candidates. Capacity building occurred for all 36 applicants with a support program developed to upskill knowledge of the merit-based process for developing selection criteria responses, resumes and interview preparation skills. The six Indigenous trainees joined the QUT community on 7 July 2014. QUT partnered with Franklyn Scholar (Registered Training Organisation) to deliver the educational component of the traineeship for the Certificate and Diploma that are offered as part of the Pilot Program.

The program has retained all six Indigenous trainees to date with three trainees transitioning out into HEW positions within the QUT community; the program will roll out throughout the University in 2015.

The number of Indigenous-specific positions at your university, detailed by occupation and level.

**Table 1 – Continuing and fixed term Aboriginal and Torres Strait Islander - specified positions**

Faculty/Institute/Section	Academic / Non-Academic	Position	New (in 2014)/ existing position	Level
<b>Faculty of Health</b>	Academic	Lecturer - Nursing	Existing	Level B
	Academic	Lecturer – Public Health	Existing	Level B
	Non-Academic	National Indigenous Coordinator	Existing	HEW 9
<b>Chancellery</b>	Academic	Lecturer	Existing	Level B
	Non-Academic	Learning Support Officer (Kelvin Grove)	Existing	HEW 5
	Non-Academic	Learning Support Officer (Gardens Point)	Existing	HEW 5
	Non-Academic	Administration Officer	Existing	HEW 4
	Non-Academic	Team Leader (Professional Services)	Existing	HEW 7
	Non-Academic	Team Leader (Learning Support) (2 have been in this role)	Existing	HEW 7
	Non-Academic	Team Leader (Marketing and Communications)	Existing	HEW 7
	Academic	Director	Existing	Senior Staff
	Academic	Senior Lecturer	Existing	Level C
	Non Academic	Student Support and Community Engagement Officer	Existing	HEW 5
Non-Academic	Admin Officer/Personal Assistant	Existing	HEW 5	
<b>Division of Research and Commercialisation</b>	Academic	Professor, Indigenous Studies	Existing	Level E
	Non –Academic	Network Convenor	Existing	Level 7
	Non-Academic	Administrative Assistant	Existing	HEW 4
<b>Division of Administrative Services</b>	Non-Academic	Equity Officer	Existing	Level 7
	Non-Academic	DAS Indigenous Trainee – Marketing and Communication	New	Trainee
	Non-Academic	DAS Indigenous Trainee –Equity	New	Trainee
	Non-Academic	DAS Indigenous Trainee – Human Resources Department	New	Trainee
	Non-Academic	DAS Indigenous Trainee – Student Business Services	New	Trainee
	Non-Academic	DAS Indigenous Trainee – Student Business Services	New	Trainee
	Non-Academic	DAS Indigenous Trainee – Student Support Services	New	Trainee
	Non-Academic	Indigenous Career Counsellor – Widening Participation	Existing	HEW 8
	Non –Academic	Indigenous Employment Coordinator	Existing	HEW 8
	Non –Academic	Widening Participation Support Officer	Existing	HEW 5
<b>Totals</b>		<b>28</b>		

The current number of Aboriginal and Torres Strait Islander staff at your University and their roles across the university (including numbers in academic and non-academic roles, and by level).

**Table 2 – Continuing and fixed term Aboriginal and Torres Strait Islander - non-specified positions**

Faculty/Institute/Section	Academic / Non-Academic	Position	New (in 2014)/ existing position	Level	
<b>Faculty of Education</b>	Academic	Associate Professor	Existing (academic promotion)	Level D	
	Academic	Associate Lecturer	New	Level A	
	Academic	Research Associate	Existing	Level A	
	Non-Academic	Senior Research Officer	New	HEW 8	
	Non-Academic	Project Coordinator	New	Agreement	
	Non-Academic	Community Coordinator	New	HEW 8	
	Non-Academic	Professional Learning & Research Support Team Manager	Existing	HEW 10	
	Non-Academic	Project Administration Assistant	Existing	HEW 4	
<b>QUT Business School</b>	Non-Academic	Personal Assistant to Head of School	Existing	HEW 4	
<b>Faculty of Health</b>	Non-Academic	Placement Officer	Existing	HEW 4	
	Non-Academic	Research Assistant	NEW	HEW 5	
	Non-Academic	Research/Project Officer	New	HEW 6	
	Non-Academic	Project Officer (Research)	New	HEW 6	
<b>Faculty of Law</b>	Non-Academic	Project Officer	Existing	HEW 7	
	Academic	Lecturer	Existing	Level B	
<b>Creative Industries Faculty</b>	Non-Academic	Administrative Officer (Gardens Point)	Existing	HEW 4	
	Academic	Professor of Design	Existing	Level E	
	Academic	Lecturer	Existing	Level B	
	Academic	Lecturer	Existing	Level B	
<b>Institute for Future Environments</b>	Non-Academic	Administration Officer	Existing	HEW 4	
	Non-Academic	Administration Officer	Existing	HEW 5	
<b>Science and Engineering Faculty</b>	Academic	Lecturer	New	Level B	
<b>Chancellery</b>	Non-Academic	Communications and Programs Officer	New	HEW 6	
	Academic	Associate Director, Academic (Indigenous Knowledges)	Existing	Level D	
	Non-Academic	Administration Assistant	Existing	HEW 4	
	Non-Academic	Student and Community Engagement Officer	Existing	HEW 4	
	Non-Academic	Recruitment Officer	Existing	HEW 5	
	Non-Academic	Admin Officer/Personal Assistant	New	HEW 5	
	Non-Academic	Project Officer	Existing	HEW 7	
	<b>Technology, Information and Learning Support</b>	Non-Academic	Administration Officer	New	HEW 4
		Non-Academic	Branch Library Manager	Existing	HEW 10
Non-Academic		Administrative Assistant	Existing	HEW 3	
Non-Academic		Academic Skills Advisor	New	HEW 7	
Non-Academic		Library Collections Access Assistant X 2	New	HEW 3	

Faculty/Institute/Section	Academic / Non-Academic	Position	New (in 2014)/ existing position	Level
	Non-Academic	Instructional Multimedia Developer	New	HEW 7
	Non-Academic	Team Leader, Learning Environments Software Engineering	New	HEW 8
	Non-Academic	Technology Support Officer	Existing	HEW 5
	Non-Academic	Technology Support Officer	New	HEW 5
	Non-Academic	Technology Support Officer	New	HEW 5
<b>Division of International and Development</b>	Non-Academic	Administrative Assistant (Independent Learning Centre)	Existing	HEW 4
	Non-Academic	Administrative Assistant (Reception)	Existing	HEW 3
<b>Division of Research and Commercialisation</b>	Non-Academic	Administrative Assistant (Thesis Examination)	Existing	HEW 4
<b>Division of Administrative Services</b>	Non-Academic	Widening Participation Support Officer	Existing	HEW 5
	Non-Academic	Administration Assistant	New	HEW 3
<b>Division of Finance and Resource Planning</b>	Non-Academic	Senior Technical Officer (Building Management Systems)	Existing	HEW 8
<b>Totals</b>		<b>46</b>		

**Table 3 – Casual and Sessional Positions**

Faculty/Institute/Section	Academic / Non-Academic	Position	New (in 2014)/ existing position	Level
<b>Faculty of Education</b>	Academic	Sessional Academic	New	CATRE
	Non-Academic	Administration Officer	New	HEW 5
	Non-Academic	Operations Support Officer	New	HEW 5
	Non-Academic	Research Admin Assistant	Existing	HEW 3
<b>Faculty of Health</b>	Academic	Sessional Academic X 2	Existing	CALRA
	Academic	Sessional Academic X 2	New	CATRE
	Non-Academic	Senior Research Officer	New	HEW 7
<b>Chancellery and Division of Administrative Services</b>	Non-Academic	Student Ambassador and Explore University Ambassador x 10	New	HEW 2
	Non-Academic	ITAS Tutor x 2	New	Agree
<b>Division of Research &amp; Commercialisation</b>	Non-Academic	Administrative Assistant	New	HEW 3
	Academic	Sessional Academic	New	EXPHD
<b>Totals</b>		<b>23</b>		



### 3. Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.

Your response to this goal needs to address but is not limited to the following points:

- **Commencing Aboriginal and Torres Strait Islander student** numbers for 2014 (access rate) as compared to 2013 (please provide an all student comparison).
- **Programmes run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, including and attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your University**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.
- **Indigenous Education / Support Unit's role**.

**Commencing Aboriginal and Torres Strait Islander student numbers for 2014 (access rate) as compared to 2013 (please provide an all student comparison).**

The commencing Aboriginal and Torres Strait Islander students at QUT for 2014 are provided below, compared with 2013 HEIMS data:

#### Commencing student enrolments

	2013	2014
Aboriginal and Torres Strait Islander students	209	239
Non Aboriginal and Torres Strait Islander students (domestic students only)	14,297	14,976

Note: 2013 figures extracted from HEIMS

**Programmes run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.

#### Approach to Outreach and Retention

QUT's approach to both outreach and retention has always aimed to have dual dimensions – that all mainstream outreach and retention efforts are Indigenous-inclusive; and that is complemented by a stream of Indigenous-specific programs, led by Aboriginal and Torres Strait Islander staff.

The approach was also taken with Higher Education Participation and Partnerships Program (HEPPP) base funding. From inception, the funds allocated to **outreach** have had an Indigenous-specific stream, with \$100 000 allocated to the Oodgeroo Unit to support this work in 2014.

In 2014 there was a continuation of existing outreach activities, such as on-campus visits and camps for school-children (called *Explore Uni*); free careers advice for low-income adults; and in-school curriculum enhancement (from all faculties) which are all Indigenous-inclusive. The *Explore Uni* program team includes an Aboriginal and/or Torres Strait Islander staff member, and employs an Aboriginal and/or Torres Strait Islander Indigenous Student Ambassador at every event; one of the three Careers Counsellors in the Widening Participation team is Aboriginal; and several faculties employ Aboriginal and/or Torres Strait Islander Student Ambassadors in their curriculum programs. As well several niche programs, such as providing *YuMi Deadly Maths* professional development to teachers in 33 low-income schools, have an Indigenous dimension.

With regard to HEPPP funding and **retention**, the main intervention program for at-risk students (called the *Student Success Program*) undertakes welcome telephone calls and personal contact with students showing signs of dis-engagement. The Student Success Program automatically includes welcoming and personally contacting commencing Aboriginal and Torres Strait Islander students. As well, the Oodgeroo Unit uses some of its allocation of base HEPPP funds for retention activities.

The HEPPP funding also encompasses a component arising from a successful Partnership **competitive grant**, which has been in place across Queensland since 2011. The Memorandum of Understanding, which underpins the Queensland Consortium effort to stimulate demand through collaborative endeavours in schools outreach and Aboriginal and Torres Strait Islander engagement, makes clear that each of the eight Queensland universities has committed itself since 2009 to using HEPPP funding to enhance Indigenous-specific outreach. QUT is the lead university for the grant which has been extended to 30 June 2015. The initial report to the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE) (Department of Innovation) for the schooling element and the Indigenous engagement element shows all universities in Queensland undertaking work in these two areas. QUT's Indigenous project, funded from this source, relates to bridging and preparatory assistance for adult Aboriginal and Torres Strait

Islander people in the Caboolture area in order to assist entry to higher education study. The funding for this part of the Queensland Consortium's grant is \$425 000 over the period of the grant, and this is allocated to the Oodgeroo Unit to run the project.

Programmes run, by the University, to improve access by Aboriginal and Torres Strait Islander students.

Program Name	Target audience	Outline of Program	Outcome
<b>Marketing and communication activities</b>	Aboriginal and Torres Strait Islander high school students and prospective mature age students.	In 2014 the Oodgeroo Unit's Marketing and Communications Team travelled throughout Queensland with QUT's Marketing and Communications Team on road shows to promote the Oodgeroo Unit at events including campus Open Days, Tertiary Studies Expo, the Former Origin Greats (FOGs) Careers Expos and Regional Careers Fairs.	In 2014 there were 227 first, 171 second and 152 third Aboriginal and Torres Strait Islander Queensland Tertiary Admission Centre (QTAC) applicants who preferenced QUT in their top three preferences. This is a reflection of the extensive promotional work undertaken by the Oodgeroo Unit's Marketing and Communications team throughout the year.
<b>Mythbusters – <i>the truths and myths about university study</i></b>	Year 9, 10 and 11 Aboriginal and Torres Strait Islander students.	The Oodgeroo Unit has presented to 16 secondary schools in the Moreton Bay, Brisbane Metropolitan, Sunshine Coast, Rockhampton and Gladstone regions at a variety of on-campus and in-school activities. The presentation is designed to identify and break down students' perceived barriers and identify enablers to university using current student case studies, relevant information and online resources to substantiate responses to perceived myths.	Approximately 130 – 180 young people attended these presentations throughout 2014.

Details on **outreach activities** and their effectiveness, including and attracting Aboriginal and Torres Strait Islander students.

Outreach activity	Target audience	Outline of Program	Outcome
<b>Department of Aboriginal and Torres Strait Islander and Multi-Cultural Affairs (DATSIMA) Deadly Futures Expo</b> (Brisbane)	Aboriginal and Torres Strait Islander youth and adults with an interest in study and seeking employment.	A community event that offered Aboriginal and Torres Strait Islander people a variety of education, employment and training options.	DATSIMA registered over 40 exhibitors, job boards and an area designated for resume writing. There were approximately 150 people who attended the day.
<b>Former Origin Greats (FOGS) Expos</b>	Expos provide Queensland employers, education and training providers with the opportunity to connect with Aboriginal and Torres Strait Islander school students and job seekers.	A partnership between Former Origin Greats and the Australian Government. The Expos are held in seven locations across Queensland.	Throughout 2014 Oodgeroo Unit staff attended the <i>FOGS Indigenous Employment &amp; Careers Expos</i> across Queensland promoting an array of higher education opportunities available to Aboriginal and Torres Strait Islander students with 116 registered schools.
<b>Island Style Aboriginal and Torres Strait Island Youth Expo</b>	Aboriginal and Torres Strait Islander youth and adults with an interest in study and seeking employment who are living on Stradbroke Island.	A community event providing young Aboriginal and Torres Strait Islander people opportunities to explore education and employment options and experiences on Quandamooka Country.	Approximately 300 students and community member who attended the Expo with one Oodgeroo Unit alumnus and two current enrolled students speaking on a panel about their university experiences.
<b>Murri Pathways</b>	<p>Murri Pathways is an in-school program targeted at increasing the awareness of educational and career options available to Aboriginal and Torres Strait Islander students from years 8 to 12 in the Brisbane North and Sunshine Coast regions. The program adopts a collaborative approach to post-secondary careers and employment education.</p> <p>Murri Pathways brings together Aboriginal and Torres Strait Islander staff from employment, tertiary institutions and a variety of workplaces to inform Aboriginal and Torres Strait Islander students of potential post-secondary opportunities. The program is coordinated by the Indigenous Community Partnerships Officer, Education Queensland through consultation with identified schools, employment providers and staff of the Oodgeroo Unit, QUT.</p>	<p>Constraints experienced throughout the 2014 program included:</p> <p>Staffing changes and limitations within the Queensland regional education office.</p> <p>Timing of school visits clashing with other school activities/priorities.</p>	Oodgeroo Unit staff visited 21 secondary schools in the 2014 Murri Pathways program and spoke to approximately 480 Aboriginal and Torres Strait Islander students. Of these 28 people requested follow up information. Staff also attended various schools as requested throughout 2014.

Outreach activity	Target audience	Outline of Program	Outcome
<b>Participation in community events</b> (including NAIDOC, Murri Pathways and the North Regional Murri Network)	Aboriginal and Torres Strait Islander High School students and prospective mature age students.	<p>Objectives with regard to community engagement are to:</p> <ul style="list-style-type: none"> <li>• Increase awareness of post-secondary education opportunities available to Aboriginal and Torres Strait Islander communities.</li> <li>• Raise the profile of post-secondary education within the Queensland Aboriginal and Torres Strait Islander communities.</li> <li>• Provide information regarding admission programs, financial assistance and support programs.</li> </ul>	Through the range of community engagement activities undertaken during 2014, more than 300 Aboriginal and Torres Strait Islander people engaged with Oodgeroo Unit staff. Of these 57 people requested follow up course and admissions information.
<b>Recruitment Officer</b>	The Oodgeroo Unit Recruitment Officer has been working with the University's marketing team as well as the Oodgeroo Unit Widening Participation team promoting the Oodgeroo Unit and QUT to the Aboriginal and Torres Strait Islander community locally and nationally.	The Recruitment Officer liaises, consults and negotiates with a diverse range of stakeholders including schools, potential Aboriginal and Torres Strait Islander students and members of the Aboriginal and Torres Strait Islander community, and QUT faculties and divisions about educational opportunities at QUT.	The position develops partnerships with relevant internal and external stakeholders to improve community engagement and student contact, and work on a range of initiatives aimed at increasing student access, recruitment, and retention. The Recruitment Officer also participates in QUT's core student service activities.
<b>School visits</b>	The Oodgeroo Unit predominately conducts school visits within South East Queensland. Target audience are years 4 to 12.	<p>Provide course specific information for prospective students.</p> <p>Provide information regarding admission programs, financial assistance and support programs available for enrolled students.</p> <p>Liaise with other universities and training organisations to develop productive professional partnerships.</p>	<p>Oodgeroo Unit staff speak openly about the benefits and opportunities that a university education can provide while also dispelling the myths associated with Overall Position reliance, subject choices and costs of university.</p> <p>Throughout 2014 the Oodgeroo Unit conducted 16 school visits, as well as seven campus tours for schools.</p>

Outreach activity	Target audience	Outline of Program	Outcome
<p><b>Student Ambassadors</b></p>	<p>Aboriginal and Torres Strait Islander community members.</p> <p>Current Aboriginal and Torres Strait Islander secondary and university students.</p>	<p>The Oodgeroo Unit employs current students as Student Ambassadors to strengthen current retention and Outreach Activities as part of the Widening Participation Program. Student Ambassadors are able to give real life examples and narratives based on personal experience as well as build on their own life skills.</p>	<p>Qualitative feedback from commencing students during the Pre-Orientation Program (POP) week and other community based activities has suggested that Student Ambassadors have been pivotal to the continued success of Oodgeroo Unit Widening Participation activities.</p> <p>This also gives QUT Aboriginal and Torres Strait Islander students the opportunity to gain leadership skills in a comfortable and safe environment, as well as being valuable role-models in the retention strategy for both the continuing and commencing students.</p>

Details of Indigenous-specific and other scholarships offered by your University.

Scholarship details	Government/ Private/University	Number Allocated	Cost	Number Awarded in 2014	Comments
<b>Indigenous Commonwealth Education Costs Scholarship (ICECS)</b> (\$2 492)  For up to 4 years	Commonwealth		\$194 376	78	Assists Indigenous students from low-income backgrounds with their study costs.
<b>Indigenous Access Scholarship (IAS)</b> (\$4 702)  1 semester	Commonwealth		\$568 942	121	Assists Indigenous students from low-income backgrounds to undertake their first undergraduate course.
<b>Indigenous Commonwealth Accommodation Scholarship (ICAS)</b> (\$4 985)  For up to 4 years	Commonwealth		\$144 565	29	Assists Indigenous students from low-income backgrounds who have relocated to study from regional or remote areas of Australia.
<b>QUT Equity Emergency Bursary</b> (\$300)	Equity Services		\$600	2	Assists QUT low-SES students who are experiencing difficulty due to an unanticipated financial situation.
<b>QUT Equity Starter Bursary</b> (\$500)  1 semester	Equity Services		\$30 000	60	QUT top up starter bursary given each year to students on the Indigenous Commonwealth Education Costs Scholarship (ICECS).
<b>QUT Equity Emergency Bursary</b> (\$500)	Equity Services		\$5 000	20	Assists QUT low-SES students who are experiencing difficulty due to an unanticipated financial situation.
<b>QUT Emergency Bursary</b> (\$750)  1 semester	Equity Services		\$1 500	2	Assists QUT low-SES students who are experiencing difficulty due to an unanticipated financial situation.
<b>QUT Equity Bursary</b> (\$1 000)  1 year	Equity Services		\$48 000	48	Assists QUT low-SES students with their study costs.
<b>QUT Equity Scholarship</b> (\$1 250)  1 semester	Equity Services		\$6 250	5	Assists QUT low-SES students with their study costs.
<b>QUT Equity Scholarship</b> (\$2 500)  1 year	Equity Services		\$155 000	62	Assists QUT low-SES students with their study costs.

Scholarship details	Government/ Private/University	Number Allocated	Cost	Number Awarded in 2014	Comments
<b>QUT Equity Scholarship (\$5 000)</b> 1 year	Equity Services		\$5 000	1	Assists QUT low-SES students with their study costs.
<b>School of Psychology and Counselling - Bursary for Undergraduate Indigenous Students</b> 1 year	Faculty of Health		\$1 000	1	A scholarship for Aboriginal and Torres Strait Islander undergraduate students studying in the School of Psychology and Counselling.
<b>The McCullough Robertson Commencing Students Start-Up Bursary</b> 1 Semester	Faculty of Law		\$500	1	The McCullough Robertson Commencing Students Start-Up Bursary is offered to first-year Indigenous students enrolled in a Bachelor of Laws degree or associated double degrees. The aim of the bursary is to provide students with some financial assistance to cover initial start-up costs with for tertiary studies.
<b>Oodgeroo Noonuccal Undergraduate Scholarship</b> 1 year	Oodgeroo Unit	1	\$5 000	1	Offered annually to an Indigenous student who is, or who will be, enrolled in Semester Two in a QUT undergraduate degree.
<b>Oodgeroo Noonuccal Postgraduate Scholarship</b> 1 year	Oodgeroo Unit	1	\$7 000	1	Offered to an Indigenous student in any QUT faculty or school who is, or who will be, enrolled in Semester Two in either an Honours, Graduate Diploma or Masters degree; note that the Masters program could be either a coursework degree or a research Masters degree.
<b>Indigenous Women's Remote Student Accommodation Scholarship</b> 1 year	Private	1	\$4 000 (\$2 000 each semester)	1	Senator Sue Boyce Indigenous Women's Remote Student Accommodation Scholarship for identified Indigenous remote / rural female Oodgeroo Unit students.
<b>Lawrie Cowled Indigenous Scholarship for Continuing Business Students</b> 1 year	QUT Business School		\$5 000	1	The purpose of this scholarship is to contribute to the academic and career success of female Indigenous students, to ensure those wishing to work in Business have the necessary support to continue their studies in order to achieve that goal.



Scholarship details	Government/ Private/University	Number Allocated	Cost	Number Awarded in 2014	Comments
<b>Indigenous Student Intern Scholarship</b>  3 ½ years	QUT Business School		\$23 450 (2014 Annual financial value \$6 700)	1 student awarded scholarship in 2014	Two part-time internship placements, in years 2 and 3 of the degree, with corporate sponsors ensure students receive real-world work experience.
			\$23 450 (2014 Annual financial value \$6 700)	4 students continuing scholarship in 2014	
<b>Indigenous Leadership Scholarship</b>	QUT Business School		100% of QUT course fees + SSAF fees	2 students continuing in 2014	The Leadership Scholarship is a collaboration between Southbank Institute of Technology (SBIT) / QUT Business School and the English Speaking Union (ESU). QUT provides a fee waiver for the duration of the course, SBIT sends through recommended female Indigenous students and ESU pays them a stipend.
<b>School of Justice Commencing Students Start-Up Bursary</b>  1 Semester	School of Justice		\$500	3	The School of Justice Commencing Students Start-Up Bursary is offered to first-year Indigenous students enrolled in a Bachelor of Laws degree or associated double degrees. The aim of the bursary is to provide students with some financial assistance to cover initial start-up costs for tertiary studies.
<b>SEF Undergraduate Indigenous Scholarship</b>  1 year	Science and Engineering Faculty (SEF)		Fee waiver + \$500 stipend	3	A scholarship for Indigenous undergraduate students studying in the Science and Engineering Faculty.
<b>SEF Indigenous Continuing Scholarship</b>  1 year	Science and Engineering Faculty (SEF)		\$3 000	2	A scholarship for current SEF undergraduate (excluding honours) students of Aboriginal and Torres Strait Islander descent struggling financially.

## Promotion of scholarships to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.

**Scholarships, Bursaries and cadetships:** The Oodgeroo Unit promotes the Oodgeroo Noonuccal Undergraduate and Postgraduate Indigenous Scholarships in a variety of ways: on QUT's scholarship website <http://www.student.qut.edu.au/fees-and-finances/scholarships-and-prizes>; on the Oodgeroo Unit's Blackboard community site; by displaying of advertising materials in student common areas; and in one-on-one approaches to eligible students. Each year there is a competitive process for awarding each of the scholarships, of which both were awarded in 2014.

Aboriginal and Torres Strait Islander students who enter QUT via the Oodgeroo Unit's Centralised Assessment and Selection Program (CASP) are guaranteed at the minimum a \$1 000 bursary to assist with the costs of commencing study in addition to being eligible to apply for additional bursaries and scholarships through targeted applications processes (e.g. mail-outs, emails and one-to-one discussions with enrolling students). At both selection process and during Orientation week QUT aims to provide all commencing Aboriginal and Torres Strait Islander students with access to some level of financial support when commencing at QUT.

## Indigenous Education/Support Unit's role.

The Oodgeroo Unit's role in ensuring equitable access of Aboriginal and Torres Strait Islander students to higher education includes:

The Oodgeroo Unit is generally the first point of contact by external scholarship sponsors who are seeking to offer scholarships to Aboriginal and Torres Strait Islander students enrolled at QUT. The Oodgeroo Unit also works in partnership with QUT faculties to promote and select scholarship recipients. Oodgeroo Unit staff provide support to scholarship applicants if requested by providing feedback on the written application and mock interviews.

Oodgeroo Unit students are the largest cohort of the national private sector internship provider *CareerTrackers* with 82 students engaged in internships in 2014. Oodgeroo Unit numbers in the program are higher than the total number of students engaged in internships throughout New South Wales in the same program.

Arrow Energy provided the Oodgeroo Unit with total support of \$123 000 in 2014. This comprised \$30 000 for the *Arrow Energy Indigenous Scholarship Program* (six scholarships of \$5 000 each); \$33 000 for the *Go Further! QUT Experience Camp*; and \$60 000 for the *Arrow Energy High Performance Program* which was targeted as professional and leadership development for Arrow Energy Indigenous Student Scholarship holders from various universities around Queensland.

**4. Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.**

Your response to this goal needs to address but is not limited to the following points:

- The **total number** of Aboriginal and Torres Strait Islander student **enrolments** for 2014, compared to 2013 (please provide an all student comparison).
- Details of your Universities' **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education / Support Unit's role.**

The **total number** of Aboriginal and Torres Strait Islander student **enrolments** for 2014, compared to 2013 (please provide an all student comparison).

The total number of Aboriginal and Torres Strait Islander student enrolments at QUT for 2014 are provided below, compared with 2013 HEIMS data:

**Total student enrolments**

	<b>2013</b>	<b>2014</b>
Aboriginal and Torres Strait Islander students:	526	589
Non Aboriginal and Torres Strait Islander students (domestic students only)	37,887	38,658

Note: 2013 figures extracted from HEIMS

Details of your Universities' **strategies to address** Aboriginal and Torres Strait Islander student participation.

Strategies	Outline of strategies	Constraints	Outcome
<p><b>Centralised Assessment and Selection Program (CASP)</b></p>	<p>Aboriginal and Torres Strait Islander students seeking entry to undergraduate courses at QUT are eligible for admission through the University's Alternative Entry Scheme. The Centralised Assessment and Selection Program is an alternate pathway for Aboriginal and Torres Strait Islander people wishing to pursue higher education and is designed to redress educational disadvantage through recognition of prior learning and other personal achievements. Rather than relying on a single academic indicator, the CASP aims to recognise an individual's commitment to higher education study, and their previous study, work and community experiences.</p>	<p>The CASP process is not a mandatory process nor is it applicable for all Aboriginal and Torres Strait Islander QTAC Applicants. Applicants are invited to attend but some applicants choose not to apply and go through the mainstream processes for a number of reasons. If they are successful in gaining entry and accept their offer to study at QUT, they are contacted with an invitation to POP Week and provided with information regarding Oodgeroo Unit services and support.</p> <p>QUT also offers degrees and disciplines that cannot be assessed through the CASP process. Applicants applying for degrees with additional entry requirements (portfolio and audition based degrees for example) only have the option to apply through the general entry pathways. Again, if they are successful in gaining entry and accept their offer to study at QUT, they are contacted with an invitation to POP Week.</p>	<p>Centralised Assessment and Selection Program (CASP 2013/14) has again seen a high quality and quantity of Aboriginal and Torres Strait Islander students made offers to study at QUT in 2014. CASP identified 332 QTAC applicants indicating QUT as a first, second or third preference with 215 nominating QUT as their first preference. A total of 127 recommendations for offer to QUT were made with 112 CASP offers accepted and seven deferred).</p> <p>Indigenous applicant preferences to QUT have increased by 2.3% from 2013 to 2014.</p>

Strategies	Outline of strategies	Constraints	Outcome
<p><b>Go Further! QUT Experience Camp</b></p>	<p>The <b>Go Further! QUT Experience</b> is a joint initiative co-funded by the Oodgeroo Unit, QUT and Arrow Energy. The camp aims to increase access and participation in higher education for Aboriginal and Torres Strait Islander students. The camp is designed to inform students about a variety of options to consider: with information on courses, careers, entry programs, financial assistance and support services available. Aboriginal and Torres Strait Islander Student Ambassadors are employed for the duration of the camp to facilitate sessions and share their own university experiences with participants.</p>	<p>Constraints experienced throughout the 2014 program included:</p> <ul style="list-style-type: none"> <li>• Lower than expected engagement from schools within target regions. Several schools chose not to participate in the program for various reasons specific to each school.</li> <li>• The Post-Camp follow up survey (online) received a 16% response rate. As a consequence any data from the follow up survey was considered less plausible or not indicative of the entire cohort by comparison to the earlier two surveys. This directly impacted the project evaluation methods.</li> </ul>	<p>In partnership with Arrow Energy, the Oodgeroo Unit facilitated the Go Further! QUT Experience from April 23- 26 2014 at QUT's Caboolture and Gardens Point Campuses. A total of 56 Year 9 and 10 Aboriginal and Torres Strait Islander students from the Gladstone and Moreton Bay regions attended the camp. The percentage of participants who believed it was possible for them to go to university increased from 76% before the camp to 87% immediately following the camp. A teacher from Gladstone State High School who attended the camps in both 2013 and 2014 said:</p> <p><i>“this year’s camp can only be described as bigger and better... despite the lower number of students the camp seemed more polished and flowed much more smoothly”.</i></p>

Strategies	Outline of strategies	Constraints	Outcome
<p><b>Indigenous Australian Science and Infrastructure Development (SID) Winter School</b></p>	<p>The <b>Indigenous Australian Science and Infrastructure Development (SID) Winter School</b> was held from 1-4 July 2014.</p> <p>A total of 27 Aboriginal and Torres Strait Islander students in Years 9 and 10 were selected to attend the <i>SID Winter School</i> from the Ipswich and Moreton Bay Regions.</p> <p>A joint initiative between the Oodgeroo Unit, QUT and Parsons Brinckerhoff (Australia-Pacific) – led by the Brisbane Regional Office, the SID Winter School aims to increase access and participation in higher education for Aboriginal and Torres Strait Islander participants.</p> <p>The SID Winter School demystified university, and encouraged an interest in higher education. By attending and participating in this residential camp, engaging with others from similar backgrounds, and participating in experiential activities, Aboriginal and Torres Strait Islander participants discovered that going to university is one of many post-schooling options available to them.</p>	<p>Constraints experienced throughout the 2014 program included:</p> <ul style="list-style-type: none"> <li>• Lack of sponsorship from external organisations due to the uncertainty of the market.</li> <li>• Time constraints with organising activities based on the 2013 SID Winter School participant feedback.</li> </ul>	<p>One highlight of the SID Winter School was testing different renewable energy systems: solar, wind, water, geothermal and nuclear to see how they worked in QUT's Science and Engineering Centre.</p> <p>Another highlight was a visit to RAAF Amberley Air Base, where students were given an opportunity to experience the range of career opportunities available at an Air Force super base and meet many people from different backgrounds with a wide variety of experience and qualifications.</p> <p>The students were shown an operational Air Traffic Control tower environment; Airfield Defence Guard capability; Base Health Services Flight with a focus on humanitarian aid and air transportable hospital capability; an operational Boeing C-17 transport aircraft and the flight line environment.</p> <p>They were also treated to a full lunch at the Base Airman's Mess followed by a tour of the RAAF Amberley Aviation Heritage Centre.</p> <p>The percentage of participants who were interested in going to university increased from 77% before the SID Winter School to 95% immediately following the SID Winter School. The SID Winter School concluded with a graduation ceremony to celebrate student achievements. The graduation ceremony was attended by parents, caregivers, siblings, QUT staff and a variety of external stakeholders.</p> <p>Ms Kerrie Tim - Special Advisor Indigenous Affairs, Department of the Prime Minister and Cabinet was appointed the SID Winter School Patron.</p>

The Oodgeroo Unit's role in achieving the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians, includes:

### **Involvement with Indigenous community**

The Oodgeroo Unit has a high level of engagement with Indigenous community groups, and uses its networks to develop partnerships to raise awareness of QUT, the facilities and programs available to support Aboriginal and Torres Strait Islander students, and the University's commitment to providing pathways for students to enter higher education study. In collaboration with government and non-government agencies, the Oodgeroo Unit hosts regular community engagement meetings to bring together Aboriginal and Torres Strait Islander community groups in the Northern corridor of South-East Queensland. The Metro North Elders group continues to meet at the Oodgeroo Unit, Kelvin Grove Campus. In 2014 the Oodgeroo Unit attended Aboriginal and Torres Strait Islander community events such as Stylin' Up, FOGS Careers Expos, Vibe Alive and provided minor sponsorship in the Murri Rugby League Carnival including information stall attendance.

In late September 2014, 22 Oodgeroo Unit students and two staff members represented QUT at the **National Indigenous Tertiary Education Student Games (NITESG)** hosted by the University of Western Australia.

Various communities in the Brisbane and surrounding areas held community days, which were attended by the Marketing and Communications Team to showcase the Oodgeroo Unit and QUT and encourage more Aboriginal and Torres Strait Islanders to higher education studies. These included:

- Events throughout **National Aborigines and Islanders Day Observance Committee (NAIDOC)** week to promote QUT and the programs the Oodgeroo Unit run for Aboriginal and Torres Strait Islander prospective students:
  - the Inala Family Fun Day
  - the Ipswich Aboriginal and Torres Strait Islander NAIDOC Day
  - NAIDOC Day at Musgrave Park
  - Cherbourg NAIDOC Open Day Celebrations

### **Having a visible presence on campus at QUT**

**Murri Ailan Way:** A Showcase celebrating Aboriginal and Torres Strait Islander culture, talent and community at QUT

#### **Meaning:**

*Murri – Aboriginal*

*Ailan Way – Creole (Torres Strait Islands) Island Way*

**Background:** As timing has it, the biggest week of events on the Aboriginal and Torres Strait Islander calendar (NAIDOC Week) has continually fallen in QUT semester break. To create an opportunity to celebrate Aboriginal and Torres Strait Islander culture at QUT in 2014 the Oodgeroo Marketing and Communications team, with assistance from a variety of QUT services, ran three days of events across QUT's three campuses which consisted of song, dance, art and information showcasing the talent of our cultures both within and external to QUT.

Caboolture Campus hosted Indigenous traditional games over the lunch period which saw over 25 staff and students participate. In the evening over 40 local community members, QUT Indigenous staff, students and alumni participated in the Education themed forum, *"Indigenous Education – One Size does not fit all"*.

Kelvin Grove Campus was the venue for both the *BlackWords* and *Healthy Yarns* events.

- *BlackWords* hosted by QUT library and which heard from QUT Alumni and 2013 David Unaipon Award winner, Ellen van Neerven; QUT Lecturer in Publishing and Literary Studies, Dr Sandra Phillips; and Creative Industries/Education Liaison Librarian Sheryl Clarke-Holmes exploring Aboriginal and Torres Strait Islander writers and their stories through the *BlackWords* digital resource.
- *Health Yarns* was a combination of Aboriginal and Torres Strait Islander culture and information about Indigenous health and health careers. Opened by Oodgeroo Noonuccal's eldest grandson, Raymond Walker, the event consisted of market style Information stalls from Indigenous Allied Health Australia, the Institute for Urban Indigenous Health, ANTaR, Reconciliation QLD Inc. and AIME and highlighted with performances from Torres Strait Islander guitarist Chris Tamwoy and Aboriginal dance troupe, the Wiirdi Binbi Dancers.

Murri Ailan Way concluded at the Gardens Point Campus with two events at the Gardens Theatre and at the QUT Art Museum.

- The Gardens Theatre Foyer saw Aboriginal QUT alumni and Triple J Unearthed winner Robbie Miller headlining a lunchtime performance of song and dance flanked by Aboriginal Dance troupe Yullubarribah and Torres Strait Islander Dancers Keriba Mabaigal. The event was interactive with audience participation.
- Capping the inaugural event off, QUT Art Museum hosted internationally renowned Aboriginal artist, Vernon Ah Kee in conversation with Dr Odette Best of the Oodgeroo Unit. The Aboriginal artist's work which was on display for the *Agenda* exhibition spoke candidly about his influences, motivations, life and career.

### **Arrow Energy High Performance Program**

The **Arrow Energy High Performance Program** was hosted by the Oodgeroo Unit from 8 to 10 August 2014 via Residential Block mode at QUT's Gardens Point Campus. The Arrow Energy High Performance Program provided specialist training and life experiences designed to accelerate the personal and professional development of Arrow Energy's Scholarships recipients from Central Queensland University, Griffith University, James Cook University, QUT, University of Queensland and University of Southern Queensland. The knowledge and experience gained through the program aimed to provide scholars with a 'competitive edge' in the open labour market.

This mode of delivery enabled the Arrow Energy scholars to experience a range of learning processes in classroom and work environments, including large and small group participation as well as one-to-one learning.

The Learning Outcomes of the Arrow Energy High Performance Program were:

- the establishment and development of a network of Aboriginal and Torres Strait Islander scholars as future leaders
- the development of skills and strategies leading to a discernible personal and professional competitive edge, and
- the augmentation of community and collegial aspiration for the scholars that meets the learning demands of emerging leaders and covers contemporary leadership challenges from an Aboriginal and Torres Strait Islander standpoint.

The Learning Objectives of the Arrow Energy High Performance Program were:

- to immerse Aboriginal and Torres Strait Islander scholars from across the state in a collaborative learning network that will as a dynamic community of practise as drivers for positive change
- to unleash the potential and capability of each scholar through a targeted skill development that includes discovery and development of personal, professional and community competencies, and
- to encourage Aboriginal and Torres Strait Islander scholars from within the program to seek personal and collaborative high performance by recognising and enhancing the leader within.

Topics covered during the Residential Block included: Leadership and Management; Communication; Teamwork, Profile Building and Work/Life Balance.

Delivery was interactive and engaging involving a combination of individual and group learning activities. Indigenous Knowledges were embedded in course content with Indigenous facilitators (experts) playing a major role.

Workshops and activities helped build a strong and smart sense of Aboriginal identity and indoctrinate Arrow Energy scholars into Indigenous = Success philosophies.



**5. Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.**

Your response to this goal needs to address but is not limited to the following points:

- The **total number** of Aboriginal and Torres Strait Islander student **completions** at Bachelor level and above in 2014, compared to 2013 (please provide an all student comparison).
- **Support mechanisms** you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
- **Indigenous Education / Support Unit's role.**

The **total number** of Aboriginal and Torres Strait Islander student **completions** at Bachelor level and above in 2014 compared to 2013 (please provide an all student comparison).

The total number of Aboriginal and Torres Strait Islander student completions at Bachelor level and above, for QUT in 2014 are provided below, compared with 2013 HEIMS and 2014 IES data:

	<b>2013</b>	<b>2014</b>
Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	6	9
Non Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	1,184	1,246
Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	11	11
Non Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	1,598	1,720
Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	56	58
Non Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	5,371	5,406

Note: Figures extracted from both HEIMS and 2014 IES.

The University continues its coordination of activities to help ensure retention of the University's Aboriginal and Torres Strait Islander students with a holistic framework for both recruitment and student support strategies which focuses on the entire Student Success and Retention of Aboriginal and Torres Strait Islander students which begins with the Centralised Assessment Selection Process (CASP) in November.

**Support mechanisms you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.**

Support mechanisms	Description	Constraints	Outcome
<p><b>Pre-Orientation Program (POP) Week</b></p>	<p>The Pre Orientation Program (POP) activities have academic, social and cultural dimensions and are guided by QUT's well-established First Year Experience (FYE) Program. Students are encouraged to include their immediate and extended families in their university experience and to get to know other first year and continuing students enrolled in their degree or faculty. To encourage the social and cultural connection amongst students, staff, and community, a family barbeque is held at the beginning of POP Week. This gives family members the opportunity to familiarise themselves with the university environment. An introduction to the University faculties is included that allows students to become familiar with their Oodgeroo Unit Academic Advisor and their faculty's location, processes, and academic and professional staff. The students are encouraged to participate in the University's Orientation activities and the faculty-specific programs held in the following week.</p>	<p>Students wanting to attend but competing work/family commitments.</p> <p>Caboolture campus students are required to attend the majority of activities at Kelvin Grove Campus with the exception of one day (given the small enrolment numbers at Caboolture).</p>	<p>POP Week is a transitional program for commencing Aboriginal and Torres Strait Islander QUT Students which is designed to give students a head start to their university experience at QUT. The week covers academic support, skills and know-how as well as showing students where they can access support and opportunities.</p> <p>The 2014 program saw an inclusion of an additional cultural session which included the opportunity to visit the cultural centre and Kuril Dhagun in the State Library of Queensland.</p> <p>An Aboriginal Elder gave a presentation of the history of Aboriginal and Torres Strait Islander peoples in Brisbane to the commencing students.</p> <p>The POP Week 2014 Evaluation was completed in March 2014 which reflected the participant's feedback of the program which was overall, very positive.</p> <p>Over 220 family, friends, community members, elders and Oodgeroo Unit staff members attending the Sunday POP Week barbeque.</p> <p>In 2014 there were 70 POP Week participants compared to 86 in 2013. An evaluation of the 2014 POP week has been undertaken, with recommendations noted for consideration for the 2015 POP week based on participant feedback.</p>

Support mechanisms	Description	Constraints	Outcome
<p><b>Indigenous Tutorial Assistance Scheme – Tertiary Tuition (ITAS-TT)</b></p>	<p>The Oodgeroo Unit administers the ITAS-TT for students requiring academic tutorial assistance for up to two hours per week per subject.</p> <p>The Unit uses Blackboard for the management of the ITAS-TT program. ITAS-TT general information for students, eligibility guidelines and application forms are uploaded to the “Your Oodgeroo” Blackboard page alongside all Learning Support Resources, which is only accessible by Indigenous students at QUT. This allows students a clear and easy process for gathering additional information around learning support and the ITAS-TT program.</p> <p>The Oodgeroo Unit’s Learning Support team also runs information sessions during the Centralised Assessment Selection Program, which is the Oodgeroo Unit’s alternative entry pathway and at the Pre-Orientation Program for commencing Indigenous students. These sessions highlight the array of learning support activities available for Indigenous students at QUT, such as ITAS-TT and provide students with information on eligibility and how to apply. This also gives students opportunities to interact with the team and ask questions in a safe environment.</p>	<p>ITAS-TT government program guidelines can be restrictive at times and do not allow for the program to meet some needs of students. Some examples include:</p> <ul style="list-style-type: none"> <li>• The lack of support available to students who need to study bridging courses in order to be offered a place in their preferred course/units of study.</li> <li>• The inability for students and tutors to aggregate their maximum approved assistance to allow flexibility to meet the needs of the students. This is currently only available for exam preparation, not the weekly sessions.</li> </ul> <p>Lack of a national data base to access tutors for specific disciplines.</p> <p>The program requires a high amount of resourcing to be delivered in accordance with the guidelines and administrative component of funding is limiting.</p>	<p>In 2014 the ITAS-TT at QUT experienced an increased level of student applications, up 4.6% on 2013 student application numbers. While every effort was made to allocate appropriately qualified tutors to students, it was not always possible to find tutors and thus, a small number of students did not receive support under ITAS-TT for 2014.</p> <p>An audit of the ITAS-TT program in 2014 has identified recommended administrative changes which will be implemented in 2015. One recommendation is with regard to the recruitment of tutors in ‘specialised’ units where students require ITAS-TT support.</p>

Support mechanisms	Description	Constraints	Outcome
<p><b>Other support activities</b></p>	<p>QUT continues to work to ensure the academic achievement of Aboriginal and Torres Strait Islander students and provides support for students on all campuses offering:</p> <ul style="list-style-type: none"> <li>• Access to 24 hour dedicated computer laboratories, small tutorial rooms, and common room facilities.</li> <li>• Students are encouraged to contact Oodgeroo Unit staff about academic or cultural concerns they may have whilst undertaking their studies at QUT.</li> <li>• Each student has an assigned academic advisor who monitors and follows that student's progress. At the commencement of each semester a social event is held to encourage students to network with Oodgeroo Unit staff and other students.</li> <li>• A laptop computer loan scheme to supplement computing facilities and QUT's computing equipment scheme for equity target groups.</li> <li>• Access to academic resources, including a range of reference books and learning assistance materials.</li> <li>• Assistance with web searching and other on-line resources. Staff are available to assist students, on an individual basis, with on-line and other computing tasks.</li> </ul>	<p>Physical space at the three QUT Oodgeroo Unit sites is becoming cramped due to higher enrolment numbers.</p>	<p>The Oodgeroo Unit Student Survey provides an anonymous feedback mechanism to students to comment on key Oodgeroo Unit's student support activities of staff-student relations, ITAS Program, Oodgeroo Unit facilities, and overall satisfaction.</p> <p>The 2014 Oodgeroo Unit Student Survey obtained 120 responses from 453 non-postgraduate Indigenous QUT students, giving a response rate of 26.5% (compared with 33.3% in 2013 and 28.7% in 2012).</p> <p>96.6% (114 students) reported being satisfied or very satisfied overall with the Unit.</p>

Support mechanisms	Description	Constraints	Outcome
<b>Other support activities (continued)</b>	<ul style="list-style-type: none"> <li>Access to an interactive website that permits students to post information and discussion items, access information on employment, cultural, and sporting events, and a general bulletin board.</li> </ul> <p>In addition, QUT faculties and schools provide local support within course and discipline areas, particularly where there are significant numbers of Aboriginal and Torres Strait Islander students.</p>		
<b>The Oodgeroo Unit staff continue to meet with Student Business Services each semester to discuss Aboriginal and Torres Strait Islander student enrolments and to review enrolment procedures relating specifically to this student cohort.</b>	Learning Support Team meetings with Equity Services, Counselling Services, Scholarships Office and other student support areas to build relationships to support Aboriginal and Torres Strait Islander students.	Nil	<p>Academic and Learning Support staff provide supporting letters for students applying for exemption from academic and financial penalties.</p> <p>Oodgeroo Unit Academic Advisors assist students who require advice and assistance on matters relating to study progress.</p>
<b>Indigenous Studies Research Network (ISRN)</b>	ISRN receives approximately \$122 000 of QUT's ISP funds. The funds complement the Office of Research's Doctorate and Masters by Research training through a Postgraduate Expo, capacity building efforts, Masterclass, seminar series, symposium and critical reading groups, fieldwork funding, conference travel and accommodation and a 24 hour accessible workspace as well as supervision.		

## 2014 Student Achievements

Student achievements in 2014 include:

- A second year Bachelor of Paramedic Science student travelled to South Africa as part of the Classic Wallabies Exchange through the EIDOS Institute.
- A Bachelor of Justice student received the overall QUT Student Leader of the Year award for his outstanding leadership efforts both within and external to QUT.
- A Bachelor of Business (Finance Major, Management Second Major) student is the first ever Indigenous Graduate in the history of the Commonwealth Bank.

The Oodgeroo Unit maintains its responsibility and commitment to supporting the Aboriginal and Torres Strait Islander student life-cycle through activities that relate to recruitment, retaining and supporting students, and ensuring they successfully complete and graduate from their studies. The Oodgeroo Unit, in conjunction with the other QUT Aboriginal and Torres Strait Islander programs, has an important leadership role in the University in promoting the Aboriginal and Torres Strait Islander education agenda.

The Oodgeroo Unit has a number of core business functions to support students through to graduation:

- **Academic Team:** The role of the Academic Team is a varied one, from developing and delivering lecture units; publishing and research; and working with community and students both internal and external to QUT. Student support is one of the most important roles provided as Academic Advisors to students supporting their academic journey through to graduation. Each academic staff member is assigned to two faculties each, including liaising with each faculty and sitting on the relevant Faculty Equity Board, and being a key point of contact to Aboriginal and Torres Strait Islander students with any faculty-specific queries.
- **Learning Support Team:** The Oodgeroo Unit's Learning Support Team manages the delivery of the Indigenous Tutorial Assistance Scheme – Tertiary Tuition (ITAS-TT) and provides students with a centralised point of contact for advice and guidance for all non-academic queries including cultural support, general study information, connecting students to appropriate QUT services and linking students with community-based providers.

**6. To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.**

Your response to this goal needs to address but is not limited to the following points:

- Details of how and to what extent **Indigenous perspectives are reflected in curriculum at your University.**
- How the University addresses the **cultural competency** of its staff and students.
- The **University's involvement with Indigenous community** members in working toward this goal.
- **Indigenous Education / Support Unit's role.**

**Details of how and to what extent Indigenous perspectives are reflected in curriculum at your University.**

QUT's Blueprint 4 (May 2014) ambitions are stated as to *enhance the development and Inclusion of Aboriginal and Torres Strait Islander Knowledges within the curriculum* and to *strengthen students' cultural competence and understanding of Indigenous Knowledges*. To this end QUT's Academic Board in 2014 approved the In2Knowledges project. This three-year project is led by Associate Professor Gary Thomas and is located within the Learning and Teaching Unit reporting to the Deputy Vice-Chancellor (Learning and Teaching). The In2Knowledges project seeks to build institutional support, capacity and inclusion of Indigenous Knowledges across the curriculum. The project has four focus areas of the Aboriginal and Torres Strait Islander community (decision making and engagement); staff (understanding and capacity building), students (understanding and engagement) and infrastructure (policy and systems).

The university has significant experience in delivering Aboriginal and Torres Strait Islander perspectives in the curriculum. A number of courses including pre-service teacher education and nursing have external accreditation criteria requiring Aboriginal and Torres Strait Islander perspectives to be included. QUT meets its obligations in this regard.

Associate Professor Thomas provides commentary and advice to all curriculum proposals encouraging the inclusion of Indigenous Knowledges in the curriculum. This advice is provided as part of the course redevelopment, accreditation and approval cycle.

**How the University addresses the cultural competency of its staff and students.**

QUT has developed multiple levels of professional learning opportunities related to the cultural competency of its staff and students. The In2Knowledges project aims to enhance and develop opportunities for Aboriginal and Torres Strait Islander knowledges across the curriculum. Staff professional learning opportunities include a base-level training in Reconciliation issues delivered by Equity Services in a blended learning format. The In2Knowledges project has developed role-specific professional learning opportunities for academic and professional staff. This training will be delivered in 2015. The In2Knowledges project is included in the Early Career Academic Recruitment and Development (ECARD) program and the Graduate Certificate of Academic Practice (GCAP). Training has been provided to individual schools and groups within the central divisions of the university.

**The University's involvement with Indigenous community members in working toward this goal.**

The broader Aboriginal and Torres Strait Islander communities are invited to participate in the life of the university across a range of events and opportunities. These include contributing to Learning and Teaching development and delivery, as research partners, guests at formal and informal events and contributing to advice and decision making regarding Aboriginal and Torres Strait Islander higher education activities through the Vice-Chancellor's Indigenous Education and Employment Committee.

**Indigenous Education/Support Unit's role.**

The Oodgeroo Unit has a leadership role with regard to embedding Indigenous Knowledges across QUT courses.

**Indigenous Knowledges Minor:** Leading QUT's commitment in enhancing the development and inclusion of Aboriginal and Torres Strait Islander knowledges within the academic curriculum, the Oodgeroo Unit offer the Indigenous Knowledges Minor which is open for all students in all disciplines. Semester 2, 2014 saw the successful delivery of OUB120 and OUB130, with OUB100 and OUB110 scheduled for Semester 1, 2015.

- OUB100 Yatdjuligin: Cultural safety in the Indigenous Australian Context
- OUB110 Am I Black Enough? Indigenous Australian Representations
- OUB120 Smash the Act: Contemporary Indigenous Australian Politics
- OUB 130 Indigenous Knowledges: Research Ethics and Protocols

The Oodgeroo Unit was selected as one of the six QUT areas to submit a nomination in 2014 for the citation – *“For a sustained commitment to the learning success of Indigenous students as individuals within QUT, their family and communities through innovative, culturally-safe, and collaborative programs”* for the Australian University Awards for Teaching, administered by the Australian Government, Office for Learning and Teaching.



## SECTION 2 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT (Attachment 1)

Please use the financial acquittal template attached to report on the expenditure of your University's ISP grant for 2014, noting that a breakdown of expenditure is required. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2014 provided under section 19-10 of *Higher Education Support Act 2003*, please provide a reconciliation.

This ISP report is a legislated requirement, under the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008*.

*Financial acquittal available upon request.*

## SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

Please nominate contact officers for all policy and operational matters regarding your Indigenous Education Statement, including name(s), position title, phone number and email address.

Where your Indigenous Education Unit has been consulted in the development of this Indigenous Education Statement, please provide the contact details of the relevant staff member.

University Officer	Indigenous Education Support Unit Officer
Name: Professor Suzi Vaughan	Name: Professor Anita Lee Hong
Position Title: Deputy Vice-Chancellor (Learning and Teaching)	Position Title: Director, Oodgeroo Unit
Phone Number: 07 3138 6868	Phone Number: 07 3138 3721
Email: s2.vaughan@qut.edu.au	Email: anita.leehong@qut.edu.au

## SECTION 4 PUBLICATION OF THE STATEMENT

Following approval of the IES by PM&C, Universities **are to publish** the current and the previous two IES on their website. Please provide PM&C with a link to the statement.

[https://cms.qut.edu.au/\\_data/assets/pdf\\_file/0010/261766/indigenous-education-statement.pdf](https://cms.qut.edu.au/_data/assets/pdf_file/0010/261766/indigenous-education-statement.pdf)

[https://cms.qut.edu.au/\\_data/assets/pdf\\_file/0017/420803/indigenous-education-statement-2013.pdf](https://cms.qut.edu.au/_data/assets/pdf_file/0017/420803/indigenous-education-statement-2013.pdf)