



INDIGENOUS EDUCATION STATEMENT - OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from **Universities relating to their 2015 outcomes and future plans** to meet their 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 2015 ISP funds is included within this document. Please provide as much information as possible.

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 that wish to report on a wider range of matters.

In accordance with the Guidelines, the Indigenous Education Statement is **due** to be submitted to and accepted by the Department of Prime Minister and Cabinet **on or before 31 May 2016**. Please allow 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 2016.

Please submit signed electronic documents by email to: scholarships@pmc.gov.au

PM&C contact officers:

Danny Howard, Director
Tertiary Strategies Team
Phone: 02 6152 3193
Email: scholarships@pmc.gov.au

Marissa Booth, Assistant Director
Tertiary Strategies Team
Phone: 02 6152 3194
Email: scholarships@pmc.gov.au

Josh Bowman, Programme Officer
Tertiary Strategies Team
Phone: 02 6152 3658
Email: scholarships@pmc.gov.au

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 2015 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.

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 governance and decision-making bodies and 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 governance and decision making bodies, please **provide an explanation**.
- The **roles and responsibilities** of Aboriginal and Torres Strait Islander leaders within your institution.

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

For those committees noted in QUT's Manual of Policies and Procedures *Appendix 8: the Queensland University of Technology Committee Structure*, the committees with formal Indigenous representation are:

University Council

Mr W. (Wesley) Enoch, BA(Hons)(Drama) QUT. Artistic Director, Sydney Festival

University Academic Board

Director, Oodgeroo Unit *ex officio*

University Research and Innovation Committee

Co-opted member from Indigenous Education and Employment Committee to *University Research and Innovation Committee*

Indigenous Education and Employment Committee

Chair – One distinguished Aboriginal or Torres Strait Islander person who is external to QUT, as Chair, nominated by the Vice-Chancellor;

Director, Oodgeroo Unit *ex officio*;

Director, Indigenous Studies Research Network *ex officio*;

Associate Director, Academic - Indigenous Knowledges *ex officio*;

Indigenous Employment Coordinator *ex officio*;

Four representatives from Aboriginal and/or Torres Strait Islander community organisations nominated by the Vice-Chancellor;

One Aboriginal and/or Torres Strait Islander student nominated by the Vice-Chancellor;

Two Aboriginal and/or Torres Strait Islander staff members of the University, nominated by the Vice-Chancellor

Equity Board

Chair of Indigenous Education and Employment Committee or nominee.

University Promotion Committee

Where an application is received from an Indigenous staff member, prior to the consideration of any applications, the University Promotion Committee will be reconstituted to include an appropriately qualified Indigenous staff member/Indigenous person external to the University. This will be an additional committee position. In this circumstance, the Secretary to the Promotion Committee will request that the Vice-Chancellor nominate the Indigenous person to become a Committee member.

University Human Research Ethics Committee

One person who performs a pastoral care role in a community, for example, an Aboriginal elder, a minister of religion - appointed by the Deputy Vice-Chancellor (Research and Commercialisation) AND one person who identifies as Aboriginal and/or Torres Strait Islander nominated by the Indigenous Education and Employment Committee.

University Learning and Teaching Committee

Indigenous staff member nominated by the Chair of University Academic Board

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

Creative Industries Faculty Academic Board (Senior Deputy Vice-Chancellor's nominee)
Curriculum Standards Reference Group
Equity Scholarships Panel
Faculty of Education Research and Innovation Committee
First Year Experience and Retention Committee
Higher Education Research Network
Indigenous Employment Reference Group
Membership of Faculty Equity Committees
Orientation Organising Committee
YuMi Deadly Centre Advisory Committee

The roles and responsibilities of Aboriginal and Torres Strait Islander leaders within your institution

Director – Oodgeroo Unit

The Director is responsible for the overall leadership, direction and management (both academic and administrative) across the full range of strategic and operational activities of the Centre. The position facilitates change and builds an organisational culture that is supportive of the vision of the Centre, aligned with the Indigenous communities' needs and with the University's strategic directions.

Professor of 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.

Associate Director, Academic – Indigenous Knowledges

The position provides academic leadership to achieve the University Blueprint 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.

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 current **Aboriginal and Torres Strait Islander Employment Strategy** including details on its current status, who has responsibility for its implementation, how is progress measured, how and when is progress reviewed or evaluated.
- 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).

Table 1 – Permanent positions

Faculty/Institute/Section	Academic / Non-Academic	Position title
Faculty of Education	Academic	Associate Professor
	Academic	Associate Lecturer
	Academic	Senior Research Officer
	Non-Academic	Project Co-ordinator
	Non-Academic	Administration Assistant
Faculty of Health	Academic	Lecturer
	Academic	Lecturer
	Academic	Research/Project Officer
	Non-Academic	Finance Manager
	Non-Academic	National Indigenous Coordinator
Faculty of Law	Non-Academic	Placements Officer
	Academic	Lecturer
	Academic	Lecturer
QUT Business School	Non-Academic	Project Officer
	Non-Academic	Trainee
Creative Industries Faculty	Academic	Lecturer
	Academic	Lecturer
	Academic	Professor of Design
Caboolture Campus	Non-Academic	Marketing & Events Assistant
Institute for Future Environments	Non-Academic	Administration Assistant
Science and Engineering Faculty	Academic	Lecturer
	Non-Academic	Project Support Officer
	Non-Academic	Trainee
	Non-Academic	Trainee
Chancellery	Academic	Senior Lecturer
	Academic	Director, Oodgeroo Unit
	Academic	Senior Lecturer
	Academic	ITAS Tutor – Post Graduate
	Academic	Associate Director, Academic Indigenous Knowledges
	Non-Academic	Learning Support Officer

Faculty/Institute/Section	Academic / Non-Academic	Position title
Chancellery cont	Non-Academic	Learning Support Officer
	Non-Academic	Administration Officer
	Non-Academic	Team Leader – Professional Services
	Non-Academic	Communications and Programs Officer
	Non-Academic	Team Leader – Marketing and Communications
	Non-Academic	Team Leader – Learning Support
	Non-Academic	Administration Officer
	Non-Academic	Team Leader – Learning Support
	Non-Academic	Recruitment Officer
	Non-Academic	Recruitment Officer
	Non-Academic	Administration Officer
	Non-Academic	Student Support Officer
Technology, Information and Learning Support	Non-Academic	Executive Officer
	Non-Academic	Technology Support Officer
	Non-Academic	Team Leader
	Non-Academic	Electronic Resource Assistant
	Non-Academic	Technology Support Officer
	Non-Academic	Technology Support Officer
	Non-Academic	Trainee
Division of International and Development	Non-Academic	Administration Assistant
	Non-Academic	Administration Assistant
Division of Research and Commercialisation	Academic	Professor of Indigenous Studies
	Academic	Senior Research Fellow
	Academic	Associate Director – Indigenous Studies research Network
	Non-Academic	Network Convenor
	Non-Academic	Acting Business Manager
	Non-Academic	Administration Assistant
Division of Administrative Services	Non-Academic	Training Officer
	Non-Academic	Widening Participation Support Officer
	Non-Academic	Training and Events Support Officer
	Non-Academic	Indigenous Career Counsellor
	Non-Academic	Training Officer
	Non-Academic	Enrolments Officer
	Non-Academic	Administrative Assistant
	Non-Academic	Training and Events Support Officer
	Non-Academic	Trainee

Faculty/Institute/Section	Academic / Non-Academic	Position title
Division of Administrative Services cont	Non-Academic	Trainee
	Non-Academic	Trainee
	Non-Academic	Trainee
	Non-Academic	Trainee
	Non-Academic	Trainee
	Non-Academic	Indigenous Employment Coordinator
Division of Finance and Resource Planning	Non-Academic	Senior Technical Officer
	Non-Academic	Trainee
Total	74	

Table 2 - Casual positions

Faculty/Institute/Section	Academic / Non-Academic	Position title
Faculty of Education	Academic	Research Assistant
	Non Academic	Robotics Ambassador
Faculty of Health	Academic	Sessional Academic
	Academic	Sessional Academic
	Academic	Sessional Academic
	Academic	UTL Facilitator
	Academic	Sessional Academic
	Academic	Research Assistant
	Academic	Sessional Academic
	Academic	Optometry Sessional Academic
	Non-Academic	Project Officer
Faculty of Law	Non-Academic	Law WP Student Ambassador
Creative Industries Faculty	Academic	Sessional Academic
	Non-Academic	Administration Officer
Caboolture Campus	Non-Academic	Student Ambassador
	Non-Academic	Student Ambassador
Chancellery	Non-Academic	Student Success Advisor
	Non-Academic	Student Ambassador
	Non-Academic	Student Ambassador
	Non-Academic	Student Ambassador
	Non-Academic	Student Ambassador
	Non-Academic	Student Ambassador
	Non-Academic	Student Ambassador
Technology, Information and Learning Support	Non-Academic	Widening Participation Academic Skills Adviser
Division of Research and Commercialisation	Academic	Examination PHD
	Non-Academic	Administration Assistant
Division of Administrative Services	Non-Academic	Explore Uni Ambassador
	Non-Academic	Explore Uni Ambassador
	Non-Academic	Explore Uni Ambassador

Faculty/Institute/Section	Academic / Non-Academic	Position title
Division of Administrative Services cont	Non-Academic	Explore Uni Ambassador
	Non-Academic	Explore Uni Ambassador
	Non-Academic	Explore Uni Ambassador
	Non-Academic	Explore Uni Ambassador
	Non-Academic	Explore Uni Ambassador
	Non-Academic	Explore Uni Ambassador
	Non-Academic	Explore Uni Ambassador
	Non-Academic	Invigilator
Total	37	

An outline of your current **Aboriginal and Torres Strait Islander Employment Strategy** including details on its current status, who has responsibility for its implementation, how is progress measured, how and when is progress reviewed or evaluated.

QUT's Indigenous Employment Strategy (IES) was launched in 2016. The strategy aligns to QUT's Blueprint and responds to 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 Peoples* (Behrendt Review).

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

<http://www2.qut.edu.au/jobs/working-at-qut/indigenous-employment.jsp>

The four key objectives of QUT's IES are focused on:

Recruitment - Building meaningful and sustainable employment opportunities for Aboriginal and Torres Strait Islander people across all organisational areas of the University in academic, research, professional and senior positions and providing effective engagement with Aboriginal and Torres Strait Islander peoples, communities and organisations in support of the attraction and recruitment of Indigenous talent.

Retention – Ensuring workplace practices provide a supportive and flexible environment which enables Aboriginal and Torres Strait Islander employees to meet professional and cultural obligations.

Development - Enhanced career pathways for existing Aboriginal and Torres Strait Islander employees through targeted professional development and training programs.

Workplace Culture - Commitment to creating a culturally safe and inclusive working environment for Aboriginal and Torres Strait Islander peoples and demonstrated respect for and recognition of the unique cultural, social and spiritual knowledges and experiences that Aboriginal and Torres Strait Islander employees bring to QUT.

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)

As part of QUT's IES there have been several strategies implemented that aim to increase the number of Aboriginal and Torres Strait Islander applicants and employees across all levels and positions within the University. Key strategies that have been adopted as part of this initiative are listed below:

- QUT Indigenous Job Alert emails distributed through community networks to promote employment opportunities for all current vacancies and identified positions;
- Resume Writing and Selection Criteria Workshops delivered for potential Aboriginal and Torres Strait Islander candidates three times per year;
- Promotion of the Aboriginal and Torres Strait Islander Talent Pool as part of the broader QUT Talent Pool;
- Delivery of Aboriginal and Torres Strait Islander students and alumni information programs to develop a broader understanding of working in the University sector;

- Inclusion of an Aboriginal and Torres Strait Islander selection panel member for advertised vacancies for which Aboriginal and Torres Strait Islander candidates apply.

Along with the strategies outlined in the IES, QUT remains committed to encouraging Aboriginal and Torres Strait Islander candidates to apply for all positions across the University and states this commitment in all position descriptions for advertised vacancies.

The **Division of Administrative Services (DAS) Indigenous Pilot Traineeship Program** was developed and launched in 2014. The pilot program was a success and all six Indigenous Trainees employed by the University completed the program and attained their qualifications in Business Administration on 3 July 2015. On completion of the program five of the six trainees were able to secure ongoing employment within the University.

Due to the success of the pilot program, QUT has adopted the Indigenous Traineeship Program as a fixed employment strategy as part of the IES, and envisages that the program will continue to provide entry-level career pathway opportunities in the future. The 2015 Indigenous Traineeship program employed 10 Indigenous Trainees and expanded its reach from placements within DAS, to include the Science and Engineering Faculty (SEF), Division of Technology, Information and Learning Support (TILS), Division of Finance and Resource Planning (FRP) and the QUT Business School (QBS). The 10 Indigenous trainees joined the QUT community on 18 August 2015. QUT partnered with Franklyn Scholar (Registered Training Organisation) to deliver the educational component of the traineeship for the Certificate in Business Administration.

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

Indigenous-specific permanent positions

Faculty/Institute/Section	Academic / Non-Academic	Position Title	Level
Faculty of Health	Academic	Lecturer	LEVB
	Academic	Lecturer	LEVB
Science and Engineering Faculty	Non-Academic	Trainee	Trainee
	Non-Academic	Trainee	Trainee
Chancellery	Academic	Senior Lecturer	LEVC
	Academic	Director, Oodgeroo Unit	Senior Staff
	Academic	Senior Lecturer	LEVC
	Non-Academic	Learning Support Officer	HEW 5
	Non-Academic	Learning Support Officer	HEW 5
	Non-Academic	Administration Officer	HEW 4
	Non-Academic	Team Leader – Professional Services	HEW 7
	Non-Academic	Team Leader – Marketing and Communications	HEW 7
	Non-Academic	Team Leader – Learning Support	HEW 7
	Non-Academic	Team Leader – Learning Support	HEW 7
	Non-Academic	Recruitment Officer	HEW 5
	Non-Academic	Recruitment Officer	HEW 4
	Non-Academic	Administration Officer	HEW 4
	Non-Academic	Student Support Officer	HEW 4
Division of Research and Commercialisation	Academic	Professor of Indigenous Studies	LEVE
Division of Administrative Services	Non-Academic	Training Officer	HEW 7
	Non-Academic	Widening Participation Support Officer	HEW 5
	Non-Academic	Indigenous Career Counsellor	HEW 8

Faculty/Institute/Section	Academic / Non-Academic	Position Title	Level
Division of Administrative Services cont	Non-Academic	Trainee	Trainee
	Non-Academic	Trainee	Trainee
	Non-Academic	Trainee	Trainee
	Non-Academic	Trainee	Trainee
	Non-Academic	Trainee	Trainee
	Non-Academic	Trainee	Trainee
	Non-Academic	Indigenous Employment Coordinator	HEW 7
Division of Finance and Resource Planning	Non-Academic	Trainee	Trainee
Totals		30	

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)

Permanent positions – academic positions

Faculty/Institute/Section	Position Title	Level
Faculty of Education	Associate Professor	LEVD
	Associate Lecturer	LEVA
	Senior Research Officer	HEW 8
Faculty of Health	Lecturer	LEVB
	Lecturer	LEVB
	Research/Project Officer	HEW 6
Faculty of Law	Lecturer	LEVB
	Lecturer	LEVB
Creative Industries Faculty	Lecturer	Lev B
	Lecturer	LEV B
	Professor of Design	LEV E
Science and Engineering Faculty	Lecturer	LEVB
Chancellery	Senior Lecturer	LEVC
	Director, Oodgeroo Unit	Senior Staff
	Senior Lecturer	LEVC
	ITAS Tutor – Post Graduate	Agreement
	Associate Director, Academic Indigenous Knowledges	LEVD
Division of Research and Commercialisation	Professor of Indigenous Studies	LEVE
	Senior Research Fellow	LEVC
	Associate Director – Indigenous Studies research Network	LEVD
Totals	20	

Permanent positions – non-academic positions

Faculty/Institute/Section	Position Title	Level
Faculty of Education	Project Co-ordinator	Agreement
	Administration Assistant	HEW 3
Faculty of Health	Finance Manager	HEW 8
	National Indigenous Coordinator	HEW 9
	Placements Officer	HEW 4
Faculty of Law	Project Officer	HEW 7
QUT Business School	Trainee	Trainee
Caboolture Campus	Marketing & Events Assistant	HEW 4
Institute for Future Environments	Administration Assistant	HEW 4
Science and Engineering Faculty	Project Support Officer	HEW 5
	Trainee	Trainee
	Trainee	Trainee
Chancellery	Learning Support Officer	HEW 5
	Learning Support Officer	HEW 5
	Administration Officer	HEW 4
	Team Leader – Professional Services	HEW 7
	Communications and Programs Officer	HEW 6
	Team Leader – Marketing and Communications	HEW 7
	Team Leader – Learning Support	HEW 7
	Administration Officer	HEW 4
	Team Leader – Learning Support	HEW 7
	Recruitment Officer	HEW 5
	Recruitment Officer	HEW 4
	Administration Officer	HEW 4
	Student Support Officer	HEW 4
Technology, Information and Learning Support	Executive Officer	Senior Staff
	Technology Support Officer	HEW 5
	Team Leader	HEW 8
	Electronic Resource Assistant	HEW 5
	Technology Support Officer	HEW 5
	Technology Support Officer	HEW 5
	Trainee	Trainee
Division of International and Development	Administration Assistant	HEW 4
	Administration Assistant	HEW 3
Division of Research and Commercialisation	Network Convenor	HEW 7
	Acting Business Manager	HEW 6
	Administration Assistant	HEW 4

Faculty/Institute/Section	Position Title	Level
Division of Administrative Services	Training Officer	HEW 7
	Widening Participation Support Officer	HEW 5
	Training and Events Support Officer	HEW 4
	Indigenous Career Counsellor	HEW 8
	Training Officer	HEW 7
	Enrolments Officer	HEW 4
	Administrative Assistant	HEW 3
	Training and Events Support Officer	HEW 4
	Trainee	Trainee
	Trainee	Trainee
	Trainee	Trainee
	Trainee	Trainee
	Trainee	Trainee
	Trainee	Trainee
	Indigenous Employment Coordinator	HEW 7
Division of Finance and Resource Planning	Senior Technical Officer	HEW 8
	Trainee	Trainee
Totals	54	

Casual positions – academic positions

Faculty/Institute/Section	Position Title	Level
Faculty of Education	Research Assistant	HEW 4
Faculty of Health	Sessional Academic	CALRA
	Sessional Academic	CATRE
	Sessional Academic	CAMGP
	UTL Facilitator	HEW 7
	Sessional Academic	CALRA
	Research Assistant	HEW 5
	Sessional Academic	CALRA
	Optometry Sessional Academic	CACNL
Creative Industries Faculty	Sessional Academic	CAMGP
Division of Research and Commercialisation	Examination PHD	EXPHD
Totals	11	

Casual positions – non-academic positions

Faculty/Institute/Section	Position Title	Level
Faculty of Education	Robotics Ambassador	HEW 2
Faculty of Health	Project Officer	HEW 4
Faculty of Law	Law WP Student Ambassador	HEW 2
Creative Industries Faculty	Administration Officer	HEW 4
Caboolture Campus	Student Ambassador	HEW 2
	Student Ambassador	HEW 2
Chancellery	Student Success Advisor	HEW 4
	Student Ambassador	HEW 2
	Student Ambassador	HEW 2
	Student Ambassador	HEW 2
	Student Ambassador	HEW 2
	Student Ambassador	HEW 2
	Student Ambassador	HEW 2
Division of Technology, Information and Learning Support	Widening Participation Academic Skills Adviser	HEW 7
Division of Research and Commercialisation	Administration Assistant	HEW 3
Division of Administrative Services	Explore Uni Ambassador	HEW 2
	Explore Uni Ambassador	HEW 2
	Explore Uni Ambassador	HEW 2
	Explore Uni Ambassador	HEW 2
	Explore Uni Ambassador	HEW 2
	Explore Uni Ambassador	HEW 2
	Explore Uni Ambassador	HEW 2
	Explore Uni Ambassador	HEW 2
	Explore Uni Ambassador	HEW 2
	Explore Uni Ambassador	HEW 2
	Invigilator	HEW 3
Totals	26	

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 2015 (access rate) as compared to 2014 (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, in 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 of available scholarships.
- **Indigenous Education / Support Unit's role**.

Commencing Aboriginal and Torres Strait Islander student numbers for 2015 (access rate) as compared to 2014 (please provide an all student comparison)

Commencing Aboriginal and Torres Strait Islander students

	2014	2015
Aboriginal and Torres Strait Islander students	239	235
Non Aboriginal and Torres Strait Islander students (Domestic students only):	14,976	15,251

Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
CareerTrackers University 10x10 Program	Enrolled Aboriginal and/or Torres Strait Islander students.	Launched at QUT on 2 September 2015 by the Vice-Chancellor and Chancellor and CareerTrackers founder and CEO Michael Combs. QUT is the first university to sign a 10-year agreement with the national non-profit organisation, which has linked Indigenous university students with private sector internship opportunities since 2009. CareerTrackers works with 37 Australian universities to link their students with 86 companies by placing them in paid internships, with the aim of converting from intern to full-time employee on completion of their university degree.	Across Australia, QUT has the highest number of CareerTrackers' interns (61 in 2015) and was one of the early adopters of the program.
Centralised Assessment and Selection Program (CASP)	Aboriginal and Torres Strait Islander students seeking entry to undergraduate courses at QUT	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.	2015 commencing undergraduate Aboriginal and Torres Strait Islander students consisted of 188 enrolments (167 semester one and 21 semester two commencing students). Of these, 105 (96 in semester one and 9 in semester two) came through the CASP process leaving 83 commencing student gaining entry outside of the CASP process.
Marketing and communication activities	Aboriginal and Torres Strait Islander high school students and prospective mature age students.	In 2015 the Oodgeroo Unit's Marketing and Communications team travelled throughout Queensland with QUT's Marketing and Communications Team on road shows to	In 2015, 315 Aboriginal and Torres Strait Islander applicants indicated QUT as a first, second or third preference through the Queensland Tertiary Admission Centre

promote pathways to university for Aboriginal and Torres Strait Islander students at events including campus Open Days, Tertiary Studies Expo, the Former Origin Greats (FOGs) Careers Expos and Regional Careers Fairs.

(QTAC). This is a reflection of the extensive promotional work undertaken by the Oodgeroo Unit's Marketing and Communications team throughout the year.

Program Name	Target audience	Outline of Program	Outcome
QUT Faculty of Law Indigenous Pre Law and Justice Program	The program is offered to the commencing Aboriginal and Torres Strait Islander law and justice students with an orientation program.	The 2015 Indigenous Pre Law and Justice Program was a six day program that occurred during QUT's orientation period in early February. The program is a Faculty specific orientation program offered to recognise the unique knowledges and experiences which students bring to their studies whilst building their understanding and expectations of the first year of study. The program offers students discipline specific workshops e.g. academic writing and research skills, networking opportunities with current Aboriginal and Torres Strait Islander law and justice students and graduates (Alumni); site visits with justice related organisations working towards readdressing the over-representation of Aboriginal and Torres Strait Islander peoples in the Queensland criminal justice system.	Eight students participated in the program, six of whom completed their first semester of study. Two students withdrew from their studies before the census dates. Those who remained enrolled had an 85% pass rate for the subjects enrolled in first semester. These students who completed first semester re-enrolled for semester 2, 2015 and have now enrolled into their second year of study.

Details on **outreach activities** and their effectiveness, in attracting Aboriginal and Torres Strait Islander students. (See table below).

Outreach Activity	Target audience	Outline of Program	Outcome
Indigenous Australian Science and Infrastructure Development (SID) Winter School	Aboriginal and Torres Strait Islander Queensland secondary school students in years 10 and 11 in the Moreton Bay Regions.	<p>The third Indigenous Australian Science and Infrastructure Development (SID) Winter School was held from 30 June – 3 July 2015.</p> <p>20 Aboriginal and Torres Strait Islander students in Years 10 and 11 were selected to attend the SID Winter School from the Ipswich and Moreton Bay Regions.</p> <p>A joint initiative between the Oodgeroo Unit, QUT and WSP 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. The SID Winter School is designed to demystify university and encourage 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 discover that going to university is one of many post-schooling options available to them.</p>	<p>The 2015 program was sponsored by the Oodgeroo Unit, QUT, WSP Parsons Brinckerhoff, Queensland Department of Transport and Main Roads, and CareerTrackers.</p> <p>The students visited the WSP Parsons Brinckerhoff Brisbane Regional Office, the Brisbane Metropolitan Transport Management Centre, the Traffic Management Centre and the Royal Australian Air Force (RAAF) Amberley Air Base. Along with various science, technology, engineering and mathematics (STEM) activities hosted on QUT’s Gardens Point campus.</p> <p>The percentage of participants who were interested in going to university increased from 94.44% before the SID Winter School to 100% 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 in 2014. Ms Tim attended the 2015 SID Winter School.</p>

Outreach Activity	Target audience	Outline of Program	Outcome
Murri Pathways	<i>Murri Pathways</i> 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.	<i>Murri Pathways</i> 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.	Oodgeroo Unit staff visited 21 secondary schools in the 2015 <i>Murri Pathways</i> 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 2015. As a result approximately 160 students were engaged, with 28 requests for follow up information.
Mythbusters – the truths and myths about university study	Year 9, 10 and 11 Aboriginal and Torres Strait Islander students.	The Oodgeroo Unit has presented to 16 secondary schools in the Moreton Bay and Brisbane Metropolitan regions at a variety of on-campus and in-school activities. The presentations are designed to identify and break down students’ perceived barriers to university using current student case studies, relevant information and online resources to substantiate responses to perceived myths. Objectives with regard to community engagement are to:	Approximately 160 young people attended these presentations throughout 2015.
Participation in community events	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"> • Increase awareness of post-secondary education opportunities available to Aboriginal and Torres Strait Islander communities. • Raise the profile of post-secondary education within the Queensland Aboriginal and Torres Strait Islander communities. • Provide information regarding admission programs, financial assistance and support programs. 	<p>The following events were attended:</p> <p>Punyahra Health and Well Being Expo in Beaudesert. Approximately 250 people attended with 25-30 people visiting the Oodgeroo Unit stall and 6 people making expressions of interest to be followed up.</p> <p>Next Step, Women in Community event in Morayfield. Approximately 50 people attended the event with 10 people visiting the Oodgeroo Unit stall and 2 people requested expression of interest to be followed up.</p>
Recruitment Officer and Recruitment Assistant	The Oodgeroo Unit Recruitment Officer and Recruitment Assistant have been working	The Recruitment Officer and Recruitment Assistant liaise, consult and negotiate with a	The positions develop partnerships with relevant internal and external stakeholders

Outreach Activity	Target audience	Outline of Program	Outcome
	with the University's marketing team promoting the Oodgeroo Unit and QUT to the Aboriginal and Torres Strait Islander community locally and nationally.	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.	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 and Recruitment Assistant also participate in QUT's core student service activities.
School visits	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 a university education can provide while also dispelling the myths associated with Overall Position (OP) reliance, subject choices and costs of university.</p> <p>The Oodgeroo Unit has been in contact with 21 schools from the South East Brisbane region extending as far north as the Torres Strait Islands and the Western Cape York. The Oodgeroo Unit has spoken with 183 students in years 10 -12.</p>
Student Ambassadors	<p>Aboriginal and Torres Strait Islander community members.</p> <p>Current Aboriginal and Torres Strait Islander secondary and university students.</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>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 safe environment, as well as being valuable role-models in the retention strategy for both continuing and commencing students.</p>

Details of Indigenous-specific and other **scholarships offered by your University** (See table below).

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Indigenous Commonwealth Education Costs Scholarship (ICECS) (\$2 543.00) For up to 4 years	Commonwealth		\$452 654	178	Assists Indigenous students from low-income backgrounds with their study costs.
Indigenous Access Scholarship (IAS) (\$4 823.00) 1 semester	Commonwealth		\$612 521	127	Assists Indigenous students from low-income backgrounds to undertake their first undergraduate course.
Indigenous Commonwealth Accommodation Scholarship (ICAS) (\$5 087.00) For up to 4 years	Commonwealth		\$320 481	63	Assists Indigenous students from low-income backgrounds who have relocated to study from regional or remote areas of Australia.
QUT Equity Emergency Bursary (\$300) 1 in a semester	Equity Services		\$2 100	7	Assists QUT low-SES students who are experiencing difficulty due to an unanticipated financial situation.
QUT Equity Starter Bursary (\$957) 1 semester	Equity Services		\$173 217	181	QUT top up starter bursary given each year to students on the Indigenous Commonwealth Education Costs Scholarship (ICECS).
QUT Equity Emergency Bursary (\$500) 1 in a semester	Equity Services		\$2 500	5	Assists QUT low-SES students who are experiencing difficulty due to an unanticipated financial situation.
QUT Emergency Bursary (\$750) 1 in a semester	Equity Services		\$3 750	5	Assists QUT low-SES students who are experiencing difficulty due to an unanticipated financial situation.
QUT Equity Bursary (\$1 500.00) 1 year (first year eligibility only)	Equity Services		\$51 000	34	Assists QUT low-SES students with their study costs.
QUT Equity Scholarship (\$1 750.00) 1 semester	Equity Services		\$3 500	2	Assists QUT low-SES students with their study costs.

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
QUT Equity Scholarship (\$3 500.00) 1 year	Equity Services		\$129 500	37	Assists QUT low-SES students with their study costs.
QUT Equity Scholarship (\$5 000) 1 year	Equity Services		\$35 000	7	Assists QUT low-SES students with their study costs.
Arrow Energy Go Further QUT Scholarship 1 year	Private	8	\$40 000	8	Four scholarships for full-time Aboriginal and Torres Strait Islander students in degrees related to the resources sector valued at \$5000 per year. Four scholarships for full-time Aboriginal and Torres Strait Islander students in any degree valued at \$5000 per year.
The McCullough Robertson Commencing Students Start-Up Bursary 1 Semester	Faculty of Law		\$5 000	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.
Oodgeroo Noonuccal Undergraduate Scholarship 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.
Oodgeroo Noonuccal Postgraduate Scholarship 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.

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Penny Tripcony Aboriginal and Torres Strait Islander Scholarship 1 year	QUT	1	Tuition fees plus \$600 book voucher	1	The Executive Dean of the Faculty of Education established the scholarship to encourage students from an Aboriginal or Torres Strait Islander background to realise their study goals. One scholarship is awarded to a student studying full-time or part-time, and internally or externally.
School of Psychology and Counselling Undergraduate Bursary for Indigenous Students	QUT – enrolled full time in a Psychology degree	3 x \$2,000	\$6,000	3	A scholarship for Aboriginal and Torres Strait Islander undergraduate students studying in the School of Psychology and Counselling.
Science and Engineering Faculty Undergraduate Indigenous Scholarship	QUT	3	Approx. \$ 31,500 (depending on fees)	3	Full tuition fees for first year plus \$500 stipend in Semester 1 of the first year.
Science and Engineering Faculty Indigenous Student Continuing Studies Scholarship	QUT	2	\$6000	2	Open to Undergraduate Indigenous students who are struggling financially.
Science, Technology, Engineering and Maths Bridging courses Fee waivers	QUT	14	\$1500	1	Fee waiver to enable prospective SEF Indigenous students identified during the CASP process to complete STEM bridging courses.
Funding for Science and Engineering Faculty Indigenous Exchange program	QUT	1	\$8000	0	Open to undergraduate Indigenous students undertaking up to one year of study exchange at an International partner university.

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, with both the Undergraduate and Postgraduate Scholarships awarded in 2015.

First year commencing Aboriginal and Torres Strait Islander students who enter QUT via QTAC application or via the Oodgeroo Unit's Centralised Assessment and Selection Program (CASP) are guaranteed at the minimum a \$1 500 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.

Scholarships continue to support students in need with evidenced impact to the retention of students. In 2015, the retention rate by Equity Target Group and Scholarship Holders was 86.59% across all QUT students; 88.61% for all scholarship holders; and 87.75% for all Indigenous student scholarship holders.

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 is outlined below.

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 written application and mock interviews.

Nationally QUT students form the largest cohort of *CareerTrackers* interns with 61 students and eight alumni taking part in internships in 2015. *CareerTrackers* is a national private sector internship provider.

Arrow Energy provided the Oodgeroo Unit with \$40 000 for the *Arrow Energy Indigenous Scholarship Program* (eight scholarships of \$5 000 each).

Scholarships, bursaries and cadetships are promoted via the Your Oodgeroo Black Board site, via targeted emails to identified eligible students, and by signage and posters displayed in Oodgeroo Unit Student Common Areas.

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 2015, compared to 2014 (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 2015, compared to 2014 (please provide an all student comparison)

The total number of Aboriginal and Torres Strait Islander student enrolments for 2014 and 2015 is as follows:

	2014	2015
Aboriginal and Torres Strait Islander students:	589	636
Non Aboriginal and Torres Strait Islander students (Domestic students only):	38,658	39,649

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

Participation Data:

Student access to Oodgeroo Unit Gardens Point facilities

The Oodgeroo Unit provides computer laboratory access across all three campuses to support the learning needs of Aboriginal and Torres Strait Islander students. The following student participation data and the graphical representation of Indigenous students' weekly activity in Semester 1, 2015 was provided by QUT's Strategic Intelligence Unit (SIU).

SIU is mindful that analytics initiatives and activities must be designed and implemented appropriately and ethically and that they are consistent with the current institutional policies and protocols around information privacy. Prior to the project a Privacy Impact Assessment (PIA) was undertaken within SIU to ensure compliance with the QUT [Information Privacy Policy](#) which aligns directly to Queensland Government's [Information Privacy Act](#).

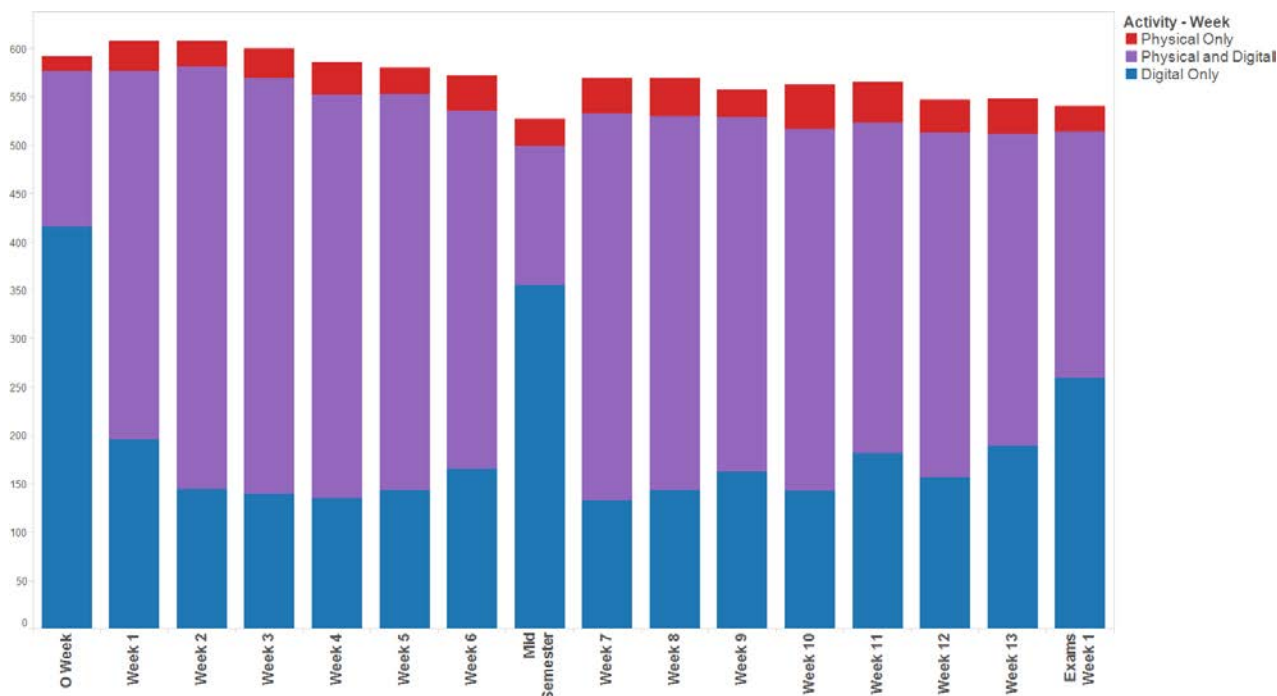


Figure 1 - Weekly activity for undergraduate Indigenous students Semester 1, 2015

This figure shows, over the course of each week, whether a student’s engagement was purely physical (on campus only), purely digital (connecting from off-campus and not coming on-campus at all), or a mix of both types.

The pattern for Indigenous students is broadly the same as for the overall student population - a decline in overall engagement over time with a shift from physical engagement towards digital engagement. There is a higher proportion of Indigenous students choosing to engage solely on campus than in the overall student population.

This data was collected through analysis of internet traffic, PC laboratory logins and wireless network access logs. In a typical semester week 97-98% of students were detected using at least one of these methods.

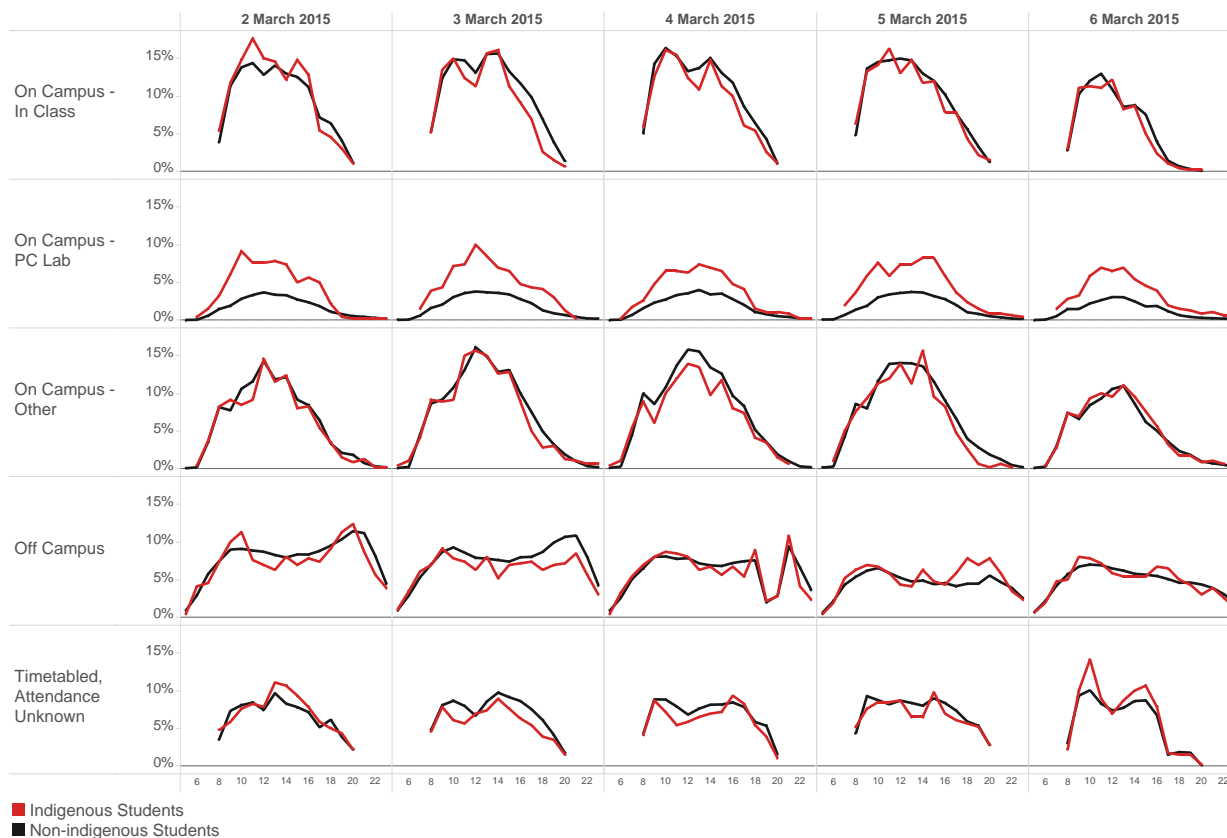


Figure 2 - Detailed Student Activity, Week 2 Semester 1, 2015

This figure shows a more detailed breakdown of student engagement over a single fairly typical week. The individual graphs compare the percentage of each student cohort (Indigenous or non-Indigenous) engaging in a specific activity over the course of each day.

In most categories there is no significant difference in behaviour between the two student groups, the exception being that Indigenous students are clearly much more likely to be using a QUT PC laboratory than non-Indigenous students. During the peak for this activity, one in 10 of the total Indigenous student population could be found in a laboratory; for non-Indigenous students this peak was only one in 25.

Examining the underlying data it was seen that the length of individual sessions spent logged into a QUT PC did not differ between groups, but it did appear that Indigenous students were logging in more frequently.

Strategies to address participation

The programs described at **Programs to improve access** play a key role in addressing participation of Aboriginal and Torres Strait Islander students at QUT.

Strategies	Outline of strategies	Constraints	Outcome
CareerTrackers University 10x10 Program	See description at <i>Programs to Improve Access</i>	NIL	See description at <i>Programs to Improve Access</i>
Centralised Assessment and Selection Program (CASP)	See description at <i>Programs to Improve Access</i>	<p>The CASP process is not a mandatory process nor is it applicable for all Aboriginal and Torres Strait Islander QTAC applicants:</p> <ul style="list-style-type: none"> • Some applicants choose not to apply and go through the mainstream processes. • A number of degrees and disciplines cannot be assessed through the CASP process. For example, 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. <p>In both of the above instances, if applicants are successful in gaining entry and accept their offer to study at QUT, they are contacted with an invitation to POP Week.</p>	See description at <i>Programs to Improve Access</i>

Strategies	Outline of strategies	Constraints	Outcome
Indigenous Australian Science and Infrastructure Development (SID) Winter School	See description at <i>Programs to Improve Access</i>	Constraints experienced throughout the 2015 program included: <ul style="list-style-type: none"> • Difficulty in growing number of sponsorships from external organisations due to the uncertainty of the market. • A degree of difficulty with timing/organising activities based on the 2014 SID Winter School participant feedback. 	See description at <i>Programs to Improve Access</i>
QUT and Oodgeroo Unit Student Support Activities	See descriptions at <i>Programs to Improve Access and in the following section</i>	NIL	See descriptions at <i>Programs to Improve Access and in following section</i>

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 the following activities.

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 2015 the Oodgeroo Unit attended Aboriginal and Torres Strait Islander community events such as Island Style Careers Expo (North Stradbroke Island), Stylin' Up Concert, Murri Rugby League Carnival, Punyahra Health and Well Being Expo, Next Step – Women in Community, Is everybody Here? Careers Expo, Deadly Futures Careers Expo.

National Indigenous Tertiary Education Student Games (NITESG)

The National Indigenous Tertiary Education Student Games (NITESG) were hosted by the Wollotuka Institute, University of Newcastle (28 June and 2 July 2015). Eleven QUT students and two staff members attended. This year was the twentieth anniversary of NITESG, which commenced in 1996 as a joint class project between students enrolled in a Diploma of Aboriginal Studies (Community Recreation) at the University of Newcastle. The first Games were attended by around 30 students, and have since grown to host hundreds of Aboriginal and Torres Strait Islander tertiary students from universities all around Australia, competing in four core sports (touch football, netball, basketball, volleyball) plus a traditional Indigenous game every year.

The Oodgeroo Unit attended **NAIDOC Week** events - which celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples each July - in Cherbourg, Cleveland, Lawnton, Inala, Zillmere, Ipswich and Musgrave Park. At QUT, NAIDOC week and **Reconciliation Week at QUT** was celebrated with *Murri Ailan Way*: a showcase celebrating Aboriginal and Torres Strait Islander culture, talent and community at QUT. The Oodgeroo Unit, in partnership with a variety of QUT services, ran events across QUT's three campuses between 4-6 August 2015. Highlights included:

- Live performances from Dem Fellaz; Dubmarine; Slip on Stereo, CKNU and the Aboriginal Centre for the Performing Arts
- Bush tukka sampling at the Coolamon Bush Foods tent, stalls of local organisations, basket weaving, and yarning with local Elders.
- 'Pointing the Funny Bone' performed at the Loft. Comedic talent included Kevin Kropenyeri, Shiralee Hood, Matt Ford, with MC Mark Sheppard. There was also a yarn about why humour is such an important part of Indigenous culture.

Going Forward, Giving Back – a celebration of QUT's Aboriginal and Torres Strait Islander student leaders. On 23 June 2015, the Oodgeroo Unit jointly hosted a morning tea with QUT's Equity Services to hear from Oodgeroo Unit's student leaders, past and present, and to celebrate the achievements of QUT's Aboriginal and Torres Strait Islander students. The event was attended by a number of guests including elders.

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 2015, compared to 2014 (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 2015, compared to 2014 (please provide an all student comparison).

	2014	2015
Aboriginal and Torres Strait Islander students: (Higher Degree)	9	15
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	1,246	1,262
Aboriginal and Torres Strait Islander students: (Other postgraduate)	11	24
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	1,720	1,913
Aboriginal and Torres Strait Islander students: (Bachelor degree)	58	66
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	5,406	5,517

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
Pre-Orientation Program (POP) Week	<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 invited to attend all POP activities across the Kelvin Grove and Gardens Point Campuses, however participation is low due to travel distance, and lower 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 2015 program saw an inclusion of an additional cultural session which included one of QUT's Aboriginal Academics conducting the Oodgeroo Noonuccal Session as well as securing the cultural knowledge of Oodgeroo Noonuccal's grandson, Raymond Walker for the cultural immersion day on North Stradbroke Island.</p> <p>Over 170 family, friends, community members, elders and Oodgeroo Unit staff members attending the Sunday POP Week barbeque.</p> <p>In 2015 there were 70 POP Week participants compared to 86 in 2014. An evaluation of the 2015 POP week has been undertaken which was overall very positive with recommendations noted for consideration for the 2016 POP week.</p>
Indigenous Tutorial Assistance Scheme – Tertiary Tuition (ITAS-TT)	<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</p>	<p>Constraints include the lack of a national database to access tutors and the high level of resourcing required to deliver the program without a commensurate administrative funding component.</p>	<p>In 2015 the ITAS-TT at QUT experienced an increased level of student applications (357), up 8.18% on 2014 student application numbers (330).</p> <p>While every effort was made to allocate</p>

Support mechanisms	Description	Constraints	Outcome
<p>Indigenous Tutorial Assistance Scheme – Tertiary Tuition (ITAS-TT) (continued)</p>	<p>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>In addition, the ITAS-TT government program guidelines have been restrictive at times and have not allow the program to meet some student’s needs. Some examples include:</p> <ul style="list-style-type: none"> •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. •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. <p>From 2016, the <i>Keystones of Success Supporting our future leaders</i> program funded under the Indigenous Advancement Strategy will seek to alleviate some of these constraints and will allow for greater flexibility to provide:</p> <ul style="list-style-type: none"> • locally relevant, tailored support, • an expanded offering of current tutorial assistance to a specialised academic extension program inclusive of our Indigenous postgraduate coursework students. 	<p>appropriately qualified tutors to students, it was not always possible to find tutors and thus, less than 10 students did not receive support under ITAS-TT for 2015.</p>
<p>Other support activities</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"> • Access to 24 hour dedicated computer laboratories, small tutorial rooms, and common room facilities. • Students are encouraged to contact 	<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-TT Program, Oodgeroo Unit facilities, and overall satisfaction.</p> <p>The 2015 Oodgeroo Unit Student Survey obtained 128 responses from 467</p>

Support mechanisms	Description	Constraints	Outcome
Other support activities (continued)	<p>Oodgeroo Unit staff about academic or cultural concerns they may have whilst undertaking their studies at QUT.</p> <ul style="list-style-type: none"> • 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. • A laptop computer loan scheme to supplement computing facilities and QUT's computing equipment scheme for equity target groups. • Access to academic resources, including a range of reference books and learning assistance materials. • 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. • 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. • 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>undergraduate Indigenous QUT students, giving a response rate of 27.4% (compared with 26.5% in 2014, 33.3% in 2013).</p> <p>94.3% (115 students) (96.6% in 2014%) reported being satisfied or very satisfied overall with the support and resources provided by the Unit.</p>
The Oodgeroo Unit staff continue to meet with QUT's 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.	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</p>

Support mechanisms	Description	Constraints	Outcome
--------------------	-------------	-------------	---------

Indigenous Studies Research Network (ISRN)

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, Masterclasses, a seminar series, symposium and critical reading groups, fieldwork funding, conference travel and accommodation and a 24 hour accessible workspace as well as supervision.

students who require advice and assistance on matters relating to study progress.

2015 Student Achievements

Student achievements in 2015 include:

- Three outstanding Indigenous students were nominated for 2015 **QUT Student Leadership Awards**. All three received Student Leadership Award recognition.
- Indigenous students on overseas study tours:
 - Bachelor of Social Work - one of 15 Faculty of Health students chosen to participate in **An Overseas Experience in Taiwan** from 6-17 July 2015 – National University of Nursing and Health Sciences, Taiwan.
 - Bachelor of Paramedic Science - one of 15 Faculty of Health students chosen to participate in **An Overseas Experience in China** from 29 June to 10 July 2015 – Peking University, Beijing, China.
 - Bachelor of Nursing - one of 10 Faculty of Health students chosen to participate in **An Overseas Experience in South Korea** from 22 June to 23 July 2015 – Ewha Womens University, South Korea
- QUT Law student awarded the **John Koowarta Reconciliation Law Scholarship**.
- A **QUT Aboriginal and Torres Strait Islander team** placed first in the Aboriginal and Torres Strait Islander Students' Moot Competition.
- A Bachelor of Social Work student attended the 17th National Student Leadership Forum.

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 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 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.
- **Marketing and Communications Team:** The Marketing and Communications Team is responsible for co-ordinating and implementing recruitment, marketing and promotional activities to raise the profile of the Oodgeroo Unit with potential students, graduates, government and the general community both internal and external to QUT.

The Team is responsible for the development of strategic and operational marketing and communication plans to raise the Oodgeroo Unit's profile and promote its areas of expertise within QUT and the broader community. Important activities include planning annual events, which may include conferences, public lectures and seminars, as well as cultural events, developing a range of communication strategies, liaising with students and staff, enhancing the student website, producing an electronic newsletter and co-ordinating Oodgeroo Unit marketing activities with those undertaken by other areas of QUT.

- **Professional Services Team:** The Professional Services Team provides high-quality operational and administrative support to students and staff of the Oodgeroo Unit.

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**

University plans to address Indigenous Perspectives in the curriculum include:

Blueprint 4 key priorities are to measurably strengthen our teaching quality and learning outcomes and to enhance the development and inclusion of Aboriginal and Torres Strait Islander knowledges within the curriculum (<https://www.qut.edu.au/about/strategic-ambitions/blueprint-for-the-future>)

Aboriginal and Torres Strait Islander Action Plan (<https://www.qut.edu.au/about/strategic-ambitions/blueprint-for-the-future>)

QUT's Real World Learning (RWL) 2020 Vision seeks to purposefully engage learners with diverse cultural perspectives, with specific inclusion of Aboriginal and Torres Strait Islander knowledges (<https://www.qut.edu.au/about/strategic-ambitions/real-world-learning-2020-vision>)

The **Learning and Teaching Unit 2015 Action Plan** specifically seeks to: provide professional learning opportunities for academic staff regarding Indigenous Knowledges in the curriculum; and promote and support engagement with local Aboriginal and Torres Strait Islander communities and organizations to provide real world learner experiences in Indigenous Knowledges

Curriculum Development, Approval and Accreditation

Aboriginal and Torres Strait Islander knowledges are specifically included within the curriculum at QUT within strategy, development, approval and accreditation and professional development. The University does not choose to limit its course offerings to any one category of Indigenous Knowledges inclusion. QUT continues to support units and courses which are studies (about) and engagement (about and with) and promote greater development of opportunities for impact (embedded, by and from).

All curricula reviewed by the Learning and Teaching Unit are read and assessed for the inclusion of Indigenous Knowledges. In 2015, Aboriginal and Torres Strait Island staff were members of the Course Standards Reference Group (CSRG), Faculty Academic Boards, University Learning and Teaching Committee (ULTC) and University Academic Board (UAB). Aboriginal and Torres Strait Islander knowledges are explicitly included within the templates used for curriculum development and approval.

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

The Cultural Competence Workshop (CCW) is a specific action of the QUT Aboriginal and Torres Strait Islander Action Plan, and was also in the previous Reconciliation Action Plan (RAP)-style plan. It states that *"All organisational areas to ensure staff participation in the 3-hour cultural competence workshop (being made available until August 2017); and to encourage participation in other celebrations and on-campus events"*

The CCW was designed collaboratively with Aboriginal and Torres Strait Islander staff across the University. It draws on critical race theory and studies in unconscious bias for its focus on diversity and to shine a light on racism. The workshop uses the narratives and perspectives of QUT's Aboriginal and Torres Strait Islander staff and students. These viewpoints frame the concepts of cultural safety and cultural competence. They include descriptions of Aboriginal and Torres Strait Islander perspectives inside and outside the University.

The design framework is three, one-hour modules with about an hour of preparation. QUT-produced videos illustrate ideas, and stimulate discussion.

- Module 1 focuses on reflecting on the history of the Aboriginal and Torres Strait Islander experience at QUT, Brisbane and Australia, and on the current Aboriginal and Torres Strait Islander Action Plan.
- Module 2 is a general exposition about the causes of systemic racial bias and its consequences for access, participation and success. It explains cultural safety in this context.
- Module 3 covers the practical implications for staff in the areas of teaching, research, service and employment.

The mode of learning is constructivist with multiple opportunities for small group discussion and questions and answers (Q&A), led by two facilitators, one of whom is an Aboriginal Australian. Each participant ends the session with a list of further learning options that they will pursue afterwards.

To date, 2,037 staff have undertaken the Workshop, which is about 32% of non-casual staff. By the end of 2016, it is expected that just over 4,000 staff will have undertaken the Workshop and that by mid-2017, all non-casual staff (and some casual staff) will have been through it.

Staff are invited to attend from specific organisational units so that they are with work colleagues at the session, and Executive Deans and Heads of Divisions have been active in encouraging attendance.

The University offers professional development opportunities including historical and contemporary realities of Aboriginal and Torres Strait Islander peoples and reconciliation principles and practices through Equity Services. Professional development related to curriculum, learning and teaching is the responsibility of the Learning and Teaching Unit and is delivered in a range of contexts to a variety of audiences.

During 2015, Professional Development Learning Opportunities for Academic Staff were delivered within the Graduate Certificate in Academic Practice (GCAP) and the Sessional Career Advancement Development (SCAD) program. Ninety Sessional Academic Staff and all GCAP students have participated in the Introduction to Indigenous Knowledges in the Curriculum session. The GCAP is the key qualification for all newly recruited academic staff and approximately 100 staff undertake the program each year.

Four sessions of curriculum consultations were provided as an opportunity for individuals or small course teams to receive targeted and specific advice for existing and developing units. These sessions were part of the Real World Learning forums and aligned to Cultural Inclusion and Connectivity and Collaboration within QUT's Real World Capabilities.

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

The Vice-Chancellor's Indigenous Education and Employment Committee (VC IEEC) is consulted prior to the implementation or delivery of Indigenous related programs. The Cultural Competency Workshop which is facilitated by respected Brisbane Elders and qualified Aboriginal staff members of QUT was fully supported by this Committee.

At its 30 September 2015 meeting, QUT Council resolved to approve that the awards of **Doctor of the University** be conferred on Aunty Lilla Watson and Aunty Mary Graham, for distinguished service to scholarship and to the community.

Indigenous Education / Support Unit's role

As with the Vice-Chancellor's Indigenous Education and Employment Committee (VC IEEC) the Oodgeroo Unit is consulted prior to the implementation or delivery of Indigenous related programs. Oodgeroo Unit staff seek advice from the Indigenous community and Elders and make recommendations based on this advice.