



INDIGENOUS EDUCATION STATEMENT

OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from higher education providers relating to their 2013 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 also used to determine providers' eligibility for Indigenous Support Program (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 providers 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 provider's decision-making processes; and
- Have an Aboriginal and Torres Strait Islander employment strategy.

Providers in receipt of ISP funding are also required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2013 ISP funds is included within this document.

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

The Indigenous Education Statement is **due by 31 May 2014**.

Please submit electronic documents by email at scholarships@pmc.gov.au

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FORMAT FOR INDIGENOUS EDUCATION STATEMENT

While it is recommended that this format is followed to ensure providers report against all relevant criteria, providers 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 2013 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.

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.

Indigenous Support Unit

The **Oodgeroo Unit** 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.

Membership on Boards and committees

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)
- 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

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 (NATSIHEC) (AC).

Professor Anita Lee Hong (Deputy Chair), Professor Aileen Moreton-Robinson (Executive) and Associate Professor Gary Thomas (National Secretary to the Executive Committee) are office bearers on the National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC) Aboriginal Corporation (AC).

Associate Director, Academic – Indigenous Knowledges

The *Associate Director, Academic – Indigenous Knowledges* provides academic leadership to achieve the University Blueprint³ 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.

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 Indigenous 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.

Professor, Indigenous Studies

The Professor of Indigenous Studies leads the Indigenous Studies Research Network 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 Indigenous academics.

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 institution** 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 **Aboriginal Education Strategy** is located at http://www.mopp.qut.edu.au/A/A_08_01.jsp. The strategy establishes the University's overall commitment to Indigenous Australian education through the following objectives:

- Ensuring effective Aboriginal and Torres Strait Islander participation in planning and decision making in all relevant facets of University operations.
- Increasing access, participation and successful outcomes for Aboriginal and Torres Strait Islander students and staff, and developing Aboriginal and Torres Strait Islander resources, facilities, staffing and curricula.
- Fostering, supporting and developing research community activities relating to Aboriginal and Torres Strait Islander studies and issues.

The development of the current **Indigenous Employment Strategy (IES)**

<http://www.hrd.qut.edu.au/jobs/indigenous/about/objectives.jsp> occurred through consultation with QUT's Indigenous Employment Reference Group (IERG) and with internal Indigenous and non-Indigenous stakeholders. The IERG provides direction and input into the development of the IES, with membership including the following Indigenous positions:

- Oodgeroo Unit Director
- 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

A consultation process occurred in 2013 with senior management, Indigenous staff and the Indigenous Employment Reference Group (IERG) for the development of the new IES which is currently underway. The redeveloped IES will incorporate the 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 national benchmarking study led by Professor Anita Lee Hong, QUT and Professor Stanley Nangala, University of South Australia as part of their shared responsibilities for the Indigenous Employment and Recruitment Portfolio for NATSIHEC (AC) is also being incorporated into the development of QUT's new IES. Detailed information on the benchmarking study is contained below:

National benchmarking study

The Recruitment and Retention Portfolio was designed to gather pertinent information in the form of case studies and an on-line survey from participating higher education institutions, to determine the various operational and governance structures impacting Indigenous Employment across the sector. Higher education institutions were identified to participate in this project based on data from the *Department of Innovation 2012 Indigenous Staff report*, *National Indigenous Higher Education Workforce Strategy*, *On Stony Ground: Governance and Aboriginal and Torres Strait Islander Participation in Australian Universities* report.

The project undertook a scan of participating higher education institution's governance and Indigenous employment processes and procedures examining:

- University's Strategic Plans
- Enterprise Bargaining (EB) Agreements
- Indigenous Employment Strategies
- Reconciliation Action Plans

- Aboriginal and Torres Strait Islander recruitment, retention and development policies and procedures (i.e. recruitment networking; Early Career Academic Recruitment and Development (ECARD); Mid Career Academic Development (MCAD) opportunities, etc.
- Governance structures, particularly in context of Aboriginal and Torres Strait Islander people's membership / representation on professional and / or academic committees, etc.
- Human resources and non-human resources, including university's input of core business resources and / or external sources towards Aboriginal and Torres Strait Islander employment initiatives (i.e. Indigenous Support Program funding, etc.)

Deliverables:

- Obtain other higher education qualitative and quantitative information pertaining to specific Indigenous Employment Strategies and governance structures.
- Collate and examine participating higher education relevant documentation, for example, Enterprise Bargaining Agreements, Indigenous Education Statement and other documents provided by high education institutions.
- Provide greater acknowledgment and understanding of Aboriginal and Torres Strait Islander cultural aspects within a contemporary setting.
- Undertake regular meetings to determine the projects ongoing effectiveness.
- Final report of the project was provided to the NATSIHEC (AC) in November 2103.

Information on your strategies for increasing numbers of Aboriginal and Torres Strait Islander staff employed at your university.

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 the University on attraction, retention, support and development strategies for QUT Indigenous staff.

Strategies to assist meeting the priority from the Behrendt Review around building a critical mass of Aboriginal and Torres Strait Islander academic and research staff include:

- In 2012 QUT released central university funding to increase the current number of **Indigenous academic and research staff** at QUT. Funding for the appointment of six Indigenous academic positions has been provided for three-year fixed-term positions. Appointments in 2013 were made as follows:
 - Creative Industries Faculty – two appointments
 - Faculty of Health – two appointments
 - Faculty of Education – one appointment to commence in 2014
- The University's **Early Career Academic Recruitment and Development (ECARD)** program which recruits and assists in the development of early career academics specifically encouraged Indigenous people to apply for a number of vacancies with one appointment made to the Science and Engineering Faculty.
- Indigenous sessional staff are specifically encouraged to apply for the **Sessional Career Advancement Development (SCAD) program** which is designed for higher degree research students who are undertaking sessional teaching roles and aspire to develop an academic career.

The numbers of Indigenous-specific positions at QUT are detailed below in Table 1:

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

Faculty/Institute/Section	Academic / Non-Academic	Position	New (in 2013) / existing position	Level
Creative Industries Faculty	Academic	Lecturer Lecturer Professor of Design	Existing Existing Existing	Lev B Lev B Lev E
Faculty of Education	Academic	Associate Lecturer Associate Lecturer/Lecturer	Existing New	Lev A Lev A/B
Faculty of Health	Academic	Lecturer Lecturer	Existing Existing	Lev B Lev B
Chancellery	Academic	Lecturer	Existing	Level B
		Senior Lecturer	Existing	Level C
		Director, Oodgeroo Unit	Existing	SSG2
		Associate Director, Indigenous Knowledges	New	Level D
	Non-Academic	Project Officer	New	HEW 7
		Team Leader (Community Engagement)	New	HEW 7
		Administration Assistant	Existing	HEW 3
		Administration Officer/Personal Assistant	Existing	HEW 5
		Learning Support Officer	Existing	HEW 5
		Learning Support Officer	Existing	HEW 5
Non-Academic	Recruitment Officer	Existing	HEW 5	
	Student and Community Engagement Officer	Existing	HEW 4	
	Team Leader (Marketing and Communication)	Existing	HEW 7	
	Team Leader (Professional Services)	Existing	HEW 7	
Non-Academic	Team Leader (Learning Support)	Existing	HEW 7	
	Indigenous Employment Coordinator	Existing	HEW 7	
	Equity Officer	Existing	HEW 7	
	Widening Participation Support Officer	Existing	HEW 5	
Division of Administrative Services	Non-Academic	Indigenous Career Counsellor, Widening Participation	Existing	HEW 8
	Non-Academic	Indigenous Career Counsellor, Widening Participation	Existing	HEW 8
Division of Research and Commercialisation	Academic	Professor, Indigenous Studies	Existing	Lev E
	Non-Academic	Network Convenor Administrative Assistant	New	HEW 7 HEW 4
Division of Technology, Information and Learning Support	Non-Academic	Library Collections Assistant	Existing	HEW 3
Totals	30			

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

Table 2 provides details on the current number of continuing and fixed term Aboriginal and Torres Strait Islander staff at QUT in non-specified positions. Table 1 and Table 2 combined provide the overall current number of Aboriginal and Torres Strait Islander staff at QUT.

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

Faculty/Institute/Section	Academic / Non-Academic	Position	New (in 2013)/ existing position	Level
Faculty of Education	Non-Academic	Research Administrative Assistant	New	HEW 3
		Administrative Assistant	Existing	HEW 4
		Administration Officer	New	HEW 5
		Project Coordinator	New	HEW 7
	Academic	Senior Lecturer	Existing	Level C
Faculty of Health	Non-Academic	Administrative Officer	Existing	HEW 4
		Program of Experience in the Palliative Approach (PEPA)	Existing	HEW 9
		Indigenous Coordinator Placements Officer	New	HEW 4
Faculty of Law	Non-Academic	Project Officer	Existing	HEW 7
	Academic	Lecturer	Existing	LEV B
Faculty of Business	Non Academic	Personal Assistant to Head of School	New	HEW 4
Creative Industries Faculty	Non-Academic	Administration Officer	Existing	HEW 4
Institute for Future Environments	Non-Academic	Administration Officer	Existing	HEW 4
Division of Technology, Information and Learning Support	Non-Academic	Branch Library Manager	Existing	HEW 10
		Team Leader, Learning Environments	Existing	HEW 6
		Technology Support Officer	Existing	HEW 5
		Resource Assistant	New	HEW 4
		Academic Skills Advisor	New	HEW 7
		Technology Support Officer	New	HEW 4
Division of International and Development	Non-Academic	Administration Assistant	Existing	HEW 4
		Administration Assistant (Reception)	Existing	HEW 3
Division of Finance and Resource Planning	Non-Academic	Senior Technical Officer Controls	New	HEW 8
Division of Research and Commercialisation	Non-Academic	Administration Assistant (Thesis Exam)	New	HEW 4
Science and Engineering Faculty	Academic	Lecturer	New	Lev B
Totals	25			

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 2013 (access rate) as compared to 2012 (please provide an all student comparison).
- **Programs run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in 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 2013 (access rate) as compared to 2012 (please provide an all student comparison).

The commencing Aboriginal and Torres Strait Islander students at QUT for 2013 are provided below, compared with 2012 HEIMS data:

Commencing student EFTSL

	2012	2013
Aboriginal and Torres Strait Islander students	158	165
Non Aboriginal and Torres Strait Islander students (Domestic students only):	10,908	10,621

Note: 2012 figures extracted from HEIMS

Commencing student enrolments

	2012	2013
Aboriginal and Torres Strait Islander students	220	209
Non Aboriginal and Torres Strait Islander students (Domestic students only):	14,608	14,297

Note: 2012 figures extracted from HEIMS

Programs 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 \$50 000 allocated to the Oodgeroo Unit to support this work in 2010 and \$100 000 in each of the years from 2011 through to 2014.

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

With regard to base 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 disengagement. 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 committed itself since 2009 to using HEPPP funding to enhance Indigenous-specific outreach. QUT is the lead university for the three-year grant. 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.

Across Queensland, \$5.3 million has been allocated to Indigenous-specific projects run by the Indigenous Support Unit (ISU) (or equivalent) in each of the eight universities in the Consortium. Within the Queensland Consortium's governance arrangements, an Aboriginal and Torres Strait Islander representative from each university participates in key decisions of the Steering group, and the Queensland Indigenous Higher Education Network (QIHEN) is involved from time to time in consultation arrangements.

Programs to improve access.

Program Name	Target audience	Outline of Program	Outcome
Marketing and communication activities	Aboriginal and Torres Strait Islander high school students and prospective mature age students.	In 2013 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 2013 there were 256 first, 176 second and 150 third Aboriginal and Torres Strait Islander Queensland Tertiary Admission Centre (QTAC) applicants who preferred 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.
Mythbusters – <i>the truths and myths about university study</i>	Year 9, 10 and 11 Aboriginal and Torres Strait Islander students.	The Oodgeroo Unit has presented to 18 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 enablers to university using current student case studies, relevant information and online resources to substantiate responses to perceived myths.	The Widening Participation Program Co-ordinator, Student Support Officer and QUT Indigenous Student Ambassadors spoke to between 150 – 200 young people throughout 2013.

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

Outreach activity	Target audience	Outline of Program	Outcome
<p>Community PRIDE Program</p>	<p>Aboriginal and Torres Strait Islander youth at risk of disengaging from secondary school.</p>	<p>The Community PRIDE Program is a Caboolture-based intervention initiative targeting Aboriginal and Torres Strait Islander youth at risk of disengaging from school. The program is co-funded by the Oodgeroo Unit and auspiced through a community organisation to ensure it remains a community driven project with objectives identified by the Oodgeroo Unit and activities identified and implemented by stakeholders within the respective Aboriginal and Torres Strait Islander Communities.</p> <p>In 2013 a Strategic Planning Group comprised of key stakeholders from various sectors, industries and the community was established to ensure the continued success of the program, and through building stronger connections with the local community, industry sponsorship and strict project governance. The Oodgeroo Unit's Widening Participation Program Co-ordinator is a member of the Strategic Planning Group.</p> <p>The program has progressed in the form of school visits, community engagement events, camps and other activities. These activities have resulted in a number of students engaging with QUTs Indigenous Careers Counsellor and developing personal and career goals and plans.</p>	<p>The Community PRIDE Program has seen 60 Aboriginal and Torres Strait Islander students attend weekly engagement activities in both the Deception Bay and Caboolture communities. Students have also attended a number of cultural, sporting and educational activities by way of referral from program staff.</p> <p>A number of positive outcomes have been identified through parent and community feedback, teacher aides, service providers, education providers, government departments and the business sector. These include:</p> <ul style="list-style-type: none"> • Participants' school attendances have increased. • Higher education and/or employment goals now communicated and set. • Substance abuse/usage has decreased or ceased. • Cultural knowledge, understanding and participation have broadened. • Positive behaviour within the family, community and social environment has improved. • Sports participation and healthy activity have increased.

Outreach activity	Target audience	Outline of Program	Outcome
Former Origin Greats (FOGS) Expos	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.	Through the FOGs events during 2013 more than 320 Aboriginal and Torres Strait Islander people engaged with Oodgeroo Unit staff with 61 people requesting follow up information.
Murri Pathways	Aboriginal and Torres Strait Islander students from years 8 to 12 in the Brisbane North and Sunshine Coast regions.	<p>The Oodgeroo Unit in partnership with the North Coast Region Indigenous Education Unit, Department of Education, Training and Employment facilitated the Murri Pathways program. 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.</p> <p>Murri Pathways brings together Aboriginal and Torres Strait Islander staff from employment, higher education institutions and a variety of workplaces to inform Aboriginal and Torres Strait Islander students of potential post-secondary opportunities.</p>	The Widening Participation Co-ordinator visited 16 secondary schools in the 2013 Murri Pathways program and spoke to approximately 210 Aboriginal and Torres Strait Islander young people across a six week period.
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 OP reliance, subject choices and costs of university.</p> <p>Throughout 2013 the Oodgeroo Unit conducted 23 school visits, as well as 7 Campus tours for schools.</p>

Outreach activity	Target audience	Outline of Program	Outcome
<p>Participation in community events (including NAIDOC, Murri Pathways and the North Regional Murri Network)</p>	<p>Aboriginal and Torres Strait Islander High School students and prospective mature age students.</p>	<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>Through the range of community engagement activities undertaken during 2013 more than 300 Aboriginal and Torres Strait Islander people engaged with Oodgeroo Unit staff. Of these 63 people requested follow up course and admissions information.</p>
<p>Student Ambassadors</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 our 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>

Outreach activity	Target audience	Outline of Program	Outcome
Recruitment Officer	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.
Team Leader (Community Engagement) <i>(formerly Widening Participation Co-ordinator) (appointed 2012)</i>	This position is responsible for enabling access and participation in higher education of regional and remote, and Aboriginal and Torres Strait Islander students.	Partnering with primary and secondary schools to deliver programs that raise aspirations towards higher education, facilitate access into university, and provide support for first year undergraduate students. The position is based at the QUT Caboolture Campus.	Contribution to the Oodgeroo Unit's activities, working closely with academic and administrative staff of the Oodgeroo Unit and interacting with Aboriginal and Torres Strait Islander students and members of the Aboriginal and Torres Strait Islander community and community organisations.

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

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded in 2013	Comments
Indigenous Access Scholarship (IAS) (\$4659) 1 semester	Commonwealth		\$451 923	97	Assists Indigenous students from low-income backgrounds to undertake their first undergraduate course.
Indigenous Commonwealth Education Costs Scholarship (ICECS) (\$2469) For up to 4 years	Commonwealth		\$96 291	39	Assists Indigenous students from low-income backgrounds with their study costs.

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded in 2013	Comments
Indigenous Commonwealth Accommodation Scholarship (ICAS) (\$4939)	Commonwealth		\$34 573	7	Assists Indigenous students from low-income backgrounds who have relocated to study from regional or remote areas of Australia.
For up to 4 years					
QUT Equity Scholarship (\$2500)	Equity Services		\$67 500	27	Assists QUT low-SES students with their study costs.
1 year					
QUT Equity Scholarship (\$1250)	Equity Services		\$13 750	11	Assists QUT low-SES students with their study costs.
1 semester					
QUT Equity Bursary (\$1000)	Equity Services		\$31 000	31	Assists QUT low-SES students with their study costs.
1 year					
QUT Equity Scholarship (Special) (\$2469.50)	Equity Services		\$7 407	3	Assists QUT low SES students with their study costs.
QUT Equity Emergency Bursary (\$300)	Equity Services		\$900	3	Assists QUT low SES students who are experiencing difficulty due to an unanticipated financial situation.
QUT Equity Emergency Bursary (\$500)	Equity Services		\$1 000	2	Assists QUT low SES students who are experiencing difficulty due to an unanticipated financial situation.
QUT Emergency Bursary (\$750)	Equity Services		\$2 250	3	Assists QUT low-SES students who are experiencing difficulty due to an unanticipated financial situation.
2 semesters					
Indigenous Student Intern Scholarship	QUT Business School		\$23 450 (2013 Annual financial value \$6,700)	3 students awarded scholarship in 2013	Two part-time internship placements, in years 2 and 3 of the degree, with our corporate sponsors ensure students receive real-world work experience.
3 ½ year			\$23,450 (2013 Annual financial value \$6,700)	2 students continuing scholarship in 2013	

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded in 2013	Comments
Indigenous Leadership Scholarship	QUT Business School		100% of QUT course fees + SSAF fees	2 students continuing in 2013 (no students awarded scholarship in 2013)	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.
Lawrie Cowled Indigenous Scholarship for Continuing Business Students	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.
1 year					
Penny Tripcony	Faculty of Education		Tuition fees/ upfront Commonwealth supported place contribution + \$600 book voucher	1	The scholarship is awarded to students who are of Aboriginal or Torres Strait Islander descent and demonstrate a strong desire to complete their course within the Faculty of Education.
1 year					
Paperbark Scholarship	Faculty of Education		\$5,442	1	The Faculty of Education has established the scholarship to encourage students from Aboriginal or Torres Strait Islander background to realise their study goals. One scholarship per year is available to be awarded to a student undertaking the Bachelor of Education (including the Bachelor of Education component of a double degree course offered by the Faculty of Education).
School of Psychology and Counselling - Undergraduate Scholarship for Indigenous Students	Faculty of Health		Half of tuition fees + one off \$500 stipend	1	A scholarship for Aboriginal and Torres Strait Islander undergraduate students studying in the School of Psychology and Counselling.
3 years					

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded in 2013	Comments
The McCullough Robertson Scholarship for commencing Indigenous students 1 year	Faculty of Law		\$5,000	1	The McCullough Robertson Scholarship for commencing Indigenous students is offered to first-year Indigenous students enrolled in the Bachelor of Laws or associated double degrees. The aim of the scholarship is to support Indigenous students who are experiencing financial hardship and to provide pathways into the private legal profession through ongoing contact with McCullough Robertson.
Indigenous Women's Remote Student Accommodation Scholarship 1 year	Oodgeroo Unit		\$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.
Oodgeroo Noonuccal Undergraduate Scholarship 1 year	Oodgeroo Unit		\$5000	2	Offered annually to an Indigenous student who is, or who will be, enrolled in Semester 2 in a QUT undergraduate degree.
Oodgeroo Noonuccal Postgraduate Scholarship 1 year	Oodgeroo Unit		\$7000	1	Offered to an Indigenous student in any QUT faculty or school who is, or who will be, enrolled in Semester 2 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.
SEF Undergraduate Indigenous Scholarship 1 year	Science and Engineering Faculty (SEF)		Fee waiver + \$500 stipend	1	A scholarship for Indigenous undergraduate students studying in the Science and Engineering Faculty.
SEF Indigenous Continuing Scholarship 1 year	Science and Engineering Faculty (SEF)		\$3,000 each	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.

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. A targeted approach is used by the Oodgeroo Unit to promote scholarships and supporting students in applying for scholarships both internal and external to QUT.

The take-up rate for scholarships is medium to high. The take-up rate has been increasing over the past few years due to this targeted approach – information sessions during Pre-Orientation Program (PoP) week, university O-week, stakeholder group targeted emails and scheduled sessions during semesters. Assistance is provided by Oodgeroo Unit Academic and Professional staff where required and requested.

The Oodgeroo Unit promotes the Oodgeroo Noonuccal Undergraduate and Postgraduate Indigenous Scholarships in a variety of ways: on the University' scholarship website <http://www.student.qut.edu.au/fees-and-finances/scholarships-and-prizes>; the Oodgeroo Unit's BlackBoard website; 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 of each of the scholarships, two undergraduate and one postgraduate scholarship were awarded in 2013.

Indigenous Education/Support Unit's role.

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 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.

Aboriginal and Torres Strait Islander students who enter QUT via the Oodgeroo Unit are guaranteed a \$1000 bursary to assist them and access to additional bursaries and scholarships through targeted applications processes e.g. mail-outs, emails, one-to-one discussions with enrolling students (at both selection process and during Orientation week). The Unit aims to provide all commencing Aboriginal and Torres Strait Islander students with access to some level of financial support when commencing at QUT. A list of scholarships and bursaries is listed below.

Career Trackers continue to meet, mentor and place 16 Oodgeroo Unit students in work placements.

Arrow Energy provided the Oodgeroo Unit, QUT with annual support of \$63,000 (2013-2014) (GST not applicable). This comprises \$30,000 per year for the Arrow Energy Indigenous Scholarship Program (six scholarships of \$5,000 each) and \$33,000 per year for the Go Further! QUT Experience Camp.

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 2013, compared to 2012 (please provide an all student comparison).
- Details of your institution's **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 2013, compared to 2012 (please provide an all student comparison).

The total number of Aboriginal and Torres Strait Islander student enrolments at QUT for 2013 are provided below, compared with 2012 HEIMS data:

Total student EFTSL

	2012	2013
Aboriginal and Torres Strait Islander students:	367	390
Non Aboriginal and Torres Strait Islander students (Domestic students only):	27,223	27,653

Note: 2012 figures extracted from HEIMS

Total student enrolments

	2012	2013
Aboriginal and Torres Strait Islander students:	516	526
Non Aboriginal and Torres Strait Islander students (Domestic students only):	37,300	37,887

Note: 2012 figures extracted from HEIMS

Indigenous Education/Support Unit's role.

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 2013 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, 12 Oodgeroo Unit students and two staff members represented QUT at the **National Indigenous Tertiary Education Student Games (NITESG)** hosted by the University of Western Sydney, Penrith Campus.

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 including:

- the Inala Family Fun Day
- Events throughout **National Aboriginal Islander Day Observance Committee (NAIDOC)** week to promote QUT and the programs the Oodgeroo Unit run for Aboriginal and Torres Strait Islander prospective students:
 - the Ipswich Aboriginal and Torres Strait Islander NAIDOC day
 - NAIDOC Day at Musgrave Park
 - Murrijabree NAIDOC event, Deception Bay
 - North side NAIDOC community fun day
 - The Moreton Bay Regional Council NAIDOC day, Caboolture

Details of your institution's strategies to address Aboriginal and Torres Strait Islander student participation.

Strategies	Outline of strategies	Constraints	Outcome
<p>Centralised Assessment and Selection Program (CASP)</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>Timing of the Centralised Assessment and Selection Program at conclusion of semester impacts on availability of faculty representatives with their heavy academic workloads to sit on interview panels.</p> <p>Unavailability of applicants to attend assessment centres due to work / family commitments.</p> <p>Applicants unable to get required educational and / or confirmation of heritage documentation within required timeframes.</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 be made offers to study at QUT in 2014. The Centralised Assessment and Selection Program (CASP) identified 370 potential undergraduate students with 127 being made recommendations to receive offers to study in semester 1, 2014. (Of this, 112 CASP offers were accepted, 7 deferred)</p> <p>Indigenous applicant preferences to QUT between 1 and 3 increased by 10.1% from 2012 to 2014</p>
<p>Go Further! QUT Experience Camp</p>	<p>The Go Further! QUT Experience 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 2013 program included:</p> <ul style="list-style-type: none"> • 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. • The Post-Camp follow up survey (online) received a 12% 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. 	<p>86 Aboriginal and Torres Strait Islander Year 9 and 10 students from the Gladstone, Rockhampton, South Brisbane and Moreton Bay regions attended the camp in February 2013.</p> <p>The percentage of participants who were interested in going to university increased from 54% before the camp to 82% immediately following the camp. Similarly the percentage of participants who believed it was possible for them to go to university increased from 76% before the camp to 94% immediately following the camp.</p>

Strategies	Outline of strategies	Constraints	Outcome
<p>Indigenous Australian Science and Infrastructure Development (SID) Winter School</p>	<p>The inaugural Indigenous Australian Science and Infrastructure Development (SID) Winter School was held from 1-4 July 2013.</p> <p>16 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. 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 2013 program included:</p> <ul style="list-style-type: none"> • Lack of sponsorship from external organisations due to the uncertainty of the market. • Suitable and affordable accommodation for secondary students within a reasonable distance from the QUT Gardens Point Campus. 	<p>The four-day residential camp included both on-campus and off-campus activities. One of the highlights for many participants was a behind the scenes tour of the new QUT Science and Engineering Centre.</p> <p>The camp also included a visit to the Brisbane office of Parsons Brinckerhoff to give participants an insight into the corporate world and enabled them to interact with professionals working in careers related to the disciplines covered during the camp. This visit included a corporate networking lunch.</p> <p>The Camp concluded with a graduation ceremony held on 4 July 2013 attended by parents, caregivers, QUT and Parsons Brinckerhoff staff and special guest The Hon. Glen Elmes MP Minister for Aboriginal and Torres Strait Islander and Multicultural Affairs and Minister Assisting the Premier.</p>

Strategies	Outline of strategies	Constraints	Outcome
<p>Murri Pathways</p>	<p><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.</p> <p><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.</p>	<p>Constraints experienced throughout the 2013 program included:</p> <ul style="list-style-type: none"> • Inconsistent schools engagement within identified regions. • Scheduling visits that were suitable for both presenters and schools. • Clashes with scheduled visits and students compulsory assessment periods. • Lower than expected engagement from years 11 and 12 students. 	<p>The Oodgeroo Unit has presented to 16 secondary schools in the Moreton Bay and Sunshine Coast regions at Murri Pathways, an initiative where the Widening Participation Program Co-ordinator and Indigenous Careers Counsellor (Careers and Employment) presented to Year 9, 10, 11 and 12 Indigenous students about career pathways post-secondary school. Together the Widening Participation Program Co-ordinator and Indigenous Careers Counsellor spoke to between 250 – 300 young people across a 6 week period.</p>

Strategies	Outline of strategies	Constraints	Outcome
Tertiary Readiness and Core Skills (TRACS) Program	<p>QUT's Oodgeroo Unit, in partnership with the Brisbane North Institute of TAFE (BNIT), are leading a project promoting and delivering a range of preparatory and bridging programs, careers advice and pathways options for Aboriginal and Torres Strait Islander adults in the Moreton Bay region.</p>	<p>Potential constraints to be monitored include:</p> <ul style="list-style-type: none"> • Demand and uncertainties in the higher education/TAFE sectors. • Review of the TAFE sector and resultant staff changes. • In some cases maintaining communication and following up with Aboriginal and Torres Strait Islander community members who have expressed an interest in study. • Competing demands of work, family and various other commitments placed on students enrolled in bridging and preparatory programs. 	<p>An Indigenous specific bridging program known as the Tertiary Readiness and Core Skills (TRACS) program was piloted in 2013. Through a partnership between QUT and Unilearn – BNIT, 10 Aboriginal and Torres Strait Islander peoples enrolled in the pilot program.</p> <p>In 2013:</p> <p>A further 11 Aboriginal and Torres Strait Islander people enrolled in the Certificate IV Adult Tertiary Preparation through BNIT.</p> <p>11 Aboriginal and Torres Strait Islander people have enrolled in a discipline specific Certificate IV or Diploma as a bridging program into their respective higher education aspirations.</p> <p>9 Aboriginal and Torres Strait Islander students successfully gained direct entry into university after speaking with the Indigenous Careers Counsellor.</p> <p>10 students received financial support in the form of study bursaries and a further 6 students were assisted with QTAC vouchers.</p>

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 2013, compared to 2012 (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 2013, compared to 2012 (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 2013 are provided below, compared with 2012 HEIMS and 2013 IES data:

	2012	2013
Aboriginal and Torres Strait Islander students: (Higher Degree)	6	6
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	1,019	1,184
Aboriginal and Torres Strait Islander students: (Other postgraduate)	12	11
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	1,450	1,589
Aboriginal and Torres Strait Islander students: (Bachelor degree)	39	56
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	5,324	5,371

Note: Figures extracted from both HEIMS and 2013 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.

2013 Student Achievements

- A Bachelor of Education-enrolled student from the Caboolture Campus was one of ten students across the whole of QUT to be awarded a QUT Student Leadership Excellence Award for her outstanding contribution to the University and community in 2013.
- Two Bachelor of Nursing-enrolled students from the Caboolture Campus received the Puggy Hunter Memorial Scholarship valued at \$15 000 per year.
- The Oodgeroo Unit is a lead partner with the Faculty of Health in a QUT Engagement and Innovation Grant for the Murri School Wellness Pilot Project – Deadly Health Program to be implemented in 2014.
- An Oodgeroo Unit student was selected to participate in the 2013 Aurora Indigenous Scholars International Study Tour which included visits to Stanford, Columbia, New York University, Harvard, Oxford and Cambridge.

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

Support mechanisms	Description	Constraints	Outcome
<p>Pre-Orientation Program (POP) Week</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 required to attend majority of activities at Kelvin Grove Campus with exception to one day (given the small enrolment numbers at Caboolture).</p>	<p>In 2013, 65 students attended the POP Week.</p> <p>Over 200 guests attended the POP week BBQ including local elders, family and friends and commencing students, Oodgeroo Unit staff and Indigenous Student Ambassadors.</p> <p>POP Week 2013 saw a major increase of commencing students participating in the program with numbers doubling from 2012 including the record number of 93 students who attended throughout the week, of which 65 students registered for the Stradbroke Island day trip.</p> <p>Throughout the week, students participated in a variety of hands on information sessions designed to give them a head start with the initial steps of their undergraduate degrees at QUT.</p>

Support mechanisms	Description	Constraints	Outcome
<p>Indigenous Tutorial Assistance Scheme – Tertiary Tuition (ITAS-TT)</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 for 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.</p> <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>Revised ITAS-TT program delivery; the introduction of small group tuition allocations; and streamlined administrative processes have resulted in substantial improvements in the program outcomes from 2012 to 2013.</p> <p>Highlights include a 113% increase in the number of students accessing the program, a 62% increase of the total units allocated tuition and a 5% decrease in the unit fail rate for students receiving ITAS-TT.</p>

Support mechanisms	Description	Constraints	Outcome
Other support activities	<p>QUT continues to work to ensure the academic achievement of its 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 Oodgeroo Unit staff about academic or cultural concerns they may have whilst undertaking their studies at QUT. • 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 mix 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 	<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 2013 Oodgeroo Unit Student Survey obtained 138 responses from 403 non-postgraduate Indigenous QUT students, giving a response rate of 33.3% (compared to 28.7% in 2012).</p> <p>A large majority of respondents in 2012 and 2013 made positive assessments of the surveyed aspects of their Oodgeroo Unit experience. Respondents in 2013 were more positive than those in 2012 with respect to the Indigenous Tutorial Assistance Scheme, Oodgeroo Unit facilities and overall satisfaction.</p> <p>Comments about the ITAS program were generally more positive than in 2012 and suggestions were mainly about the allocation of tutors; particularly the timing of tutor allocation. Most negative comments were based on ITAS experiences in previous years rather than Semester 1, 2013. Several students were unaware of the existence of the ITAS program.</p> <p>The majority of comments about</p>

	<p>are available to assist students, on an individual basis, with on-line and other computing tasks.</p> <ul style="list-style-type: none"> • 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. <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>		<p>Oodgeroo Unit facilities were positive. Most of the suggestions for improving the physical facilities and student-use areas related to furniture, kitchen facilities and the use of physical spaces. Positive comments about computer access had increased and negative comments about computer facilities had dropped considerably compared to 2012.</p>
<p>The Oodgeroo Unit staff continue to meet with Student Business Services each semester at Oodgeroo Unit professional staff meetings to discuss Aboriginal and Torres Strait Islander student enrolments and to review enrolment procedures relating specifically to this student cohort.</p>	<p>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</p>	<p>Nil</p>	<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>

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 institution.**
- 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 institution.

In September 2013, QUT appointed Associate Professor Gary Thomas to the position of Associate Director, Academic-Indigenous Knowledges. The position provides academic leadership to achieve the University Blueprint³ 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.

The University has articulated its approach to the inclusion of Indigenous perspectives in curriculum through a number of high level plans. These include Blueprint³ (Blueprint⁴ will be adopted in 2014 and retains specific statements and targets related to Aboriginal and Torres Strait Islander students, knowledges, research and staff) and the Reconciliation Action Plan.

Indigenous perspectives are included in a range of courses across the University. The University is moving into a renewed focus on curriculum inclusion and with the appointment of the Associate Director, Academic Indigenous Knowledges in October 2013, the University has developed the In2Knowledges Project which contains strategies, targets and specific actions focused on promoting, developing and implementing Indigenous Knowledges across the curriculum. The passage of the In2Knowledges project through approval bodies will occur in early 2014. This agenda is viewed as a Learning and Teaching agenda and utilizes existing divisions, faculties, schools, programs, systems, policy and processes of the university.

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

Equity programs at the university have developed a mandatory training module which supports the Reconciliation Action Plan. The training is pitched at a beginner's level knowledge of Aboriginal and Torres Strait Islander peoples, cultures, contemporary and historical narratives. The training is the initial step towards cultural competency training. All staff of the University are provided the opportunity to undertake the training. Role specific training is being developed for academic staff as part of the In2Knowledges project and is focussed on curriculum development, community engagement and pedagogical approaches for Indigenous Knowledges.

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

The University has wide ranging relationships with Aboriginal and Torres Strait Islander peoples, communities and organisations. These relationships include opportunities for Aboriginal and Torres Strait Islander people to contribute to curriculum, participate in advisory and decision making committees and celebrate Aboriginal and Torres Strait Islander cultures in formal and informal events held at all campuses.

Indigenous Education/Support Unit's role.

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

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 currently forms part of the Chancellery, reporting directly to the Deputy Vice-Chancellor (Learning and Teaching). The Unit's major functions are conducted from the Kelvin Grove and Gardens Point campuses; however, the Oodgeroo Unit has facilities and staff at Caboolture also. Academic staff in the Oodgeroo Unit are primarily responsible for learning and teaching, research and community service activities. Professional staff are responsible for the conduct of day-to-day administrative activities of the Oodgeroo Unit, providing support to Aboriginal and Torres Strait Islander students, and for supporting academic staff operations. The Oodgeroo Unit has a number of core business functions, which primarily focus on recruiting, retaining and graduating students.

Re-development of Oodgeroo Unit's Delivered Minor Units (Indigenous Studies Indigenous Knowledge Minor)

In 2013 work commenced on the Indigenous Studies Indigenous Knowledge (ISIK) units minor re-development, a recommendation of the Oodgeroo Unit Review of 2011. It is anticipated that the minor will be approved for delivery in 2014.

Aboriginal and Torres Strait Islander Social Marketing and Portal Projects

In July 2013, the Federal government allocated \$2.5 million to QUT for two projects under the Higher Education Participation and Partnerships Program, as part of a range of nationally significant projects addressing the Behrendt Review.

Led by QUT's Oodgeroo Unit and partnering with award-winning Indigenous media company, Carbon Media together with the Australian Government Department of Education (formerly the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE)), \$1.5 million, over four years, has been allocated to the creation and maintenance of the Aboriginal and Torres Strait Islander Higher Education Portal, and \$1 million to the Aboriginal and Torres Strait Islander Social Marketing Strategy.

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

Please use the financial acquittal template attached to report on the expenditure of your institution's ISP grant for 2013, 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 2013 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*.

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
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SECTION 4 PUBLICATION OF THE STATEMENT

Following approval of the IES by PM&C, providers **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/0020/367031/indigenous-education-statement-2012.pdf

https://cms.qut.edu.au/_data/assets/pdf_file/0010/261766/indigenous-education-statement.pdf