

4. INDIGENOUS EDUCATION STATEMENT

OVERVIEW

The Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE) requires information from higher education providers relating to their 2012 outcomes and future plans to meet ongoing responsibilities for Indigenous student achievement in higher education.

These responsibilities include assessing and reporting on progress towards improved educational outcomes for Indigenous Australians 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 DIICCSRTE that they:

- Have implemented strategies for improving access, participation, retention and success of Indigenous Australian students
- Have increased participation of Indigenous people in the provider's decision-making processes and
- Have an Indigenous employment strategy.

Providers in receipt of ISP funding are also required to provide DIICCSRTE with a report on the expenditure of the grant amount. The expenditure report for 2012 ISP funds must be included in this Indigenous Education Statement.

The Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (Behrendt Report) was publicly released in September 2012 and presented Government with a roadmap for real and lasting change and its 35 recommendations are supported by extensive evidence. The Behrendt Report says that significant reform can be achieved within existing funding. Realising the vision of the Behrendt Report will require a concerted and collaborative effort from Government, universities, Indigenous communities, industry, business, the professions and the community sectors, but it is achievable.

The Government is making a substantial investment in the sector, university leadership is committed to making the required change, and the Behrendt report provides the knowledge base for making it happen. The new Aboriginal and Torres Strait Islander Higher Education Advisory Council will have a significant focus on providing advice on how to drive the systemic change outlined in the Behrendt Report.

It is recommended that the format for the Indigenous Education Statement noted below 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 2013.

Please try to limit your answers to the template for each question.

Please submit electronic documents by email at itpt@innovation.gov.au

DIICCSRTE contact officer:

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FORMAT FOR INDIGENOUS EDUCATION STATEMENT

Whilst 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 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

Please supply a statement of:

- Your approach to improve higher education outcomes for Indigenous Australians and how this is being implemented.
- Whether/how Indigenous perspectives are embedded in your strategic plan and/or other key institutional documents.

If you have developed an Indigenous education strategy, we invite you to include a copy in this statement, or provide the web address.

QUT is a leading Australian university which aims to strengthen its distinctive national and international reputation by combining academic strength with practical engagement with the world of the professions, industry, government, and the broader community.

QUT's overall vision for Aboriginal and Torres Strait Islander people as articulated in QUT's Blueprint3 (2011-2016) and its Reconciliation Action Plan is represented below:

FOCUS AREAS	QUT's Blueprint 3 2011 – 2016	Reconciliation Action Plan (RAP) <i>*Based on QUT's commitment to pursuing its RAP goals</i>
Students	<p>Key Priorities <i>Realign the composition of our student population</i></p> <ul style="list-style-type: none"> • Lift the Indigenous student representation to 1.5 per cent by 2016 <p>Students, learning and teaching <i>'Real-world' learning that engages a diverse population of students</i></p> <ul style="list-style-type: none"> • Intensify recruitment of Indigenous students, aiming for 1.5 per cent share of domestic undergraduate enrolments <p>Key performance indicators</p> <ul style="list-style-type: none"> • Undergraduate demand – QTAC first preferences: offers ratio • Share of domestic undergraduate students from low-SES • Share of domestic undergraduate students who are Indigenous 	<p>Relationships</p> <ul style="list-style-type: none"> • Through the reconstitution of the university's Indigenous Education and Employment Committee, provide Aboriginal and Torres Strait Islander staff and student representatives and members of the community with recognition and an opportunity to contribute to QUT's strategies, direction, and goals. <p>Respect</p> <ul style="list-style-type: none"> • Incorporate Aboriginal and Torres Strait Islander knowledges as an element of QUT's Course Design Framework, course accreditation and course evaluation processes. • Provide opportunities for Aboriginal and Torres Strait Islander employees and wider university community to engage with Aboriginal and Torres Strait Islander culture and community through National Aborigines and Islanders Day Observance Committee (NAIDOC) Week events.

FOCUS AREAS	QUT's Blueprint 3 2011 – 2016	Reconciliation Action Plan (RAP) <i>*Based on QUT's commitment to pursuing its RAP goals</i>
Research and Innovation	<p>Key performance indicators</p> <ul style="list-style-type: none"> HDR completions Research income KPI 	<p>Respect</p> <ul style="list-style-type: none"> Incorporate Aboriginal and Torres Strait Islander knowledges as an element of QUT's Course Design Framework, course accreditation and course evaluation processes. Ensure that research training programs profile Indigenist methodologies and ways of knowing. Staff engage with role-specific training relating to their roles as lecturers and curriculum designers, researchers, managers/ supervisors; or service providers. <p>Opportunities</p> <ul style="list-style-type: none"> Develop a recruitment and retention strategy for each faculty, so that the number of Aboriginal and Torres Strait Islander academic staff and researchers is increased. Provide dedicated funding to faculties to support their Aboriginal and Torres Strait Islander academic employment strategies. <p>Establish a program that allows faculties to nominate Aboriginal and Torres Strait Islander PhD students as participants in the Sessional Career Advancement Development Program.</p>
Learning and Teaching	<p>Students, learning and teaching <i>'Real-world' learning that engages a diverse population of students</i></p> <ul style="list-style-type: none"> Strengthen intercultural competence through actions that address the Reconciliation Statement in respect of Indigenous issues ... <p><i>Comprehensive student engagement</i></p> <ul style="list-style-type: none"> Develop a range of purposeful educational experiences (for example, diversity, Indigenous perspectives, ...) <p>Key performance indicators</p> <ul style="list-style-type: none"> Commencing ex-QUT bachelor degree attrition Graduate Destinations Survey outcomes for bachelor graduates looking for full-time work. 	<p>Respect</p> <ul style="list-style-type: none"> Incorporate Aboriginal and Torres Strait Islander knowledges as an element of QUT's Course Design Framework, course accreditation and course evaluation processes. Ensure that research training programs profile Indigenist methodologies and ways of knowing. Staff engage with role-specific training relating to their roles as lecturers and curriculum designers, researchers, managers/ supervisors; or service providers.

FOCUS AREAS	QUT's Blueprint 3 2011 – 2016	Reconciliation Action Plan (RAP) <i>*Based on QUT's commitment to pursuing its RAP goals</i>
People, Culture and Sustainability	<p><i>Staff</i></p> <ul style="list-style-type: none"> Aiming for Indigenous staff to be 1.5 per cent of the workforce ... <p><i>Revitalise our commitment to the Reconciliation Statement</i></p> <ul style="list-style-type: none"> Ensure all students have the opportunity to learn about Indigenous perspectives in their course Increase the number of Indigenous researchers and academic staff <p>Key performance indicators</p> <ul style="list-style-type: none"> Professional to academic staff ratio Student:Staff ratio Domestic fee-paying student income OR income from non-government sources Staff Opinion Survey outcomes 	<p>Our vision for Reconciliation</p> <ul style="list-style-type: none"> Significantly increasing the university's community engagement with Indigenous peoples and their involvement in decision making <p>Relationships</p> <ul style="list-style-type: none"> Through the reconstitution of the university's Indigenous Education and Employment Committee, provide Aboriginal and Torres Strait Islander staff and student representatives and members of the community with recognition and an opportunity to contribute to QUT's strategies, direction, and goals. A Reference Group, comprising Aboriginal and Torres Strait Islander peoples and other Australians, established to support the development of the RAP. The Reference Group will be a sub-committee of the Indigenous Education and Employment Committee to which RAP responsible officers report. Regular interface with the Aboriginal and Torres Strait Islander community that will result in the community becoming more involved in QUT's business activities and campus life. Celebrate National Reconciliation Action Week by providing opportunities for Aboriginal and Torres Strait Islander employees and other employees to build relationships with the local community. <p>Respect</p> <ul style="list-style-type: none"> Develop a coordinated approach to the staff development/training of work groups and staff cohorts to increase their skills, knowledge and understanding of Aboriginal and Torres Strait Islander knowledges. As part of the Staff Development Plan: all staff, preferably in work-based groups/ teams, undertake a formal training experience of 2–3 hours, covering the basics of cross-cultural competence and Indigenous knowledges; approximately 12 months after training, the same work groups are involved in a structured opportunity for reflection/ conversation. <p>Staff are provided with multiple opt-in opportunities to develop knowledge, skills and understanding relating to Indigenous-specific matters via yarning circles, online discussions; book/movie club discussions; speakers and debates; and celebrations and events.</p>

FOCUS AREAS	QUT's Blueprint 3 2011 – 2016	Reconciliation Action Plan (RAP) <i>*Based on QUT's commitment to pursuing its RAP goals</i>
People, Culture and Sustainability		<ul style="list-style-type: none"> • Acknowledge Aboriginal and Torres Strait Islander custodianship of land at QUT hosted meetings and events and promote its widespread use. • Provide opportunities for Aboriginal and Torres Strait Islander employees and wider university community to engage with Aboriginal and Torres Strait Islander culture and community through NAIDOC Week events. • Provide cultural awareness education for QUT employees. Engage employees in cultural learning's to increase understanding and appreciation of different cultural backgrounds in order to lay the foundation for the RAP aspirations to be achieved. <p>Opportunities</p> <ul style="list-style-type: none"> • Develop a recruitment and retention strategy for each faculty, so that the number of Aboriginal and Torres Strait Islander academic staff and researchers is increased. • Provide dedicated funding to faculties to support their Aboriginal and Torres Strait Islander academic employment strategies. • Establish a program that allows faculties to nominate Aboriginal and Torres Strait Islander PhD students as participants in the Sessional Career Advancement Development Program.

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.

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2012 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 Indigenous peoples in educational decision-making.
- 2 Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.
- 3 Ensure equitable access of Indigenous students to higher education.
- 4 Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.
- 5 Enable Indigenous 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 Indigenous traditional and contemporary cultures.

1. Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples 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 Australians 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.

Participation of Aboriginal and Torres Strait Islander peoples in educational decision-making:

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

- **Director – Oodgeroo Unit**
 - Indigenous Employment Reference Group (IERG),(Chair) (Appointed July 2012)
 - Cultural Diversity and Anti-Racism Working Party (ex officio)
 - University Academic Board (ex officio)
 - University Learning and Teaching Committee (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
- 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
- Professor Anita Lee Hong (Deputy Chair) and Professor Aileen Moreton-Robinson are office bearers on the **National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC)** formerly known as the National Indigenous Higher Education Network (NIHEN).

2. Increase the number of Aboriginal and Torres Strait Islander peoples 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 Australians employed at your university. (Please provide a link to your Employment statement).
- The **number of Aboriginal and Torres Strait Islander-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 spread across the university (including numbers in academic and non-academic roles, and by level).

QUT’s Indigenous Employment Strategy (IES)

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 and with Internal Indigenous and non Indigenous stakeholders.

QUT is currently in the process of redeveloping the Indigenous Employment Strategy with the intention of incorporating the new IES 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 consultation process is, and will be occurring, with senior management, Indigenous staff and the Indigenous Employment Reference Group for the development of the new IES. A national benchmarking study that is currently being led by Professor Anita Lee Hong, QUT and Professor Stanley Nangala, University of South Australia as part of their portfolio brief for Indigenous Employment for the National Aboriginal and Torres Strait Islander Higher Education Consortium is also being incorporated into the development of QUT’s new IES.

Strategies for increasing numbers of Aboriginal and Torres Strait Islander Australians 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.
- Under the current Enterprise Agreement (2010-2012), the University has established the **Indigenous Employment Reference Group (IERG)**. The IERG provides direction and input into the development of the Indigenous Employment Strategy. The Terms of Reference for the IERG ensures that the reference group includes the following Indigenous positions:
 - 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
- QUT's has recently 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.
- 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.
- 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.
- Provision has also been made in the **2013 Vice-Chancellor's Research Fellowship Scheme** to enable a Fellowship for an Aboriginal and Torres Strait Islander person. This allows the successful candidate an opportunity to develop and enhance their academic career and make a significant contribution towards QUT's research outcomes.
- A Level C/D **Associate Director, Indigenous Knowledges** is currently being recruited with the brief of leading the work of embedding Indigenous knowledges into the curriculum.

These strategies will assist with meeting the priority around building a critical mass of Aboriginal and Torres Strait Islander academic and research staff from the Behrendt Review.

Number of Aboriginal and Torres Strait Islander positions

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

Faculty/Institute/Section	Academic / Non-Academic		New (in 2012)/ existing position	Level
Creative Industries Faculty	Academic	Associate Lecturer/Lecturer Associate Lecturer/Lecturer	New New	Lev A/B Lev A/B
Faculty of Education	Academic	Associate Lecturer/Lecturer Associate Lecturer/Lecturer	New New	Lev A/B Lev A/B
	Non-Academic	Project Coordinator – Next Steps	Existing	HEW 7
Faculty of Health	Academic	Associate Lecturer/Lecturer Associate Lecturer/Lecturer	New New	Lev A/B Lev A/B
Chancellery	Academic	Lecturer Senior Lecturer Director, Oodgeroo Unit	Existing Existing Existing	Level B Level C SSG2
	Non-Academic	Project Officer	New	HEW 6
		HEPPP Program Coordinator	New	HEW 7
		Student Support Officer Administration	Existing	HEW 3
		Officer/Personal Assistant	Existing	HEW 5
		Learning Support Officer	Existing	HEW 5
		Learning Support Officer	Existing	HEW 5
		Recruitment Officer	Existing	HEW 5
		Student Support and Community Engagement Officer	New	HEW 7
		Team Leader (Marketing and Communication)	Existing	HEW 7
Team Leader (Professional Services)	Existing	HEW 7		
Team Leader (Learning Support)	Existing	HEW 7		
Division of Administrative Services	Non-Academic	Indigenous Employment Coordinator	Existing	HEW 7
		Equity Officer	New	HEW 7
		Widening Participation Support Officer	New	HEW 5
Division of Research and Commercialisation	Academic	Professor, Indigenous Studies Research Fellow	Existing	Lev E Lev A
	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	32			

Table 1A Continuing and fixed term Aboriginal and Torres Strait Islander non specified positions

Faculty/Institute/Section	Academic / Non-Academic		New (in 2012)/ existing position	Level
Faculty of Education	Non-Academic	Administrative Assistant Administrative Assistant 1 Research Assistant	Existing Existing New	HEW 3 HEW 4 HEW 6
Faculty of Health	Non-Academic	Administrative Officer PEPA Indigenous Coordinator	Existing Existing	HEW 4 HEW 9
Faculty of Law	Non-Academic	Project Officer	Existing	HEW 7
Creative Industries Faculty	Non-Academic	Administration Officer Administration Officer	Existing Existing	HEW 4 HEW 4
Institute of Health and Biomedical Innovation	Non-Academic	Administrative Assistant	New	HEW 4
Institute for Future Environments	Non-Academic	Administration Officer	New	HEW 4
Division of Technology, Information and Learning Support	Non-Academic	Branch Library Manager Team Leader, Learning Environments Technology Support Officer	All Existing	HEW 10 HEW 6 HEW 5
Division of International and Development	Non-Academic	Administration Assistant Administration Assistant (Reception)	Existing Existing	HEW 4 HEW 3
Division of Finance and Resource Planning	Non-Academic	Senior Technical Officer Controls	New	HEW 8
Totals	18			

Table 2 – Casual positions

Faculty/Institute/Section	Academic / Non-Academic		New (in 2012)/ existing position	Level
Faculty of Health	Academic	Sessional Academic	New	
Faculty of Law	Non-Academic	Project Officer	Existing	
Chancellery	Non-Academic	Tutor	Existing	
Totals	3			

QUT's system used to record Indigenous Australian identities is currently being improved to more accurately capture all Indigenous staff. A process is currently being developed to redress under-reporting.

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 2012 (access rate) as compared to 2011 (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).
- Details of Aboriginal and Torres Strait Islander-specific and other **scholarships offered by your university**. (See table).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.
- **Indigenous Education Unit's role**.

Commencing Aboriginal and Torres Strait Islander students*

	2011	2012
Aboriginal and Torres Strait Islander students	186	214
Non Aboriginal and Torres Strait Islander students	16 462	17 676

Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
Prevention Rehabilitation Intervention Diversion Education (PRIDE) Program	Aboriginal and Torres Strait Islander youth at risk of disengaging from secondary school.	The PRIDE Program is a Caboolture based intervention initiative	The Oodgeroo Unit's invitation to be a sitting member of this strategic planning group highlights the important role that the University has to play in the local community and recognises the steps that the Oodgeroo Unit and the Widening Participation Program Co-ordinator have taken in the region to become trusted leaders within the Brisbane North and Moreton Bay Region Aboriginal and Torres Strait Islander Community.
Attendance, Self Belief, Participation, Identity, Respect and Enthusiasm (ASPIRE) Program	Aboriginal and Torres Strait Islander High School Students	In late 2012 the Widening Participation Program Co-ordinator met with schools in the Brisbane North and Moreton Bay Regions to promote the ASPIRE Indigenous Youth program (2013). ASPIRE immerses participants in a number of activities designed to empower them to consider higher education study as an attainable post schooling pathway. Schools have given feedback regarding the timing, structure and overall objectives of the program.	A concise model will be developed and introduced to participating schools in early 2013.

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 2012 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 2012 there were 284 first, 270 second and 270 third Aboriginal and Torres Strait Islander Queensland Tertiary Admission Centre (QTAC) applicants who preferenced QUT in their top three preferences. This is a reflection of the extensive promotional work the Oodgeroo Unit's Marketing and Communications team throughout the year.
Mythbusters – the truths and myths about university study.	Year 10, 11 and 12 Aboriginal and Torres Strait Islander students	The Oodgeroo Unit has presented to 15 secondary schools in the Moreton Bay and Sunshine Coast regions at Murri Pathways, an initiative were the Widening Participation Program Co-ordinator presented about career pathways post secondary school.	The Widening Participation Program Co-ordinator spoke to between 250 – 300 young people across a five-week period.

Outreach activities

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 2012 more than 300 Aboriginal and Torres Strait Islander people engaged with Oodgeroo Unit staff.
School visits	The Oodgeroo Unit predominately conducts school visits within South East Queensland. Target audience are years four 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>Liase 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 whilst also dispelling the myths associated with OP reliance, subject choices and costs of university</p> <p>During CASP interviews and Pre-Orientation Program (POP) week four students indicated that they had applied to QUT through QTAC or the CASP entry program after speaking with an Oodgeroo Unit staff member at a school visit or Careers Expo</p>

Outreach activity	Target audience	Outline of Program	Outcome
<p>Participation in an 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> <p>Increase awareness of post secondary education opportunities available to Aboriginal and Torres Strait Islander communities</p> <p>Raise the profile of post secondary education within the Queensland Aboriginal and Torres Strait Islander communities</p> <p>Provide information regarding admission programs, financial assistance and support programs</p>	<p>Through the range of community engagement activities undertaken during 2012 more than 200 Aboriginal and Torres Strait Islander people engaged with Oodgeroo Unit staff. Of these 19 people completed and returned <i>Stay in the Loop</i> cards requesting follow up 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.</p>	<p>Whilst the employment of Student Ambassadors has not directly contributed to a quantitative increase in the numbers of potential students accessing university, qualitative feedback from commencing students during 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>Recruitment Officer</p>	<p>The Oodgeroo Unit appointed a dedicated Recruitment Officer in February 2012. The Recruitment Officer has been working with the university's marketing team promoting the Oodgeroo Unit and QUT to the Aboriginal and Torres Strait Islander community.</p>	<p>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.</p>	<p>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.</p>
<p>Widening Participation Co-ordinator (<i>appointed 2012</i>)</p>	<p>This position is responsible for enabling access and participation in higher education of regional and remote, and Aboriginal and Torres Strait Islander students</p>	<p>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.</p>	<p>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.</p>

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, when funding is likely to cease.

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 dis-engagement, and this program automatically includes 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 this 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 (DIICCS RTE) (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 tertiary study. The funding for this part of the 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 will be 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 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.
- Dr Best led the Queensland Health funded project on **Recruitment and Retention of Indigenous nursing students at QUT**. Data has been collected and analysed and has been written up. Dissemination of the project outcomes through conferences and publications are ongoing.

Scholarships details

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Indigenous Access Scholarship (IAS) (\$4485) 1 semester	Commonwealth		\$412,620	93	Assists Indigenous students from low-income backgrounds to undertake their first undergraduate course
Indigenous Commonwealth Education Costs Scholarship (ICECS) (\$2377) For up to 4 years	Commonwealth		\$87,949	37	Assists Indigenous students from low-income backgrounds with their study costs
Indigenous Commonwealth Accommodation Scholarship (ICAS) (\$4754) For up to 4 years	Commonwealth		\$66,556	14	Assists Indigenous students from low-income backgrounds who have relocated to study from regional or remote areas of Australia
QUT Equity Scholarship (\$2500) 1 year	Equity Services		\$140,000	56	Assists QUT low-SES students with their study costs
QUT Equity Scholarship (\$1250) 1 semester	Equity Services		\$7,500	6	Assists QUT low-SES students with their study costs
QUT Equity Bursary (\$1000) 1 year	Equity Services		\$221,000	22	Assists QUT low-SES students with their study costs
QUT Equity Starter Bursary (\$500) 1 year	Equity Services		\$26,000	52	Assists QUT low-SES students currently on Commonwealth scholarships (i.e. CECS, ICECS, NPS) with their study costs at the start of semester 1
QUT Emergency Bursary (\$750) 2 semesters	Equity Services		\$1500	2	Assists QUT low-SES students who are experiencing difficulty due to an unanticipated financial situation
Indigenous Leadership Scholarship 3.5 years	QUT Business School		\$23,450	2	Two part-time internship placements, in years 2 and 3 of the degree, with our corporate sponsors ensure students receive real-world work experience.

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Indigenous Student Intern Scholarship 4 years	QUT Business School			2	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.
Indigenous Student Accommodation Scholarship (Senator Susan Boyce) 1 year	Oodgeroo Unit		\$4000	1	This scholarship will support a first year Indigenous female student at QUT from a rural or regional background to make the transition to university life in Brisbane easier.
Oodgeroo Noonuccal Undergraduate Scholarship 1 year	Oodgeroo Unit		\$5000	1	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 Indigenous Scholarship	Science and Engineering Faculty		Tuition fee waiver & \$500	1	
BEE Indigenous Scholarship (continuing) 1 year	Science and Engineering Faculty		\$2,000	2	
BEE Indigenous Scholarship (continuing) 2 years	Science and Engineering Faculty		\$4,000	2	
SEF Indigenous Scholarship 1 Year	Science and Engineering Faculty		\$5000	1	
Penny Tripcony	Faculty of Education	1	Tuition fees/ upfront Commonwealth supported place contribution \$600 book voucher	1	
Paperbark Scholarship	Faculty of Education	1	\$5,442	1	

4. Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of 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 2012, compared to 2011 (please provide an all student comparison).
- Details of your institution's **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education Unit role.**

The total number of Aboriginal and Torres Strait Islander enrolments for 2011 and 2012 is as follows:

	2011	2012
Aboriginal and Torres Strait Islander students:	428	495
Non Aboriginal and Torres Strait Islander students:	42 126	43 832

Strategies to address participation

Strategies	Outline of strategies	Constraints	Outcome
Centralised Assessment and Selection Program (CASP)	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 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 tertiary study, and their previous study, work and community experiences.	<p>The Oodgeroo Unit will continue to work with faculties to create greater efficiencies in the CASP interview process</p> <p>The Oodgeroo Unit will work with the QUT's Marketing and Communication Department to ensure a higher profile of CSAP in the wider community</p>	In Semester 1, 2012, through the Centralised Assessment and Selection Program (CASP) , there were 150 commencing Aboriginal and Torres Strait Islander students (compared to 138 in Semester 1, 2011) and in Semester 2, 2012 there were 28 commencing Aboriginal and Torres Strait Islander students (compared to 20 in Semester 2, 2011) across all faculties enrolled in undergraduate degrees.
Tertiary Readiness and Core Skills (TRACS) Program	Through a strong partnership with Brisbane North Institute of TAFE and QUT, Equity Services the Oodgeroo Unit have recently finalised the Tertiary Preparation program specifically designed to enable Aboriginal and Torres Strait Islander Adults in the Moreton Bay Region to return to tertiary study. The program is currently being promoted in the Moreton Bay Community.	Potential constraints to be monitored include: demand and uncertainties in the higher education/TAFE sectors	It is envisaged that the first cohort will begin the program in mid-March 2013.

The Oodgeroo Unit's Role

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). Its 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 Unit are primarily responsible for learning and teaching, research, and community service activities, including managing the Indigenous Tutorial Assistance Scheme – Tertiary Tuition (ITAS-TT), part of the Commonwealth Government's Indigenous Education Direct Assistance program. 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.

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.

- **Pre Orientation Program and First Year Experience Program**

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.

During POP Week, a day trip to North Stradbroke Island allows first-year students to meet and bond with Oodgeroo Unit support staff and to establish an informal network and social connections with their peers. Students are introduced to the history and legacy of Oodgeroo Noonuccal (Kath Walker) [1920-1993]; a great advocate who encouraged education as a pathway to better choices and futures for Aboriginal and Torres Strait Islander people.

As part of its support for QUT's Aboriginal and Torres Strait Islander students, the Oodgeroo Unit provides assistance and funding for a variety of activities and groups. This support enables Aboriginal and Torres Strait Islander students to participate in a range of activities which promote their academic, sporting and cultural development.

- **Student Support Services**

The Oodgeroo Unit provides support for students on all campuses and Aboriginal and Torres Strait Islander students have access to 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.

The Unit uses Blackboard for the management of the ITAS-TT program. The secure Wiki Blackboard site allows students to apply for assignment of an ITAS tutor. The tutors use this format to complete their tutor work programs and progress reports. These detail the learning skills and capabilities that individual Aboriginal and Torres Strait Islander students will need in order to succeed in their chosen degree course at QUT.

- **Oodgeroo Unit Survey**

In 2011, the Oodgeroo Unit underwent a major review with the aim of realigning the Unit's structure and operations in supporting Aboriginal and Torres Strait Islander education, studies and research at QUT. To meet a major recommendation of the review, an online survey was developed and conducted by the Oodgeroo Unit and the Reporting and Analysis Department of the Division of Finance and Resource Planning. The survey provided an anonymous feedback mechanism for students to comment on key student support activities, namely staff-student relations, ITAS-TT Program, Oodgeroo Unit facilities, and overall satisfaction. The online survey was conducted between 20 August and 21 September 2012.

The 2012 Oodgeroo Unit Student Survey obtained 126 respondents from 439 Aboriginal and Torres Strait Islander QUT students, giving a response rate of 28.7%.

Major Findings of the survey:

Overall, a large majority of students were satisfied with the Oodgeroo Unit. Specifically, 85.1% (97 students) reported being satisfied or very satisfied overall with the Oodgeroo Unit.

- A large majority of respondents made positive assessments of the surveyed aspects of their Oodgeroo Unit experience
- Student item responses and comments about the allocation of ITAS-TT tutors indicated that a challenge lies in resolving some issues around the ITAS-TT program
- Comments about Oodgeroo Unit facilities suggest that computer facilities and obtaining responses from email communication may be problematic for some students
- Apart from female students who perceived the Oodgeroo Unit's physical spaces as being of higher quality than male students, no statistically significant differences were found in student responses by gender, course level, age group or course faculty.

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 completions at Bachelor level and above in 2012, compared to 2011 (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 Unit's role.**

The total number of award course completions at Bachelor level and above in 2011 and 2012 are as follows:

Number of award course completions by

	2011	2012
Aboriginal and Torres Strait Islander students: (Higher Degree)	5	6
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	2 127	2 054
Aboriginal and Torres Strait Islander students: (Other postgraduate)	7	12
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	1 534	1 550
Aboriginal and Torres Strait Islander students: (Bachelor degree)	36	39
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	6 123	6 360

Note: Please use student numbers that you reported to HEIMS.

Support mechanisms

Support mechanisms	Description	Constraints	Outcome
Pre-Orientation Program (POP) Week	POP offers new Aboriginal and Torres Strait Islander students the opportunity to become familiar with the Oodgeroo Unit, the University's campuses, the University's student services as well as a variety of other services available. It offers a culturally safe space before QUT's orientation week for new students to mix with new and continuing students and staff.	Students wanting to attend but competing work/family commitments 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)	In 2012, 65 students attended the POP Week. 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.
ITAS-TT	The Oodgeroo Unit administers the ITAS-TT for students requiring academic tutorial assistance for up to two hours per week per subject.	ITAS-TT guidelines can be restrictive at times and not meet some needs of students Lack of a national data base to access specific disciplines	

Support mechanisms	Description	Constraints	Outcome
Other support activities	QUT continues to work to ensure the academic achievement of its Aboriginal and Torres Strait Islander students	Physical space at three QUT Oodgeroo Unit site is become 'cramped' due to higher enrolment numbers	<p>academic support where students are assigned an academic advisor to assist with academic, enrolment and related matters;</p> <p>24-hour access to dedicated computing laboratories;</p> <p>a laptop computer loan scheme to supplement computing facilities and QUT's computing equipment scheme for equity target groups;</p> <p>access to academic resources, including a range of reference books and learning assistance materials;</p> <p>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; and</p> <p>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> <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>
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.	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	Time constraints with regard to relationship building	<p>Academic with Learning Support Staff provide supporting letters for students applying for exemption from academic and financial penalties; and</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 Indigenous 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 **Universities involvement with Indigenous community** members in working toward this goal.
- **Indigenous Education Unit's role**.

Indigenous perspectives in the curriculum and cultural competency of staff and student

- QUT's Course Design Framework includes whole-of-course mapping methods to clearly show the learning outcomes expected of graduates. All new and redesigned courses use this approach to embed qualities of real world learning, including Indigenous knowledges.

An **Associate Director, Indigenous Knowledges** is currently being recruited to the Learning and Teaching Unit. Reporting to the Deputy Vice-Chancellor (Learning and Teaching) the position will provide academic leadership to achieve the Blueprint⁹ objectives: to ensure that all students have the opportunity to learn about Aboriginal and Torres Strait Islander knowledges in their course; and to contribute to the development of academic staff to ensure they have sufficient understanding of Aboriginal and Torres Strait Islander knowledges to contribute to reconciliation in the undertaking of their duties. Once appointed the position will work collaboratively across key areas of the Learning and Teaching Unit (including curriculum design and accreditation, staff capability development, evaluation, and student success and retention) and the Oodgeroo Unit.

- **Examples of Faculty specific activity include:**
 - Across the Faculty of Health courses there are a number of units which address Aboriginal and Torres Strait Islander perspectives. Two key units are **NSB017 Diversity and Health: Cultural Safety, Indigenous Perspectives**, and **PUB209 Health, Culture and Society**. In addition, the Faculty of Health offers a third year unit **HLB001 Health Needs of Aboriginal and Torres Strait Islander Australians** which aims to provide students with knowledge and skills for working as health practitioners with Aboriginal and Torres Strait Islander people/communities in a range of practice settings. The Faculty has worked hard to ensure that Aboriginal and Torres Strait Islander perspectives are reflected in the curriculum. A constraint is the limited availability of Aboriginal and Torres Strait Islander staff to assist with teaching in relation to Aboriginal and Torres Strait Islander perspectives.
 - The Faculty of Education has specialised units in each of its programs, opportunities for specialisation in Indigenous areas as a minor, and provides opportunity for students to complete field experience in communities with high representation of Indigenous people.

The Oodgeroo Unit's Role

The Oodgeroo Unit is responding to the recommendations from the *Future Directions of the Oodgeroo Unit - Review of the Oodgeroo Unit 2011*

- All academic teaching roles have been reviewed with faculty/school initiatives being implemented to enhance students support and Oodgeroo Unit teaching roles
- All professional and academic position descriptions were reviewed and finalised in 2011 and all Oodgeroo Unit positions were advertised and filled in 2012 as per the new Oodgeroo Unit organisational
- The Oodgeroo Unit's four units will be reviewed in Semester One, 2013:
 - Indigenous Australian Cultural Studies (EDB038)
 - Indigenous Politics and Political Culture (EDB039)
 - Indigenous Knowledge: Research Ethics and Protocols (EDB040)
 - Indigenous Australia: Country Kin and Culture (EDB041)
- In 2012 the processes around the ITAS-TT program were reviewed to improve processing of application, appointments of tutors and work plans with completion expected by Semester One, 2013

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 tertiary 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 2012 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.

Section 2 must also include information that demonstrates the following conditions of eligibility for ISP funding:

- Implemented strategies for improving access, participation, retention and success of Indigenous Australian students
- Have an Indigenous employment strategy.

Information in section 2 should focus on key developments and be concise (dot points are acceptable).

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

Available on request.

SECTION 4 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 IEU has been consulted in the development of this Indigenous Education Statement, please provide the contact details of the relevant IEU staff member.

University Officer

Name: Professor Suzi Vaughan
Position Title: Deputy Vice Chancellor
(Learning & Teaching)
Phone Number: 07 3138 6868
Email: s2.vaughan@qut.edu.au

Indigenous Education Unit Officer

Name: Professor Anita Lee Hong
Position Title: Director – Oodgeroo Unit
Phone Number: 07 3138 3721
Email: anita.leehong@qut.edu.au

Name: Michaela Deen	Name: Taal Hampson
Position Title: Executive Officer to Deputy Vice Chancellor (Learning & Teaching)	Position Title: Team Leader (Professional Services) – Oodgeroo Unit
Phone Number: 07 3138 6869	Phone Number: 07 3138 3504
Email: m.deen@qut.edu.au	Email: t.hampson@qut.edu.au

SECTION 5 PUBLICATION OF THE STATEMENT

Following approval of the IES by DIICCSRTE, providers **are to publish** the current and two previous IES on their website, provide DIICCSRTE with a link to the statement for the DIICCSRTE website.

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