

A decorative vertical bar on the left side of the page, featuring a series of overlapping geometric patterns. These include concentric squares and circles in black, red, and white, as well as diagonal stripes in green and blue. The patterns are layered, creating a sense of depth and movement.

RMIT Indigenous Student Success Strategy

2024-2025





Contents

Contents	3
Acknowledgement of Country	4
Foreword	7
The Past and Future of Indigenous Student Success	8
Purpose	10
Who are our Indigenous Learners?	12
Defining Indigenous Student Success	14
Community, Student and Deadly Alumni Insights	16
Strategic Alignment	18
Vision, Values and Principles	22
Strategic objectives and outcomes	24
Strategic Objectives, Priorities and Actions	26

Acknowledgement of Country

RMIT University acknowledges the people of the Woi wurrung and Boon wurrung language groups of the eastern Kulin Nation on whose unceded biik biik (lands) we conduct the business of the University.

RMIT respectfully acknowledges their Ancestors and Elders, past and present.

RMIT also acknowledges the Traditional Custodians and their Ancestors of the biik biik (lands) and wurneet (waterways) across Australia where we conduct our business.





Foreword

It is with great pleasure and a deep sense of responsibility that we introduce the Indigenous Student Success Strategy. This strategy represents a significant milestone in our ongoing commitment to our Indigenous learners in their academic journey and into their professional lives.

The development of this strategy has been a collaborative effort involving Indigenous communities, learners, academic and professional staff, and leadership. It is grounded in the principles of Responsible Practice as well as self-determination, reconciliation, and recognition of Indigenous rights and knowledge systems. Through extensive consultations and engagement, we have developed a strategy that not only acknowledges the unique challenges faced by Indigenous learners but also celebrates their resilience, strengths, and diverse contributions to our academic community.

The purpose of the Indigenous Student Success Strategy is multifaceted. Primarily, it aims to create a more inclusive and culturally safe environment where Indigenous learners can thrive academically, culturally, and socially. In support of this, it fosters university-wide cooperation and provides targeted and flexible support to empower our Indigenous learners.

The importance of this strategy cannot be overstated. It reflects RMIT's commitment to Responsible Practice and our Indigenous Strategic Commitments contained in Knowledge with Action. It acknowledges and adds to other plans and strategies within the wider Responsible Practice framework which address the historical injustices faced by Indigenous peoples in education and seeks to address systemic barriers while promoting Indigenous knowledge, languages, and cultures.

We are proud to champion this strategy and commit to its implementation in collaboration with the wider university community, our partners and stakeholders. We invite all members of our RMIT community to join us in this important journey towards greater Indigenous student success, empowerment, and Responsible Practice.

Professor Alec Cameron,
Vice-Chancellor and President, RMIT

Professor Gary Thomas,
Pro Vice Chancellor Indigenous Education,
Research and Engagement



The Past and Future of Indigenous Student Success

The Ngarara Willim Centre (NWC) was established in 1992 as the Koorie Education Unit. As was common at the time, initially the NWC had responsibility for improving access, participation and outcomes in education for Aboriginal and Torres Strait Islander peoples as well as to provide a culturally safe space for Aboriginal and Torres Strait Islander learners and community.

As the commitment to reconciliation within the sector has grown more recently, universities have increasingly recognised the need for central student services to support access, participation and outcomes for Indigenous students as they do for all other student cohorts. This approach enables Indigenous centres to focus on providing additional specialised supports and services tailored to the needs of Aboriginal and Torres Strait Islander learners and communities, as well as strategic direction and advice to the university community on the Indigenous student experience. RMIT's two Reconciliation Plans have supported this transition since 2016.

The creation of the Office of Indigenous Education, Research and Engagement in 2018 has also been important in enabling the NWC to maintain its core focus of Indigenous student success. The Pro Vice Chancellor Indigenous Education, Research and Engagement now leads the strategic agenda for Responsible Practice, creating space for the NWC to focus on Indigenous learners and community and to continue to grow its role in providing strategic leadership in the Indigenous student experience within and external to RMIT.

As the university continues to elevate its commitment to Indigenous student success as a whole-of-university responsibility through the implementation of The Indigenous Student Success Strategy, the Ngarara Willim Centre will further develop its holistic approach to providing specialised support in the Indigenous learner journey through connection to culture and knowledges, and promoting the self-determination and success of Aboriginal and Torres Strait Islander learners through deep and strong relationships with community.

By 2031, RMIT will have made significant changes to the Indigenous learner experience and journey to ensure success. To achieve this goal, we envision that:

- The Ngarara Willim team will rely on the expertise of other areas of the university so that Indigenous learners have the supports they need for success from outreach to alumni.
- Through strong collaborative relationships with Aboriginal and Torres Strait Islander community and organisations, an RMIT education will remain relevant and meet the needs of the community.
- RMIT places and spaces are available to community creating connections and opportunities to be part of the university. Community participation with the university will support and enable excellent learning journeys for Aboriginal and Torres Strait Islander learners.
- Above all, the experience of Aboriginal and Torres Strait Islander learners will be consistent, of high quality, culturally safe and grounded in Responsible Practice regardless of the program or level at which Indigenous learners choose to study.

Purpose

The RMIT Indigenous Student Success Strategy 2024–2025 (The Strategy) commits the University to growing and empowering Aboriginal and Torres Strait Islander learners in preparation for successful careers and vocations.

In complex and disruptive times, The Strategy recognises that greater coherence and coordination of RMIT's services and supports is required through a whole-of-university approach to Aboriginal and Torres Strait Islander student success across Vocational Education, Higher Education and Higher Degree by Research qualifications. This approach must be future-focused to ensure that the University meets the challenges and opportunities of sector reform in the coming years.

The Strategy focuses on five Strategic Objectives:

- 1 Planning and Investment
- 2 Community and Industry Partnerships
- 3 Academic Readiness, Transitions and Learner Journeys
- 4 Experiences and Engagement
- 5 Support

These Strategic Objectives create a sustainable approach to Indigenous student success that empowers Aboriginal and Torres Strait Islander learners to reach their full potential during their educational journey in a way that promotes strength in culture, identity and belonging. The importance of our connections with Aboriginal and Torres Strait Islander communities are central in this context and ensure that an RMIT education remains relevant and aligned to the needs and aspirations of Indigenous peoples and communities, as well as broader society.

Responsible Practice is a foundational principle of The Strategy. Its application will necessarily look different across the varied areas of the university that are involved in providing an excellent Indigenous student experience. The outcome will be a university culture of support that prioritises Indigenous learners and recognises that the responsibility for Indigenous student success is a shared endeavour and not the sole remit of the Ngarara Willim Centre.

The priorities and actions of The Strategy will be implemented as a whole-of-university responsibility through the development of College and Portfolio Indigenous Student Success Strategy Action Plans. This provides the Colleges and Portfolios with the flexibility to work within their established planning and reporting approaches to articulate the implementation requirements for the initiatives they are accountable for, and to explore opportunities for enhancement and innovation. We will use the university's established governance and reporting mechanisms to monitor progress and ensure accountability for overall implementation of The Strategy.



Who are our Indigenous Learners?



9 out of 10

Indigenous learners who enrol at RMIT are classified as non-school leavers.



one in four

Indigenous learners come to study from a rural or remote location.

Common factors



that impact Indigenous learners during their studies at RMIT:

- Relocating to Melbourne
- Establishing and maintaining connection to community
- Creating a sense of belonging
- Balancing study and employment
- Financial stress

Environmental, mental health, wellbeing and social factors



have significantly impacted Indigenous student engagement since the COVID-19 pandemic.

Indigenous learners



are more likely to require certain student supports including

- Welfare and wellbeing support,
- Disability-related support
- Equitable Learning Plans

more than 40 per cent



of Indigenous learners accessed scholarship support in 2023, with accommodation scholarships being a vital area of support for a significant number of students.





Defining Indigenous Student Success

Current state

The Indigenous student cohort primarily consists of non-school leavers, with their participation in tertiary education itself serving as a crucial success indicator. However, Indigenous learners experience lower retention and employment rates compared to non-Indigenous students, underscoring the necessity for a nuanced and personalised support approach.

RMIT's current support systems can often be experienced as rigid and inconsistent and may not always cater to the unique needs of Indigenous learners, many of whom hail from remote areas and must juggle multiple priorities like work and accommodation costs. The varying approaches of educators can lead to inconsistencies in the student experience, impacting the support provided to Indigenous learners, as for example in the case of discretionary decisions regarding extensions and alternative assessments.

It is well established that early engagement with effective support services significantly influences the future success of Indigenous learners. The Ngarara Willim Centre is critical in providing specialised support in the Indigenous learner journey through connection to culture and knowledges and promoting the self-determination and success of Aboriginal and Torres Strait Islander learners through deep and strong relationships with community. However, the Ngarara Willim Centre faces increasing challenges in providing adequate supports to Indigenous learners in the absence of a collaborative approach to Indigenous student success across the university.

Indigenous Perspective on Learner Success

Through a process of prioritising self-determination, the definition of success is shaped by the viewpoints of Indigenous learners and the communities they belong to. This comprehensive definition considers a holistic approach that includes all interactions and experiences which have an influence on their ability to achieve academic and professional success in their chosen fields. It includes empowering learners to build and maintain connections as well as make meaningful contributions to the betterment and prosperity of Indigenous communities.

What does success look like?

By 2031 RMIT is committed to achieving aspirational targets of 90 per cent retention, and 100 per cent graduate employability, of all Indigenous learners who enrol in RMIT programs. This will be achieved by:

- Initiatives that focus on developing skills specifically tailored to Indigenous learners to ensure their success.
- Creating a supportive environment through collaboration across the university and with Indigenous communities, aiming for continuous and meaningful success for all Indigenous learners. This includes having culturally competent staff and providing access to holistic support services that address their unique circumstances.
- An effective resource allocation strategy that is guided by qualitative and quantitative data to ensure supports are directed where needed and to scale up successful practices.

Community, Student and Deadly Alumni Insights

Students



Pre-commencement bridging courses are important for building confidence, meeting educators and making friends before starting programs.

The Ngarara Willim Centre makes a real difference by providing support from people that care and who understand students.

Alumni



Early access to career support services such as resume writing and job interview practice would be beneficial for students preparing for life after study.

The core skills developed while studying at RMIT allow students to have an immediate impact on the workplace and contribute to career success.

Community



Indigenous student success is about more than academic performance and employability.

A lack of community-led and culturally sensitive curriculum and programs creates a barrier to success for Indigenous learners.

Creation of shared, culturally-safe physical spaces can have a meaningful impact on student belonging.

Indigenous learners should be able to leave university with:

- A strong mindset (confidence, leadership, self-awareness, stability, empowerment)
- Strong relationships (networks, connection to culture and self, friendships)
- Sense of belonging (both cultural and physical)
- Access to financial stability
- Understanding of social dynamics (both circular and linear)
- A focus on shaping the next generation (first in family; creating change and giving back to community)



Strategic Alignment

RMIT's Knowledge with Action 2031 strategy is grounded in the understanding that education, research and engagement work together to achieve our collective strategic goals. This includes the success of Aboriginal and Torres Strait Islander learners, researchers, and professionals, and advancing their self-determination as part of a distinctive learning and engagement ecosystem.

Embedded within the Directions and Adaptive Priorities of Knowledge with Action 2031, five Indigenous Strategic Commitments provide an overarching framework for achieving this long-term strategic goal:

Responsible Practice

(RMIT's purpose)

The RMIT community – as a collective and individuals – is continuing to connect and build-on respectful ways of working in acknowledgement of the histories and experiences of Aboriginal and Torres Strait Islander peoples to strengthen relationships between Indigenous and non-Indigenous peoples for the benefit of all Australians.

Indigenous Students

(Direction 1 – Learning through life and work)

We are committed to growing and empowering Aboriginal and Torres Strait Islander learners and professionals as part of a distinctive learning ecosystem.

Indigenous Knowledges – Research, Learning and Teaching

(Direction 2 – Research and innovation for impact)

RMIT's impact-driven approach to research and innovation recognises and integrates Aboriginal and Torres Strait Islander peoples' perspectives, world views and lifeways as important knowledge systems for driving impact across society.

Community Engagement

(Direction 3 – Serving our communities)

RMIT's purposeful approach to partnership works closely together with Aboriginal and Torres Strait Islander communities and community organisations to ensure genuine, respectful and impactful engagement.

Indigenous Staff

(Adaptive Priority 2 – Support a resilient workforce with fulfilling career pathways)

RMIT's approach to fair and open recruitment will include building and retaining the Aboriginal and Torres Strait Islander Education and Research Workforce for shared achievement and sustained success.

Multiple interconnections and relationships exist when we bring education, research and engagement together for the benefit of all the communities that we serve. The Indigenous Strategic Commitments are similarly interrelated, and it is important that The Strategy is interdependent with other international, national and RMIT resources including:

- United Nations Declaration on the Rights of Indigenous Peoples 2007
- Australian Universities Accord Final Report
- AIATSIS Code of Ethics for Aboriginal and Torres Strait Islander Research (2020)
- Royal Melbourne Institute of Technology Act 2010
- Knowledge with Action: RMIT's Strategy to 2031
- RMIT's Decadal Aspirations: Enabling research and innovation for impact
- RMIT Indigenous Research Plan 2023–2025
- RMIT Education Plan to 2025: Learning through Life and Work
- RMIT Aboriginal and Torres Strait Islander Peoples' Future Workforce Strategy (2021–2025)
- RMIT Aboriginal and Torres Strait Islander Employment Plan (2024–2026)
- RMIT Place and Community Framework
- Principles of Aboriginal and Torres Strait Islander Perspectives in Learning and Teaching

Our strategic commitment to Indigenous students

The Strategy is a foundational element of the Indigenous Students Strategic Commitment. It articulates our approach to Responsible Practice in all areas of Indigenous student success and enables a connected ecosystem of holistic supports that empowers Aboriginal and Torres Strait Islander learners to achieve their potential in a way that promotes strength in culture, identity and belonging. It is also an important demonstration of RMIT's commitment to the rights of Indigenous peoples to education without discrimination, to have Indigenous knowledges and aspirations reflected in education, and to have Indigenous cultures and knowledges protected, controlled and developed by Indigenous peoples.¹

The Actions and Priorities outlined in each of the Strategic Objectives have been developed with a future focus. They align to national tertiary education priorities of growth of skills through greater equity, and the development of an expanded tertiary education sector that enables a prosperous, socially equitable and environmentally sustainable national future². The foundation they create will enable the university to proactively address the opportunities and challenges of Australia's future skills needs in a way that creates positive outcomes for Indigenous learners and the broader RMIT community.

[1] United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). See Articles 14, 15 and 31.

[2] Australian Universities Accord Final Report.





Vision, Values and Principles

Vision

The Strategy commits RMIT to growing and empowering Aboriginal and Torres Strait Islander learners and professionals as part of a distinctive learning ecosystem through an excellent student experience founded in a whole-of-university culture of support.

Values

The Bundjil Statement outlines the university's dhumbali (promise/commitment) to live and work lawfully on Kulin Country.

The Bundjil Statement provides a values framework for developing and implementing a purpose-built Indigenous learner strategy for success, through a holistic understanding of the interconnections between being, knowing and doing:

1. Respecting, including and understanding our Aboriginal and Torres Strait Islander learner communities, their knowledges, cultures, perspectives and rights (i.e., respecting the ngarn-ga [understandings] of Bundjil);
2. Undertaking our work with the intent of removing barriers and providing supports which creates meaningful benefit to our learners (e.g., not harming bubups [children]); and
3. Empowering our Indigenous learners to use the skills and knowledges they develop to enhance the positive impact from the work they do in protecting the biik (land) and wurneet (waterways) of Bundjil.

The Strategy enacts our dhumbali to the Bundjil Statement by reflecting on our ways of being, knowing and doing so that the work we do always has Aboriginal and Torres Strait Islander peoples, their rights, and aspirations at its heart.

In support of the development of the Bundjil Statement, we acknowledge N'arweet Professor Carolyn Briggs AM for her contribution and guidance.

Principles

These principles form the backbone of our approach to student success, ensuring alignment with the collective wisdom and priorities of stakeholders who are invested in Indigenous learner outcomes.

- **Flexibility** – Our approach to program delivery, planning, policy development, funding, and service delivery for Indigenous learners is designed to be responsive and adaptable, catering to the unique and diverse needs of Indigenous learners.
- **Accountability** – We recognise our responsibility to meet our commitments and obligations to Indigenous learners, including providing equitable access to resources, support services, and opportunities for success, and transparent reporting on outcomes and progress.
- **Community connected** – Strong relationships with Aboriginal and Torres Strait Islander communities and industry partners, grounded in respect and reciprocity, informs RMIT's approach to Indigenous student success.
- **Respect** – We value and honour Indigenous cultures, languages, knowledge systems, and identities within educational settings, and create environments that are inclusive, welcoming, and free from discrimination and bias.
- **Commitment** – A long-term, clearly expressed, dedication and determination by the RMIT community to plan and prioritise success of Indigenous learners as a central goal, backed by tangible actions, resources, and sustained efforts to address systemic barriers, promote cultural safety, and create opportunities for Indigenous learners to thrive academically, socially, and culturally.

Strategic objectives and outcomes

The Strategy commits RMIT University to growing and empowering Aboriginal and Torres Strait Islander learners in preparation for successful careers and vocations, with a focus on five Strategic Objectives:

Strategic Objective 1: Planning and Investment

Enhanced planning and investment supports a sustainable and long-term whole-of-university commitment to Indigenous student success.

RMIT invests in and nurtures an educational environment where Aboriginal and Torres Strait Islander learners can participate fully in tertiary study and thrive. Strong relationships with and expertise from Indigenous community organisations builds reciprocal capability based in sharing and learning.

Strategic Objective 2: Community and Industry Partnerships

Strong relationships with Aboriginal and Torres Strait Islander communities and industry partners supports Indigenous student success in all stages of the life cycle.

Meaningful and culturally safe Industry-Partnered and Career Development Learning opportunities enable Aboriginal and Torres Strait Islander learners to achieve their aspirations within the university and beyond.

Strategic Objective 3: Academic Readiness, Transitions and Learner Journeys

Indigenous learners enter programs and navigate transitions with the skills and supports they need to succeed.

Connected learning offerings across vocational education, higher education and higher degree by research qualifications are aligned to the needs and aspirations of Aboriginal and Torres Strait Islander learners and communities. Tailored programs and transition support pathways promote student success through all stages of the learner journey.

Strategic Objective 4: Experiences and Engagement

RMIT is the tertiary education provider of choice for Aboriginal and Torres Strait Islander peoples.

Aboriginal and Torres Strait Islander learners feel a sense of belonging and connection to the university through creative engagement approaches, innovative off-campus experiences and dedicated experience support during their learning journey and beyond.

Strategic Objective 5: Support

A whole-of-university culture of support enhances Indigenous student success, safety and wellbeing.

University wide cooperation, holistic care and learner support ensures that Aboriginal and Torres Strait Islander learners feel valued, and can thrive academically, culturally, and socially, during their time at RMIT.



Strategic Objectives, Priorities and Actions

Strategic Objective 1: Planning and Investment

Enhanced planning and investment supports a sustainable and long-term whole-of-university commitment to Indigenous student success

Priority	Action	Target/Outcome	Lead Responsibility	Timeline
1.1 Indigenous Student Recruitment	Develop and implement an RMIT Indigenous Student Recruitment Strategy	Coordinated and consistent approach to Indigenous student recruitment across RMIT	Director, Global Student Recruitment Experience	Develop Indigenous Student Recruitment Strategy by end of Q3 2024.
	Embed a case management approach to Indigenous student recruitment			Implement Strategy in Q4 2024
1.2 Access and Admissions	Review admission processes and communications including the Indigenous Access Program (IAP)	Enhanced access and admissions experience for Indigenous learners	Chief Experience Officer	Review access and admissions processes (including the IAP) by end of Q3 2024
		Increased engagement with the Indigenous Access Program		Implement improvements from Q4 2024
1.3 Conversion	Review and enhance student conversion processes and communications, including prioritisation and conversion calls	Clear and proactive prioritisation approach to converting Indigenous student applications to enrolments	Director, Global Student Recruitment Experience	Review student conversion processes by end of Q3 2024
1.4 Enrolments	Enhance enrolment process, supports and communications	Indigenous students are able to successfully navigate the enrolment process	Academic Registrar	Review enrolment processes by end of Q3 2024 and implementation in Q4 2024
1.5 Place and Community	Create culturally safe places across all RMIT locations for Indigenous learners and community in line with the principles outlined in RMIT's Property Plan and Place and Community Framework	All university spaces are welcoming and culturally safe for Indigenous learners	Executive Director, Property Services Group	Review and scope requirements in Q3 2024 and integrate into annual and longer-term work cycles in Q4 2024
		Culturally safe places are available for Indigenous and non-Indigenous learners to study together		
		Dedicated community facilities at RMIT locations support Aboriginal and Torres Strait Islander learners and community members in their learning and professional journeys		
1.6 Coordinated Networks of Support	Implement a university-wide community of practice focused on Indigenous student success	Consistent Indigenous student support experience across RMIT based in best practice	Executive Director, Students	Indigenous Students Support Network established in 2024
		An established structural connection between the Ngarara Willim Centre and Colleges and Portfolios		Review and refine in 2025
1.7 Systems	Prioritise Indigenous student support for the next phase of Salesforce implementation	Implementation of Salesforce as the student management system for Ngarara Willim resulting in increased capacity and capability for high-quality student management support	Chief Information Officer	Salesforce implementation in Q1 2024
1.8 Data	Develop an Indigenous data roadmap	High-quality and reliable data and systems support Indigenous student success via evidence-based decision making and planning	Chief Data and Analytics Officer	Indigenous data roadmap developed in Q3 2024
1.9 Scholarship Investment	Enhance Indigenous student scholarships and grants through an uplift in university investment	Sustainable and long-term Indigenous student scholarship and grant program provides timely and consistent financial supports aligned to the needs of Indigenous learners	Chief Financial Officer	Required investment confirmed by Q3 2024
	Review investment allocation processes for internal and external scholarship funding		Deputy Vice Chancellor Education	
1.10 Ngarara Willim Centre Future Focus and Strategic Leadership	Undertake a strategic structural and functional review of the Ngarara Willim Centre	Long-term plan for the growth and diversification of the Ngarara Willim Centre to meet student and community needs	Pro Vice Chancellor, Indigenous Education, Research and Engagement	Review completed by the end of 2024 Implementation of recommendations in 2025

Strategic Objective 2: Community and Industry Partnerships

Strong relationships with Aboriginal and Torres Strait Islander communities and industry partners supports Indigenous student success in all stages of the life cycle

Priority	Action	Target/Outcome	Lead Responsibility	Timeline
2.1 Industry Mentoring	Create an Industry Mentorship Program for Indigenous learners	Indigenous learners gain the maximum benefit from Work Integrated Learning (WIL) opportunities and placements through industry mentors who provide industry-specific advice and support	Executive Director, Students	Develop program in 2024 Pilot program in 2025
2.2 Indigenous employability initiatives	Colleges review and enhance employability initiatives for Indigenous learners to align with Industry Partnered Learning (IPL) and Career Development Learning (CDL) aspirations	Indigenous learners are proactively supported to engage with relevant and meaningful employability initiatives	Associate Deputy Vice-Chancellor Education - Learning, Teaching	Commence review in 2024 Implement revised approach across 2024-25
2.3 Capability building for industry partners	Develop resources and tools to support industry partners in creating positive employability initiatives for Indigenous learners	Indigenous learners enjoy successful and meaningful employability initiatives in culturally safe workplaces	Executive Director, Students	Develop and pilot resources/tools in 2024 Review and implement in 2025

Strategic Objective 3: Academic Readiness, Transitions and Learner Journeys

Indigenous learners enter programs and navigate transitions with the skills and supports they need to succeed

Priority	Action	Target/Outcome	Lead Responsibility	Timeline
3.1 Academic readiness	Review the RMIT International Academic Program and create a version for Indigenous learners	Program of academic readiness support available to Indigenous learners	Deputy Vice Chancellor Education	Review in 2024 and implement Indigenous student version in 2025
	Review Vocational Education Language Literacy and Numeracy (LLN) assessment processes for Indigenous learners	Enhance support for Indigenous learners to navigate the LLN assessment process and interpret results	Deputy Vice Chancellor, College of Vocational Education	Review process in Q3 2024 and implement in Q4 2024
3.2 Academic transitions	Review and enhance transition supports between Vocational Education and Higher Education qualifications	Systems, processes and data support Indigenous learners to transition easily between qualifications	Deputy Vice Chancellor Education	Complete by 2025 (in line with delivery timelines in RMIT's Education Plan)
	Explore opportunities to enhance support for Indigenous learners within the Vocational Education Guaranteed Pathway Pilot Program	Creation of guaranteed pathway programs for Indigenous learners	Deputy Vice Chancellor, College of Vocational Education	
3.3 Learner journeys	Create connected learning offerings that are aligned to the career goals of Indigenous learners and the needs of community	Seamless packages of study opportunities that allow Indigenous learners to transition between Vocational Education, Higher Education and Higher Degrees by Research	Deputy Vice Chancellor Education	Complete by 2025 (in line with delivery timelines in RMIT's Education Plan)
	Enhance the promotion of School and College bridging courses to potential Indigenous learners	Indigenous learners have clear pathway options into their preferred programs		Promotion to commence by Q4 2024
3.4 Orientation	Improve the Indigenous student orientation process to accommodate differing delivery modes, commencement dates, late enrolments and community delivered programs	Enhanced Indigenous student engagement with orientation processes and programs	Executive Director, Students	Orientation process, programs and event reviewed by end of Q3 2024 with implementation in Q4 2024
	Review the planning and delivery of the RMIT Welcome event in collaboration with the Ngarara Willim Centre	An inclusive and relevant RMIT Welcome event with increased participation by Indigenous learners		College/School orientation programs reviewed by the end of Q3 2024
	Review College and School orientation programs	Indigenous learners always know what support is available to them from their College and the Ngarara Willim Centre throughout their time at RMIT		

Strategic Objective 4: Experiences and Engagement

RMIT is the tertiary education provider of choice for Aboriginal and Torres Strait Islander peoples

Priority	Action	Target/Outcome	Lead Responsibility	Timeline
4.1 Student engagement	Leverage creative communication with Indigenous learners in a way that best connects with them throughout the lifecycle	Increased Indigenous student engagement with RMIT's student supports, services and activities	Executive Director, Students	Scoping and development in 2024 and implementation in 2025
4.2 Deadly Alumni	Review the Deadly Alumni program and embed into RMIT's Alumni Engagement Strategy	A Deadly Alumni program that promotes a cyclical relationship that encourages community leadership and life-long learning	Deputy Vice Chancellor International and Engagement	Review in 2024 and embed in 2025
4.3 Belonging	Develop a role to support Indigenous learner experience in each College in line with The Strategy	Enhanced student experience to increase belonging and facilitate Indigenous student retention	Deputy Vice Chancellors of each of the Colleges	Scope and recruit roles by the end of 2024 Monitor outcomes in 2025
4.4 Global experiences	Leverage RMIT's global footprint to develop global experiences for Indigenous learners Continue to develop the On Country initiative	International internships, study experiences and work integrated learning experiences are available to Indigenous learners All RMIT students have access to cross-cultural experiences in the Australian context	Executive Director, Students	Develop and provide opportunities in 2024 Review and enhance in 2025

Strategic Objective 5: Support

A whole-of-university culture of support enhances Indigenous student success, safety and wellbeing

Priority	Action	Target/Outcome	Lead Responsibility	Timeline
5.1 Student Social, Emotional and Wellbeing Support	Establish a whole-of-university approach to social, emotional and wellbeing support for Indigenous learners	Implementation of the Addressing Gender-based Violence Strategic Action Plan and IDEA Frameworks to support initiatives for Indigenous learners	Executive Director, Students	Implement initiatives in 2024 Review and enhance in 2025
	Review all student support services to ensure they are accessible and meet the needs of Indigenous learners	RMIT services and supports are culturally safe and welcoming for Indigenous learners Support and opportunities that meet the needs of Indigenous learners Indigenous learners can successfully navigate mainstream student supports and opportunities Indigenous learners are equipped with the skills and knowledge to manage financially, administratively and academically within the university environment	Executive Director, Students	Review RMIT student services in 2024 and implement recommendations in 2025
5.3 Library Services	Review and uplift Indigenous student academic support and communications	Indigenous learners have appropriate academic support throughout their learning journey	Executive Director, Library Services	Review and develop additional resources in 2024 and make available as soon as practicable
	Create library support for final year Indigenous learners	Final year Indigenous learners receive adequate academic support for successful completion		
5.4 Scholarships and Financial Literacy Communications and Support	Improve communication of student supports and information relating to scholarships and financial literacy	Increased awareness and uptake of available financial supports by Indigenous learners	Deputy Vice Chancellor Education	Review and produce updated scholarship/financial literacy support and information by Q4 2024
5.5 Policy	Review academic and administrative policies, processes and communications that affect Indigenous student success, including: <ul style="list-style-type: none">• Prioritising Academic Progress and Special Consideration• Implementing a sunset clause for at risk Indigenous learners	Academic and administrative policies, processes and communications are culturally safe and tailored to Indigenous student needs	Academic Registrar	Review and implement in 2024 and monitor in 2025
5.6 Careers and Graduation Support	Develop an information hub for careers and graduates	Increased Indigenous student engagement with Preparing to Graduate	Executive Director, Students	Develop and review by end of Q3 2024 for implementation in Q4 2024
	Review and improve communications about graduation and end of year opportunities for Indigenous learners	Enhance academic, career and transition support for Indigenous learners		Review and refine in 2025
5.7 Communications	Develop communications for teaching staff to ensure they are aware of supports available to Indigenous learners	RMIT educators provide holistic care and support for Indigenous learners at all stages of the student lifecycle	Deputy Vice Chancellor Education	Develop staff communications by the end of Q2 2024 and rollout from Q3 2024

