

More Aboriginal and Torres Strait
Islander Teachers Initiative

MATSITI 2014 Progress Report

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University of
South Australia

Document control

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23 March 2015	0.1	Preliminary working draft prepared by MATSITI Project Team
25 March 2015	0.2	Draft to Reference Group and Working Party
30 March 2015	1.0	Final version to sponsor

Related Documents

- Funding Agreement between the Commonwealth of Australia and the University of South Australia regarding funding for the MATSITI Project (June 2011)
- 2012–15 MATSITI Project Plan (Version 1.2, June 2012)
- 2012, 2013, 2014, 2015 MATSITI Annual Work Plans
- MATSITI Risk Register (January 2015, Microsoft Excel)
- MATSITI Project Website www.matsiti.edu.au

Feedback

Stakeholder feedback on this report can be provided to Mark Tranthim-Fryer, MATSITI Project Manager at mark.fryer@unisa.edu.au.

Project Sponsor

This project is funded by the Australian Government through the More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI).

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1 Executive summary

1.1 Background

The \$7.5 million More Aboriginal and Torres Strait Islander Teachers Initiative (**MATSITI**) is a National four-year collaborative project with the Australian education community, planned and implemented in four annual phases.

The following MATSITI Report outlines progress during the 2014 calendar year against the key project deliverables and activities specified in the **2014 Work Plan and Funding Agreement** between the Australian government and the University of South Australia.

The activities described in the Funding Agreement and annual work plans aim to increase:

- a. *The number of Aboriginal and Torres Strait Islander people in professional teaching positions in schools; and*
- b. *Retention of professional Aboriginal and Torres Strait Islander teachers in teaching positions in schools.*

2014 was the third full year of project implementation following the initial project establishment, scoping and consultation phase in the second half of 2011.

This progress report focuses on the strategies and outcomes contained within the 2014 work plan:

- Workforce planning and research;
- Teacher workforce partnerships;
- Communications and marketing;
- Conferences and events;
- Governance;
- Evaluation; and
- Project management.

The MATSITI project is led by Professor Peter Buckskin, Dean: Indigenous Scholarship, Engagement and Research, University of South Australia, with an Aboriginal and Torres Strait Islander education reference group of Indigenous members and Working Party to provide overall project strategic direction and management.

Key deliverables for the MATSITI project include:

1. *comprehensive qualitative and quantitative research reports on factors and effectiveness of strategies to increase the number of Aboriginal and Torres Strait Islander teachers;*
2. *a series of partnerships and co-investment agreements with school authorities, university schools of education and other agencies to increase recruitment, retention and leadership in teacher training and in schools; and*
3. *a national community engagement and marketing strategy to promote teaching as a career option for secondary Aboriginal and Torres Strait Islander students.*

1.2 Project progress

The third full year of the MATSITI initiative in 2014 built upon earlier progress to meet three deliverables of the project - an evidence base for effective workforce reforms; forming action-focused reform partnerships with school authorities and universities; and promotion of teaching as a career of choice for Aboriginal and Torres Strait Islander school students and adults.

Research and evidence base

The MATSITI project team has continued to collect evidence into the study pathways and employment profile of Indigenous teachers as a crucial first step to inform future workforce strategies and investments to increase the number and capability of Aboriginal and Torres Strait Islander teachers.

In 2014, the MATSITI team completed a detailed analysis of Indigenous teachers within the *National Teacher Workforce Dataset* of 420,000 individual Australian teacher records.

The MATSITI-commissioned study estimated that there were 3,661 Aboriginal and Torres Strait Islander teachers in Australian schools in 2012, representing 1.2% of the total school workforce of Australian teachers.

A further six MATSITI partnership projects focused on study and workforce data, teacher education student exit factors, practicum experiences and alternative pathways into teaching.

Further analysis and dissemination of this growing evidence base research data will occur in 2015 to inform final recommendations of the initiative.

Teacher workforce partnerships

In addition to establishment of a strong evidence base, a fundamental premise of the MATSITI project is to develop effective education partnerships to sustain the momentum of reforms beyond the conclusion of the project in December 2015.

Eleven new MATSITI project partnership grants were released in 2014 with a total value of **\$726,289**, bringing the total number of 2012-14 funded partnership projects to 54 with total value in excess of \$4 million.

These partnerships have focused on aspirations to teaching as a career, retention and completion in initial teacher education, recruitment and career and leadership development.

An external review of the impact and effectiveness of projects and intervention models will be conducted during 2015 as part of a broader evaluation strategy.

Promotion of teaching as a career option

Following consultation and MATSITI career development recommendations in 2013, a priority was placed on the development of communication strategies and resources to promote teaching as a career of choice for Indigenous people.

A broad range of communication strategies was adopted including student career workshops, marketing campaign in the Indigenous press, social media presence through Twitter and Facebook and an Indigenous events calendar distributed to Australian school and universities.

Ten MATSITI partnership projects in schooling, higher education and career pathway providers were supported with a focus on attraction and marketing towards a teaching career.

The initiative has made extensive use of digital communications as a strategy to reach education and Indigenous communities. Overall web traffic increased by over 50% from usage during the 2013 calendar year. Feedback is regularly received that the MATSITI website www.matsiti.edu.au offers a rich source of teacher workforce information, resources and project accountability in a cost-effective manner.

Project management

Project management and governance arrangements were largely unchanged from 2013, including continuation of project delegate arrangements through the Department of the Prime Minister and Cabinet (DPMC).

A total of **\$2,442,958** in project funds was expended in 2014 - 68% of this expenditure was in the form of external grants to enable workforce initiatives by project partners in schooling and higher education. A levy of 5% of project expenditure was expended by the University of South Australia to cover indirect project costs for the initiative including infrastructure, communications, human resources and contract management.

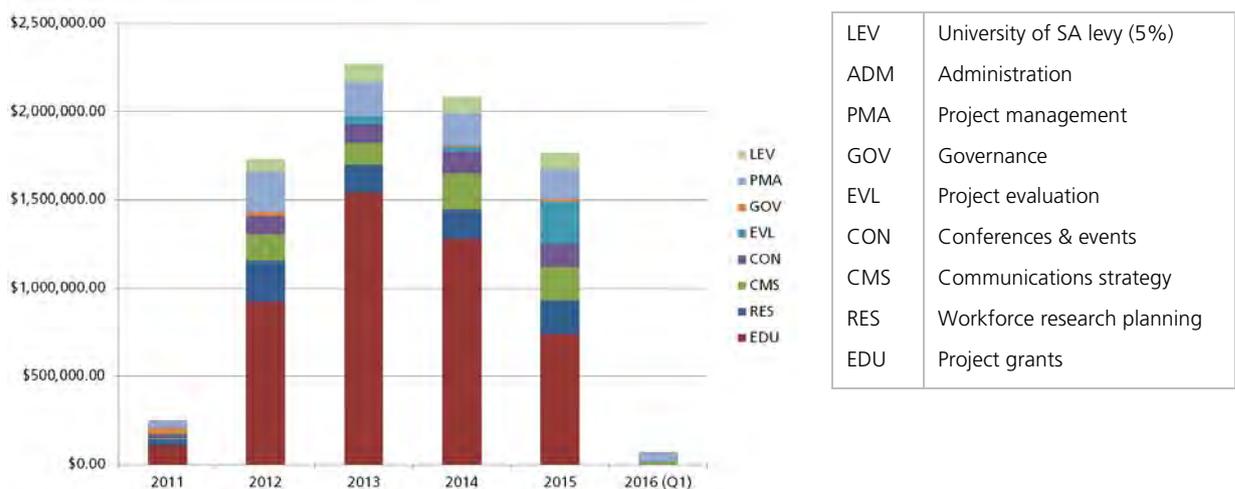
The MATSITI leadership and project team comprised 4.6 full-time equivalent salaries to manage the initiative and multi-lateral agreements.

A balance of \$1.5 million remains for project activities in the final year of the initiative in 2015.

The risk profile of the MATSITI Initiative did not significantly change during the year.

The final 2015 MATSITI Work Plan was developed and endorsed by project governance groups and sponsor.

The following chart indicates expenditure draw-downs for each calendar year of the MATSITI project.



MATSITI Budget expenditure 2011-16

2 Progress against deliverables

The following MATSITI Report outlines progress during the 2014 calendar year against the key project strategies and deliverables outlined in the MATSITI 2014 Work Plan.

MATSITI annual work plans and reports are available at www.matsiti.edu.au/about/project-plan.

2.1 Workforce planning and research

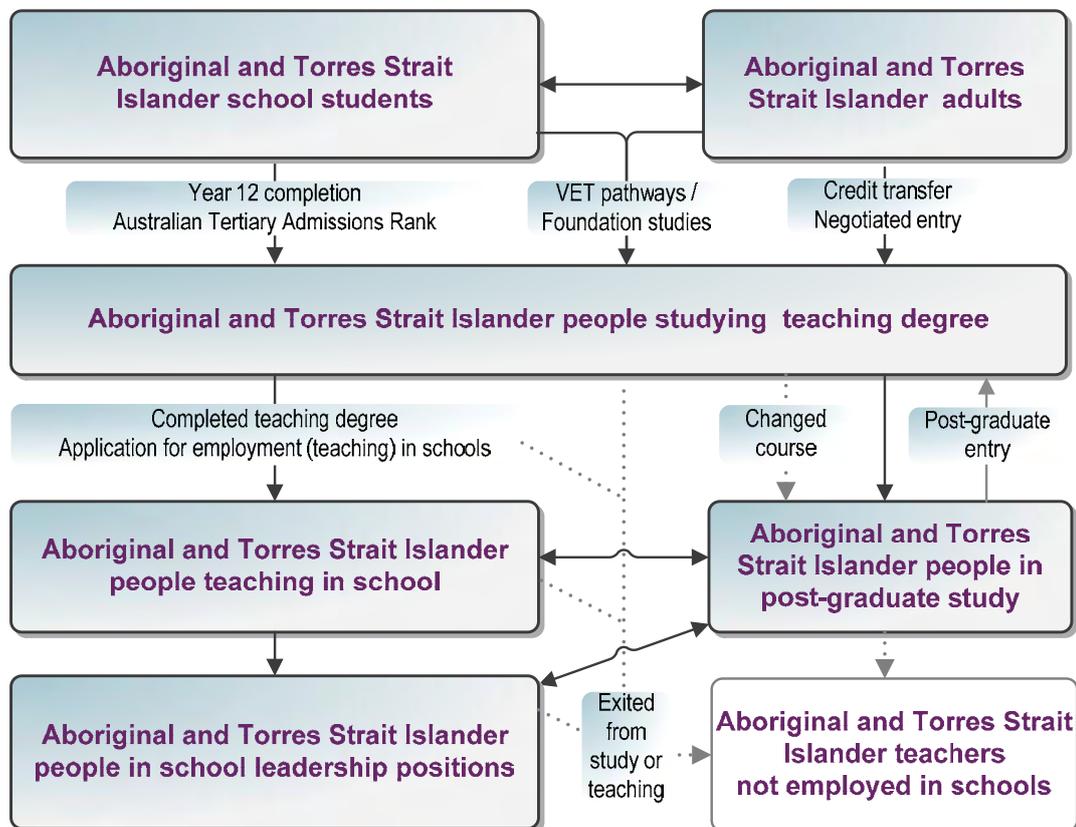
MATSITI project deliverable #1:

Comprehensive qualitative and quantitative research reports on factors and effectiveness of strategies to increase the number of Aboriginal and Torres Strait Islander teachers in Australian schools.

A principle of the MATSITI initiative is to establish a robust evidence base of current research and data to inform future workforce strategies, partnerships and project investments to increase the number and capability of Aboriginal and Torres Strait Islander teachers.

The types of investigative research underway include analyses of workforce and teacher education data, environmental scans of programs and practices, qualitative surveys and research sponsored through partnership grants.

The following diagram indicates study and career pathways, and key transition points for teachers and school leaders. Most research evidence and project interventions can be mapped to this diagram.



Study and career pathways for teachers

Teacher workforce data

During 2014, the MATSITI team completed a detailed analysis of Indigenous teachers within the *National Teacher Workforce Dataset*¹ of 440,000 individual Australian teacher records, including teacher demographics, qualifications, registration status and current employment.

The MATSITI-commissioned study estimated that there were 3,661 Aboriginal and Torres Strait Islander teachers in Australian schools in 2012, representing 1.2% of the total school workforce of Australian teachers.

In the same period, there were 176,057 school students in Australia who identified as Aboriginal and/or Torres Strait Islander, comprising 4.9% of all students.

The study indicates steady growth of Indigenous teachers from data collected a decade earlier, albeit with growth unevenly distributed across school jurisdictions.

An alarming finding of the study is low employment rates of Aboriginal and Torres Strait Islander graduate teachers (between 27% and 53% in the preceding five years). Coupled with low completion rates in teacher education courses, there is much scope to increase both graduation rates and recruitment levels for Indigenous teacher education students.

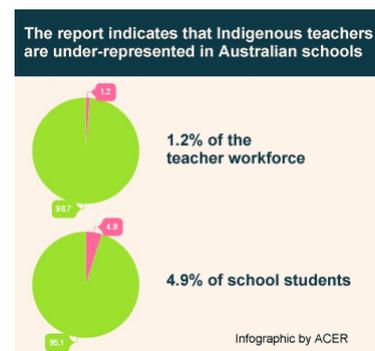
A summary of the report findings is included in Appendix 4.1.

A follow-up collection is planned in 2015 to assess changes in the workforce profile of Indigenous teachers in the intervening three years.

2012 and 2015 teacher workforce datasets will also contribute to future projections against the *Close the Gap* target to halve the gap in employment outcomes by 2018.

Research achievements by the project team during 2014 included:

- Six MATSITI partnership projects with a focus on workforce evidence and research, including study and workforce data, student exit factors, practicum experiences and alternative pathways into teaching;
- Appearance before the panel and formal submission to the Teacher Education Ministerial Advisory Group (TEMAG). The response focused on teacher workforce diversity and cultural responsiveness of graduate teachers – see www.matsiti.edu.au/temag
- An annotated repository of available teacher workforce data sources and underpinning workforce research literature, progressively updated during the year;
- Publication of thirteen conference presentations (including two international keynote presentations) published at www.matsiti.edu.au/tag/presentations ;
- Maintenance of an intellectual property register for all research and project output designed to enable open access² to research output where possible.
- Maintenance of human research ethics approvals for the overall initiative and partner research projects.



¹ Australian Government Department of Education
<https://education.gov.au/school-teacher-workforce-data-reports>

² Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Australia License by default

2.2 Teacher workforce partnerships

MATSITI project deliverable #2:

A series of partnerships and co-investment agreements with school authorities, university schools of education and other agencies to increase recruitment, retention and leadership in teacher education and in schools.

MATSITI has supported strategic investments for projects in schooling jurisdictions and teacher education in 2014 for implementation in 2014-15. These projects are designed to accelerate workforce reform, leverage existing investments and lead to sustainable change for Aboriginal and Torres Strait Islander teachers and leaders in Australian schools.

2013-2015 project partnerships

Eleven new project partnership grants were released in 2014 with a total value of **\$726,289**, bringing the total number of 2012-14 funded partnership projects to 54 with total value in excess of \$4 million.

These partnerships have focused on aspirations to teaching as a career, retention and completion in initial teacher education, recruitment and career and leadership development.



Project proposals received in 2014 were assessed against five strategic directions contained in the MATSITI Scoping Plan³:

1. Increase the number of Aboriginal and Torres Strait Islander students completing school and qualifying for enrolment in teacher education programs;
2. Promote teaching as a career of choice to Aboriginal and Torres Strait Islander people;
3. Develop, facilitate and maintain opportunities for Aboriginal and Torres Strait Islander people to access and complete teacher education programs;
4. Recruit, develop and retain Aboriginal and Torres Strait Islander staff in schools; and
5. Achieve lasting reform in outcomes for Aboriginal and Torres Strait Islander students through strategic partnerships at all levels of the education community aimed at enhancing the recruitment, retention and leadership capabilities of Aboriginal and Torres Strait Islander teachers

MATSITI sponsored partnerships are divided into two tiers:

- **Tier One** - initiatives that are national in scope, accelerate workforce reform, leverage existing investments by governments and lead to long term sustainable change.
- **Tier Two** - innovative solutions to local teacher attraction and retention, commitment to share successes and challenges to inform workforce reforms in other states or regions. Tier Two projects are normally under \$50,000 in value.

25 submissions were received in response to a Round 4 EOI from most states and territories – EOI at www.matsiti.edu.au/2014-funding

Two new Tier One initiatives from Principals Australia Institute (leadership mentoring) and Career Development Association of Australia (career counselling) were supported, as well as nine Tier Two projects – see Appendix 4.2.

³ NSW Department of Education and Communities, commissioned by MATSITI
www.matsiti.edu.au/scoping-plan

2.3 Communications and marketing

MATSITI project deliverable #3:

A national community engagement and marketing strategy to promote teaching as a career option for Aboriginal and Torres Strait Islander secondary school students and adults.

The MATSITI communications and marketing strategy has two key objectives:

1. *Significant levels of engagement with the MATSITI Initiative by education stakeholders across Australia; and*
2. *Increased interest, attraction and retention of Aboriginal and Torres Strait Islander teachers in Australian schools.*

Following consultation and MATSITI career development conference⁴ recommendations in 2013, a priority was placed on the development of communication strategies and resources to promote teaching as a career of choice for Indigenous people.

The project has used digital communications as a key strategy to reach the education community – feedback is regularly received that the MATSITI website www.matsiti.edu.au offers a rich level of information, resources and project accountability.

MATSITI Project stakeholder engagement

Progress on engaging a range of groups and individuals with the initiative has included:

- Development of a co-ordinated campaign wide range of communications and presentations with school jurisdictions, Deans of education, professional associations and Aboriginal and Torres Strait Islander teachers, academics and school leaders;
- Ten funded partnership projects with a focus on attraction and marketing for teaching;
- Establishment of online presence through a project website at www.matsiti.edu.au and social media channels (including Twitter (@MATSITI, @OurMobTeach, Youtube, Slideshare, Flickr and Facebook (OurMobTeach));
- 62 status updates posted on the Facebook page OurMobTeach, reaching 43,327 people
- 84 news items were posted on the MATSITI website during 2014 - viewed by 9016 unique visitors, an average 1038 site visits per month and 2520 page views per month, an overall increase of over 50% from usage in the 2013 calendar year;
- Three editions of e-newsletter were published reaching over 1300 subscribers;
- Over 500 tweets were posted on Twitter ([@matsiti](https://twitter.com/matsiti)) to over 800 followers;
- A promotional campaign in the Indigenous press with a dedicated web page 'call to action' to consider enrolment in teacher education and employment in schools; and
- Development of a series of print and online career promotion resources that can be adapted to local contexts.

Attraction of Aboriginal and Torres Strait Islander teachers

In order to plan future attraction strategies for Indigenous people to consider education as a career of choice, the MATSITI project team conducted market research into factors and perceptions that contribute to the number of Aboriginal people entering and remaining in

⁴ A Deadly Career! Forum, October 2013, www.matsiti.edu.au/events/deadly-career

teaching positions in Australian schools, and to ascertain the best means to attract Aboriginal people into teaching.

Through the MATSITI website and face-to-face forums, the project team have increased the visibility of the work of Aboriginal and Torres Strait Islander teachers, teaching scholarship opportunities, teacher education and school jurisdiction marketing strategies.

The website includes videos and presentations by Aboriginal and Torres Strait Islander teachers, external links and showcases of graduates and recipients of teaching awards.

Other progress in developing career attraction strategies has included:

- 12 co-funded partnership projects that focus on aspirations and attraction of Indigenous people into a teaching careers (refer previous section);
- Production of a 2015 *Career Dreaming* B2 wall calendar poster distributed nationally to schools, universities and community organisations at the beginning of 2015;
- Conference presentations and discussions on project website and social media.



MATSITI e-news 9th edition (November 2014) excerpt



MATSITI OurMobTeach Facebook page www.facebook.com/ourmobteach



Koori Mail advertisement and related *OurMobTeach* career campaign, 2014

Refer www.matsiti.edu.au/tag/attraction for further details about teacher attraction activities.

2.4 Conferences and events

The MATSITI project team convened two national events in 2014, one for Aboriginal and Torres Strait Islander school leaders and another for Indigenous academics working in schools and faculties of education.



A Deadly Journey! Promoting our people into school leadership

The primary MATSITI event for 2014 was the third national conference *A Deadly Journey!* in Sydney – a forum for Aboriginal and Torres Strait Islander principals and deputy/assistant principals leading and working in schools.

Aboriginal and Torres Strait Islander teachers who were participating in a formal leadership development program were also supported to attend this forum.

The forum was designed to connect Aboriginal and Torres Strait Islander school leaders from across Australia and New Zealand to discuss and shape a school leadership agenda.

The forum included over 80 Aboriginal and Torres Strait Islander principals and school leaders, and 18 presentations and workshops.

The forum with over 80 delegates included presentations from National Aboriginal and Torres Strait Islander Principals Association, Principals Australia Institute, AITSL, Te Akatea Maori Principals Association and many school leaders – refer www.matsiti.edu.au/tag/deadly-leaders+presentations.

The opening address for the forum was presented by Minister Piccoli, NSW Minister for Education.

A report on *A Deadly Forum* outcomes and presentations available at www.matsiti.edu.au/events/leaders.

Inaugural IALiTE teacher education forum

Leading national and international academics met at a MATSITI-sponsored forum in Adelaide to progress teacher education for Indigenous people and to consider a national academic network.

A key outcome from the forum was the formation of an association of Indigenous Australian Lecturers in Teacher Education (IALiTEs).

Forum presentations and other details are available at www.matsiti.edu.au/ialites.



Delegates and presenters, MATSITI National *Deadly Leaders* forum, Sydney, 2014

2.5 Governance

The Australian Government project delegate (MATSITI sponsor) was transitioned from the former Department of Employment, Education and Workplace Relations (DEEWR) to the Department for the Prime Minister and Cabinet in September 2013.

A series of project governance groups continued to provide strategic advice and management of the Initiative, outlined in the Project Plan:

- Project Indigenous reference group met via two teleconferences;
- Project working party –two teleconferences;
- Australian Government Program Delegate;
- Project Advisory groups from University of SA (risk management) – three meetings held.

2.6 Evaluation

The project evaluation strategy is designed to assess progress towards growth in numbers and capabilities of Aboriginal and Torres Strait Islander teachers, and to review the effectiveness of the MATSITI initiative.

The focus of the evaluation strategy in 2014 was continued data capture, implementation of 2013 project formative evaluation findings⁵, and to scope terms of reference for a significant evaluation process in 2015.

As project partnerships comprise 70% of the overall MATSITI initiative, the outcomes and benefits of these projects will be reviewed against the following criteria in 2015.

Evaluation criteria: MATSITI partnerships

Capability
Capability of Project lead agencies Quality of partnerships, Indigenous leadership and engagement
Benefits and sustainability
Alignment with MATSITI Scoping Plan strategic actions Degree of reform and innovation Clear success measures of Project outcomes Sharing of Project successes and challenges Lasting benefit after completion of the Project
Financial and risk
Differentiation from existing programs Value for money Risk profile and management strategy

The MATSITI Project Team has committed to transparency in its activities, challenges and expenditure.

All governance and project working group meetings and actions have been documented, and project progress regularly reported publicly through the project website, in addition to formal reports.

⁵ Refer Appendix 4.4

3 Project management

3.1 Project management

Management of the MATSITI initiative has observed rigorous project management processes, in accordance with international (PMBOK⁶) standards and University of South Australia guidelines:

- Project integration management;
- Scope management;
- Time management;
- Cost management;
- Quality management;
- Human resource management;
- Communications management;
- Risk management; and
- Procurement management.

The MATSITI Project Manager has been responsible for project administration, including project team management, Project infrastructure and communications, budget and risk management and ongoing day-to-day project operations.

All contractual requirements and deliverables defined in the Australian Government Funding Agreement have been met within specified time frames.

3.2 Project income and expenditure

A total of **\$2,442,958** in project funds was expended in 2014 - 68% of this expenditure was in the form of external grants to enable workforce initiatives by project partners in schooling and higher education.

The budget table in Attachment x represents total income and expenditure against the 2014 Work Plan, validated by University of South Australia accountant and accepted by project sponsor in January 2015.

3.3 Risk management

The Initiative has included a rigorous risk management strategy⁷ for strategic and operational components of the project. Prioritised risks and mitigation strategies are documented separately in a risk register⁸ which is reviewed at least quarterly.

Risks identified for the project in the longer term include limited effectiveness in increasing teacher numbers, operational difficulties such as delays in personnel appointments, significant expenditure variations and 'political' risks associated with collaborations with multiple stakeholders.

The risk profile of the Initiative did not significantly change during the year. The likelihood and impact of some risks were increased to moderate.

⁶ Project Management Body of Knowledge (2008)
http://en.wikipedia.org/wiki/A_Guide_to_the_Project_Management_Body_of_Knowledge

⁷ In accordance with principles of Standards Australia AS/NS 4360

⁸ Documented in 2013 and 2014 MATSITI Work Plans

4 Appendices

4.1 Teacher Workforce Analysis

Summary of findings:

Aboriginal and Torres Strait Islander Teacher Workforce Analysis

Analysis of the Aboriginal and Torres Strait Islander teaching population enables a greater understanding of the differences in this cohort when compared to non-Aboriginal and Torres Strait Islander teachers. The key findings for Aboriginal and Torres Strait Islander teachers in 2012 are:

- Collection of data on Aboriginal and Torres Strait Islander status is inconsistent across jurisdictional employers and regulators. To improve reporting and analytic capabilities, this needs to be addressed through definition of national standards that outline minimum collection requirements.
- Within the NTWD there are 2,661 Aboriginal and Torres Strait Islander teachers; 2,195 are known employed teachers and 466 are additional registrants. The estimate of the total numbers of Aboriginal and Torres Strait Islander teachers in all sectors was 3,700; this accounts for variations in reporting Aboriginal and Torres Strait Islander status by school jurisdictions and teacher registration authorities. This cohort represents 1.2% of the total teaching working.
- The median age of Aboriginal and Torres Strait Islander teachers was two years less than for all teachers (43 compared to 45 years of age).
- Within the Aboriginal and Torres Strait Islander teachers cohort 77% were female, compared to the national average of 72%.
- Aboriginal and Torres Strait Islander teachers were more likely to be teaching in low SES schools than other teachers.
- The proportion of Aboriginal and Torres Strait Islander principals to Aboriginal and Torres Strait Islander teachers was very similar (78, 3.8% versus 3.9%).
- Most of Aboriginal and Torres Strait Islander teachers worked in major cities, with a higher proportion found in very remote locations.
- The median number of years with current employer for Aboriginal and Torres Strait Islander teachers is 11 years, compared to 13 years for the total teacher workforce.
- The proportion of Aboriginal and Torres Strait Islander teachers working in primary schools is similar to the total teaching workforce (55% and 54%).
- More Aboriginal and Torres Strait Islander teachers reported completion of a Bachelor degree (60%) than the total teaching working (54%). Aboriginal and Torres Strait Islander teachers are less likely to have reported a completed post-graduate qualification than all teachers.
- Over the last 5 years, 50-60% of Aboriginal and Torres Strait Islander education graduates have been employed in teaching positions in schools.
- In 2012 there were 176,057 school students in Australia who identified as Aboriginal and/or Torres Strait Islander at enrolment, comprising 4.9% of all students (source: ABS, Schools, Australia, 2012).

Refer www.matsiti.edu.au/teacher-workforce-analysis for a copy of the report.

4.2 2014-15 MATSITI Partnership Grants

A further eleven partnership projects were funded by MATSITI in the 2014 fourth round of call for proposals with a total project value of \$726,289.

This brings the total number of partnership projects funded by MATSITI to 54 with a total project value in excess of \$4 million.

Tier One initiatives are national in scope and include significant national engagement with education authorities and institutions, and with Indigenous education leaders.

Tier Two initiatives seek innovative solutions to local teacher attraction and retention; support a commitment to sharing success and challenges to inform workforce reforms in other states and territories; and focus on long term opportunities and capacity building of Aboriginal and Torres Strait Islander people in the school workforce.

Two new **Tier One** national initiatives were supported in 2014-15:

- Career Development Association of Australia: *Follow my Lead, Careers in teaching* (\$200,000)
- Principals Australia Institute: *Enhancing leadership in schools* (\$75,000)

Nine new **Tier Two** initiatives were supported in 2014-15.

- AFL SportsReady *TITAN* (\$48,000)
- Catholic Education NSW Two projects (\$90,000)
- Catholic Education Commission Victoria: *Teacher & AEW leadership* (\$50,000)
- Catholic Education Office of Western Australia: *Here to teach* (\$50,000)
- Stronger Smarter Institute: *Deadly leaders* (\$50,000)
- Stronger Smarter Institute: *National Leadership* (\$45,454)
- University of Sydney: *Alumni mentoring program* (\$30,880)
- University of Tasmania consortium: *Tunapri teaching* (\$45,955)
- WA Department of Education WA: *Classroom intensive program* (\$42,000)

A description of all these fourth round projects can be found at www.matsiti.edu.au/tag/R4

Previous projects are described at

- www.matsiti.edu.au/tag/R1 (released 2011)
- www.matsiti.edu.au/tag/R2 (released 2012)
- www.matsiti.edu.au/tag/R3 (released 2013)

All 2012-15 projects can be viewed on the MATSITI website at www.matsiti.edu.au/tag/projects.



Image from #ourmobteach career promotion campaign, 2014

4.3 MATSITI online usage



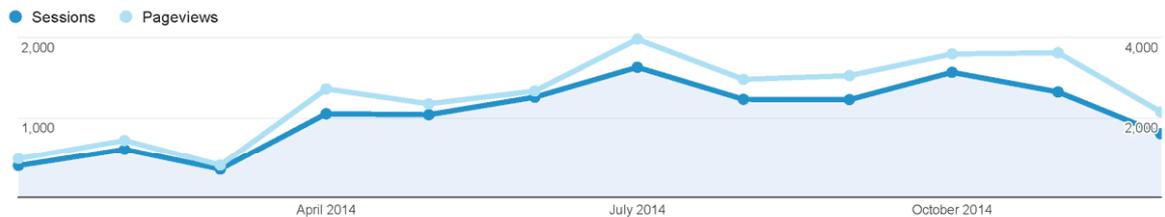
MATSITI - <http://www.matsiti.edu.au> [Go to this report](#)
MATSITI

Audience Overview

Jan 1, 2014 - Dec 31, 2014

All Sessions
100.00%

Overview



Sessions

12,453

Users

9,016

Pageviews

30,228

Pages / Session

2.43

Avg. Session Duration

00:02:16

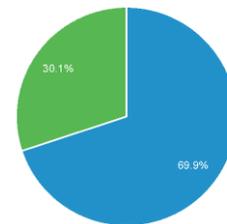
Bounce Rate

57.61%

% New Sessions

69.89%

New Visitor Returning Visitor



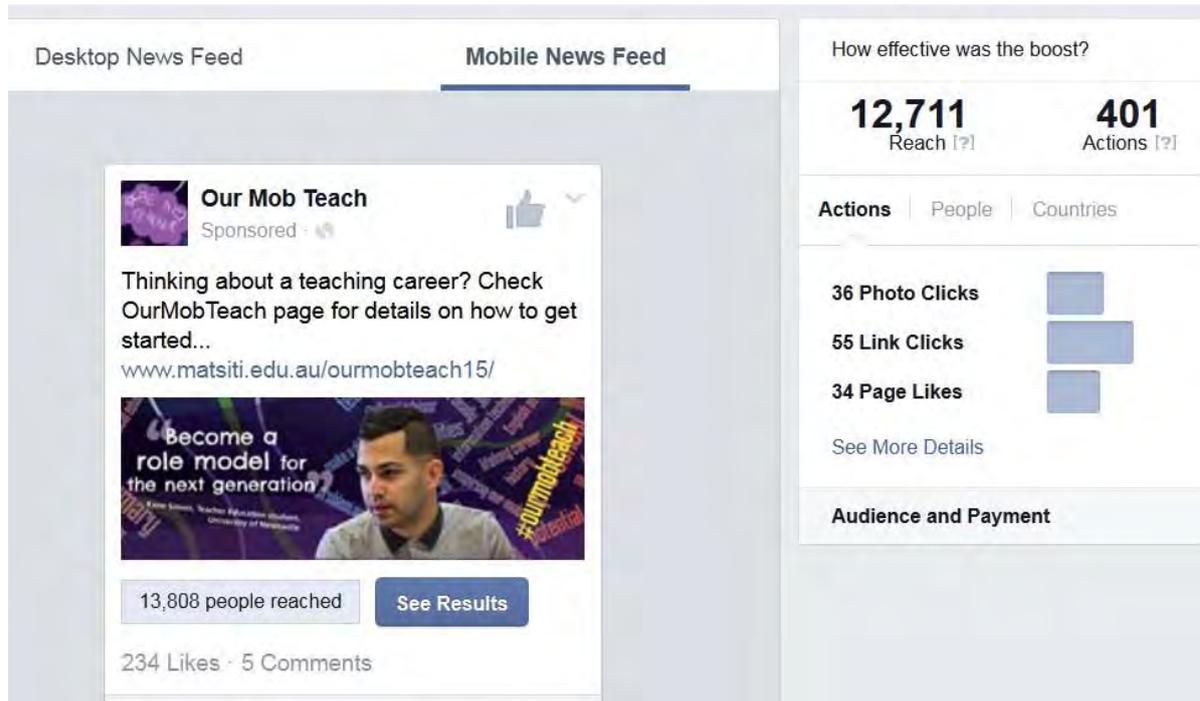
Google Analytics visitor and page view data for www.matsiti.edu.au

Project reach significantly increased through the use of digital media channels during 2014:

- The MATSITI website posted 84 news items during 2014 and was viewed by 9016 visitors, an average 1038 site visits per month and 2520 page views⁹ per month. Overall web traffic increased by over 50% from the 2013 calendar year;
- Education site visits are impacted by school holidays with increased traffic during MATSITI forums;
- Statistics are people visiting the site – i.e. data excludes automated crawlers or ‘hits’ (which are misleading);
- Statistics exclude other MATSITI online activity on social media and e-newsletters.

⁹ MATSITI web analytics measures human visitors, excluding automated web crawlers, see attachments

Usage via social media channels



Example reach from Facebook post promoting

The use of social media and other internet channels significantly increased in 2014. Usage data and analytics are collected for a range of digital communication channels, including:

- E-newsletter subscriptions, distribution, open rates and analysis of popular content;
- Twitter followers, Re-tweets and online conversations;
- Facebook usage, 'likes', followers and community reach.



MATSITI Career Calendar, digital version at www.matsiti.edu.au/events/calendar

4.4 2013 MATSITI evaluation recommendations

Following a national call for expressions of interest in 2013, the Project Team engaged Umuiliko (University of Newcastle) to review progress of the MATSITI Initiative and to help develop future key performance indicators.

The evaluation review predominantly endorsed existing strategic directions with a renewed focus on sustainability and measures of future progress in Aboriginal and Torres Strait Islander teacher workforce reform.

The evaluation mainly focused on teacher education, rather than interaction of MATSITI within other areas of the school sector, such as activities involving HR officials, partnerships, conferences and other events.

Recommendations

1. Regular (preferably annual) gathering of enrolment, commencement and completion data will be necessary – with an agreed definition of in which year completions are to be counted as completions (year of graduation or end of required enrolment).
2. Individual level data that allows calculation of completions rates for both Indigenous and non-Indigenous students per Institution must be regularly collected and analysed.
3. Exit interviews need to be conducted with teachers/student teachers leaving the profession in order to ascertain areas requiring support. An online survey could be developed to contact a wider range of ongoing and exiting teachers to inform the research with more in depth qualitative interviews conducted in focus groups to provide greater insight into particular areas of concern.
4. Further research needs to be conducted to ascertain the viability of a realistic target number of Aboriginal teachers and a projected time frame. This could potentially include 'stretch' targets where targets are expanded at each phase of the attainment to continually increase and keep up with the population statistics.
5. A 'stop light' type system should be developed for universities to ensure funding supports those with the expertise to increase the number of Aboriginal and Torres Strait Islander teachers. For example – Green for those with a good track record of educating Indigenous teachers; Amber for those who could be developed into improving their track record; and Red for those institutes where imposing stimulus levels would be prohibitive. This type of system would be similar to the system devised by the Australian Council of Deans 'Engagement and Success' Project. The overall aim would be to have universities actively compete to gain a 'green light'.
6. A quantum leap in numbers of enrolments and completions is required to approach parity with population statistics and sustain teacher education in the long term, therefore Government targets and support would be advisable to support the number of Aboriginal and Torres Strait Islander teachers required.
7. Further analysis of areas of need in terms of Early Childhood, Primary, Secondary teachers and/or gender balances is required to assist with setting these target numbers of Aboriginal and Torres Strait Islander teachers.
8. The importance of sustainability is paramount, therefore the need toward ongoing achievement must be emphasised. Current efforts to increase Aboriginal and Torres Strait Islander teacher numbers are largely project based and therefore lack sustainability. It is recommended that current projects be evaluated toward translation into ongoing programs that consistently increase Indigenous teacher numbers and achievements.
9. It is also recommended that all future projects include some form of 'action based' research to track their effectiveness and generate data to inform future funding of such projects/programs.
10. Lastly, it is recommended that future evaluations of the MATSITI project are more specific about evaluative frameworks. There needs to be more emphasis on empirical data collection and basing future direction on such data.

4.5 2014 Financial Statement

Statement of Income and Expenditure as at 31 December 2014
Period: 1 January 2014 - 31 December 2014

2014 PROJECT INCOME

Australian Government funding ¹	\$2,340,139
Interest earned in 2014 ²	\$102,819
Total Income:	\$2,442,958

2014 PROJECT EXPENDITURE

	2014 Budget	2014 Expenditure	Variation
Workforce planning and research	\$172,860	\$169,016	\$3,844
Education sector agreements ³	\$2,070,360	\$1,578,270	\$482,916
Communications and marketing	\$204,040	\$203,119	\$921
Conferences and events	\$118,440	\$120,137	-\$1,697
Evaluation ⁴	\$78,343	\$69,369	\$8,974
Governance	\$12,000	\$7,891	\$4,109
Project management	\$184,500	\$178,149	\$6,351
2014 Project expenditure⁵	\$2,840,543	\$2,325,951	\$514,592
University of SA levy ⁶	\$142,027	\$117,007	\$25,020
Total expenditure with levy	\$2,982,570	\$2,442,958	\$539,612

MATSITI FINANCIAL POSITION AS AT 31 DECEMBER 2014

	Income	Expenditure	Balance
Total Australian Government project funding	\$7,500,000		
Total interest earned 2011-14	\$649,873		
Total project expenditure to date ⁷		\$5,261,278	
Total UniSA levy paid to date		\$242,706	
2013-14 commitments realised in 2015		\$1,174,032	
Total income and expenditure to date	\$8,149,873	\$6,678,016	\$1,471,857
Estimated interest revenue in 2015			\$35,290
Balance of unexpended project funding⁸			\$1,507,147

Budget Notes

1. Unspent project income deferred to 2015 calendar year as per University of SA accounting standards
2. Interest income will further reduce in 2015 upon expenditure draw-downs
3. Variation due to outgoing grant final payments carried forward from 2013-14 to 2015 (\$1.17m c/f)
4. Includes external evaluation costs carried forward from 2013 (University of Newcastle)
5. Includes internal transfer of \$4,055 in UniSA project grant (recognised as negative revenue in accounts)
6. UniSA levy on grant commitments will be carried forward to 2015
7. Includes internal transfer of \$12,055 in UniSA project grant (recognised as negative revenue in accounts)
8. Remaining balance for expenditure in 2015, excluding \$1,174,032 in grant commitments carried forward



More Aboriginal and Torres Strait
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