## **Impact Statement Canvas for Indigenous STEM Awards**

## **PARTICIPATION** Students , Schools, Teachers , STEM Professionals CSIRO **OUTCOMES IMPACTS OUTPUTS ACTIVITIES INPUTS** The uptake, adoption or consumption of Benefits to eco, What we do What we invest our work environ, soc \$1.97m Applications from **Aboriginal and Torres** Strong Develop award categories Strait Islander student's engagement in Staff (including project schools, students, (student, teacher, school, STEM competency is Awards program team input) STEM professionals STEM professional) by participants of recognised, raising Program elements student aspirations to all program Indigenous STEM role relationship with elements pursue science models increase public education and careers Develop application participants (students. Finalist short list. profile and stronger process including teachers and schools) acknowledgement of award winners and Increasing participation Recognition of: scientific foundations of promotion of awards, of students and schools their prizes CSIRO/BHP Billiton Aboriginal and Indigenous cultural recruit assessment panels in broader STEM awards experience Torres Strait practices and presentation initiatives - e.g. CREST, Islander student **BHP Science Awards** processes achievement Nationally promoted university STEM social cohesion/ schools and programs, YICTE Develop prizes (including awards process reconciliation teachers recruiting experiential including finalist demonstrating Indigenous awards prizes) and localised profiles and formal good practice in embedded in CSIRO Schools, students and award ceremonies science inquiry mainstream award presentations families increasing focus programs champions who on high expectations are mentoring reframe expectations of Increased awareness & Indigenous Indigenous students to uptake of science students in its higher university inquiry pedagogy application enrolments Aboriginal and Applicants and award **Torres Strait** winners provide a pool More, higher quality & Islander STEM greater workforce diversity of project ambassadors professionals of STEM professionals. promoting aspiration for who are leaders STEM careers in their field. Schools more readily increased innovation and adopting high workplace productivity expectation norms for Assumptions **External factors** Indigenous students

Providing recognition to students, teachers and schools for excellence is central to the strength based philosophy underpinning the Indigenous STEM Education Project

Discussions with BHPBF have suggested an openness to explore creative models for this awards program – i.e. not to just replicate the BHPB Science and Engineering Awards model.