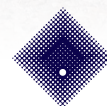




From purpose to impact:

Locally connected, globally relevant

2025 Sustainability Report



**VICTORIA
UNIVERSITY**



Karen Jackson, a Dja Dja Wurrung and Yorta Yorta woman and Executive Director of Moondani Balluk, conducts a smoking ceremony on Wurundjeri Woi Wurrung Country, VU Footscray Park Campus.

Acknowledgement of Country



Victoria University acknowledges, recognises and respects the Ancestors, Elders and families of the Bunurong/Boonwurrung, Wadawurrung and Wurundjeri/Woiwurrung of the Kulin who are the traditional owners of University land in Victoria, the Gadigal and Guring-gai of the Eora Nation who are the traditional owners of University land in Sydney, and the Yugara/YUgarapul people and Turrbal people living in Meanjin (Brisbane).

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Cover: VU researchers Dr Douglas Gomes and Ms Celeste Young.

From the Vice-Chancellor and Deputy Vice-Chancellor Research and Impact



*Professor Adam Shoemaker,
Vice-Chancellor and President.*

As a university deeply connected to Melbourne's west and communities around the world, Victoria University is proud of its commitment to equity and inclusion – evidenced in this report through outstanding outcomes in education and research.

Student success remains at the heart of everything we do. Ranked #2 in the state of Victoria for student experience, we continue to deliver high-quality teaching, strong engagement and industry-relevant learning that equips graduates with the skills needed to succeed in a rapidly changing world.

Our strong ties with our communities, and our deep commitment to Protecting Country are central to our success. From mobilising young people to support wellbeing and connection (Future Reset [page 23](#)), our efforts to heal and grow Country through our annual Tree Planting Day ([page 11](#)), to the growth of the the Aboriginal History Achieve ([page 14](#)) or advances in research for brain health ([page 25](#)), our work is focused on, and measured by, the difference we make.

This extends to our partners. We're building the future health workforce through teaching, placement and research opportunities with Western Health ([page 54](#)) and strengthening the resilience of our network with the Western Bulldogs Community Foundation ([page 57](#)). It's no wonder Victoria University is



*Professor Andy Hill,
Deputy Vice-Chancellor Research & Impact.*

ranked #56 in the world for Partnerships for the Goals in the Times Higher Education Sustainability Impact Ratings and our research across the United Nations Sustainable Development Goals is cited at four times the global average.

These achievements are made possible by the dedication of our students, staff, researchers, alumni and partners. Together, we are creating a more sustainable, inclusive and prosperous future for our communities, both locally and globally.

Thank you for taking the time to explore our 2025 Sustainability Highlights and the positive impact we are making together.

Professor Adam Shoemaker
Vice-Chancellor and President

Professor Andy Hill
Deputy Vice-Chancellor
Research & Impact

2025 Sustainability highlights



52,656 total students

Student Equity
Participation
Rates

40.6%
OVERALL



39,571

**Higher Education
(HE) students**



13,085

**Vocational Education
and Training
(VET) students**

Student Equity
Participation
Rates

36.5%
HE

Student Equity
Success
Rates

92.4%
HE

Student Equity
Participation
Rates

52.8%
VET

Student Equity
Success
Rates

82.4%
VET



41.3%

**of VU HE students are the first in
their family to go to University, with a**

93.8%

**success
rate**

46.5% HE

and

71.3% VET

**students live in
Melbourne's West**

36%

**of domestic students
were born overseas**



13,589

International students studying at our Australian campuses

Education (QILT Student Experience Survey Results)

#2

**in Victoria
for student
experience**

84.2%

**score for
skills
development**

81.7%

**score for teaching
quality and
engagement**

79.1%

**score for overall
educational
experience**



310,000

**alumni across
200 countries**

Research

#6

**in the world for
Sports Science
Shanghai Ranking 2025**

#56

**in the world for
Partnerships for the Goals
Times Higher Education
Impact Rankings 2025**

17 SDGs

**Published across all
UN Sustainable Development Goals
– with citations
4x the global average**



**Australian Workplace
Equality Index (AWEI):
Gold status
for two
consecutive years**

NOTES:

- Students may be counted in multiple sections of the same table but will only be counted once in the totals. Therefore, totals may be lower than the sum of their parts. This applies to all the figures in the snapshot.
- Equity Rates: Aggregated measure that includes First Nations Peoples; Non-English-Speaking Background; Disability; Low socio-economic status; Rural/ Remote. Excludes International.

- HE success rates: Passed Load as a proportion of assessed load for domestic, onshore, commencing and continuing students in all qualification levels who are in one or more of the equity groups. Excludes international and First Generation students.
- VET Success Rates: Passed Load (in Effective Hours) as a proportion of Assessed Load (in Effective Hours) for domestic, onshore, commencing and continuing students in all qualification levels who are in one or more of the equity groups.
- First-in-Family student participation includes domestic and international.

Universities driving progress towards the global goals

The United Nations Sustainable Development Goals (SDGs) provide a shared global framework for addressing the world's most pressing challenges, from poverty and inequality to health, education, climate change and environmental sustainability. Achieving the SDGs requires governments, industry, communities and institutions to work together in new and integrated ways, combining knowledge, innovation, resources and action to create lasting change.

Universities have a unique responsibility in this effort. Through education, research, partnership and community engagement, universities help develop the knowledge, skills and solutions needed to address complex social, economic and environmental challenges. As trusted institutions that connect people, ideas and sectors, universities are well positioned to drive innovation, inform public policy, support industry transformation and empower the next generation of leaders and changemakers.

For VU, contributing to the SDGs is not an additional responsibility – it is central to who we are and the impact we seek to create. VU's Strategic Plan 2022–2030 sets a bold ambition to be “one of the leading impact-driven universities in the world by 2030” and commits the University to creating positive outcomes for people, place and planet. The plan recognises that meaningful impact requires partnership, progressive inclusion, respect for First Nations knowledges, and a commitment to the health and sustainability of our planet.

The SDGs closely align with VU's purpose, values and strategic vision. They reflect our commitment to equity, opportunity and success; to improving lives through education and research; to Protecting Country; and to addressing the societal and workforce challenges facing Melbourne's west, Australia and the global community. VU's values – Always Welcoming, Ethical, Shaping the Future and Together – provide a strong foundation for advancing sustainable development through collaboration, innovation and collective action.

The SDGs also provide an internationally recognised framework for measuring and communicating impact. Through teaching, research, operations and partnerships, VU contributes to sustainable development while using the goals to guide continuous improvement and accountability. The Times Higher Education Sustainability Impact Ratings offer one mechanism for assessing this contribution, enabling universities to demonstrate how they are translating their knowledge, resources and expertise into tangible benefits for society and the environment.

As an impact-driven university, VU is committed to ensuring that our activities create meaningful change beyond our campuses. By contributing to the achievement of the SDGs, we help build a more equitable, inclusive and sustainable future – advancing opportunities for our communities today while safeguarding the wellbeing of future generations.



Our global Times Higher Education (THE) 2026 Sustainability Impact Rankings



SCORE

69.0 out of 100

RANK

201-300 out of
1254 institutions



SCORE

66.4 out of 100

RANK

201-300 out of
1335 institutions



SCORE

77.1 out of 100

RANK

100 out of
797 institutions



SCORE

79.3 out of 100

RANK

78 out of
932 institutions



SCORE

85.0 out of 100

RANK

46 out of
758 institutions



SCORE

66.7 out of 100

RANK

101-200 out of
826 institutions



SCORE

59.8 out of 100

RANK

201-300 out of
914 institutions



SCORE

83.4 out of 100

RANK

101-200 out of
1610 institutions

Our commitment to sustainability

Victoria University Strategic Plan 2022–30: Start well, finish brilliantly

Our vision

To be one of the leading
impact-driven universities in
the world by 2030.

Our purpose

We are of Melbourne's west
and of the world – championing
progressive and excellent education,
research, service and a deep
commitment to Protecting Country.

Our values

Always welcoming, Ethical,
Shaping the future, Together.

Strategic drivers

To achieve our vision, VU has identified five strategic drivers.



**Protecting
Country**



**Maximising
research with
impact**



**A thriving place
to study and
work**



**Learner-centred
for life**



**Partnering with
principle**

Strategic driver



Protecting Country

Impact objective:

By 2030, we will be successful if we are a truly progressive, First Nations-led and inspired institution.

First Nations achievement



Dr Paola Balla, a Wemba-Wemba and Gunditjmara woman and Principal Research Fellow Moondani Balluk, with her Blak Women's Healing art exhibition.

Blak Women's Healing: culture, connection and community in action

VU's Moondani Balluk advanced its Blak Women's Healing work through an integrated program of community-led research, cultural practice, and public engagement. Building on a multi-year research initiative, the *Blak Women's Healing Project* supports Aboriginal women's healing through culturally grounded approaches centred on connection to Country, Indigenous knowledge, and collective storytelling.

The project responds to the ongoing impacts of intergenerational trauma and systemic harm, particularly experiences of Aboriginal women interacting with child protection systems. Using participatory and strengths-based methodologies, the work positions women's lived experiences at the centre of inquiry and change. Activities including yarning circles, bush-dyeing, weaving and cultural workshops create

culturally safe spaces for sharing stories of trauma and resilience, while supporting reconnection to culture, identity and community.

Central to the program is the understanding that healing is holistic—grounded in culture, relationships, and connection to land—rather than individualised or clinical. Cultural practices are integral to the research approach, enabling reflection, knowledge-sharing and the strengthening of identity. Insights generated through these processes contribute to recommendations for policy and practice reform, particularly to address harmful institutional behaviours and improve outcomes for Aboriginal women, children and families.

In 2025, the program's impact extended through a major public-facing initiative, the *Blak Women's Healing* exhibition and associated program at Arts House. This large-scale, multi-week event brought together visual, oral and material cultural works by Aboriginal women, alongside

workshops, yarning circles and community discussions. The exhibition amplified the voices and lived experiences of Aboriginal women and created a space for cultural sovereignty, resistance and healing, while fostering broader public understanding of ongoing injustices and the strength of Blak communities.



Deadly Tucker: reclaiming food knowledge, strengthening community

Advancing Indigenous food sovereignty and cultural knowledge, the Deadly Tucker initiative remained a key area of impact in 2025, connecting research, community leadership and sustainable food systems. The initiative reflects a strong commitment to supporting Aboriginal communities through culturally grounded research and practice delivered in partnership with VicHealth and Moondani Balluk.

The project centres on the recovery, documentation and renewal of ancestral Aboriginal knowledge about traditional foods—often referred to as “deadly tucker.” This includes identifying significant native plants of the Kulin Nation and examining the practices associated with growing, harvesting and preparing them. A key focus has been the incorporation of lived experience, with community members contributing knowledge that strengthens intergenerational learning and cultural continuity.

Through this work, the initiative supports the development of sustainable, culturally informed food systems that enhance social and emotional wellbeing and address health inequities experienced by Aboriginal



VU's tree planting 2025.



Participants at VU's annual tree planting event.

people. It also contributes to broader place-based outcomes, linking food knowledge to Country, community connection and cultural healing. Knowledge generated through the project is intended to be protected and used by Aboriginal communities, ensuring that outcomes are both community-led and enduring.



Healing Country, growing community

More than 400 volunteers came together at VU's Werribee Campus for the fourth annual Community Tree Planting Day, planting 5,000 native trees as part of the Victorian Government's *More Trees for a Cooler, Greener West* program. The planting builds on the 12,500 native trees and shrubs established through previous events, contributing to biodiversity restoration and a greener, more climate-resilient west.

Held on the lands of the Boonwurrung, Woiwurrung and Wadawurrung peoples of the Kulin Nation, the event began with an Acknowledgement of Country by VU student and proud Yankuntjatjara man Denzel James, who highlighted the deep cultural significance of trees for First Nations Peoples. Reflecting on the enduring relationship between Aboriginal peoples

First Nations achievement

and Country, Denzel explained that for First Peoples, “trees hold cultural knowledge; provide food and medicine. They mark boundaries and carry songlines. Planting native trees is about healing – healing Country, culture and community.”

Volunteers included students, staff, local families, community organisations, government representatives and industry partners, all working together to restore local landscapes and strengthen connections to the environment.

By combining climate action with First Nations perspectives on caring for Country, the initiative reflects a collaborative approach to sustainability – recognising the enduring First Nations custodianship of Country and the knowledge systems that have guided care for these lands for tens of thousands of years.



A lifetime of caring for community: honouring Dr Alma Thorpe's legacy

In 2025, VU recognised one of Australia's most respected Aboriginal health practitioners by awarding an Honorary Doctorate to Gunditjmara Elder, activist and community advocate Dr Alma Thorpe. The University's highest honour acknowledges her lifetime of service to Aboriginal health, wellbeing and self-determination, and her enduring contribution to strengthening Aboriginal communities across Victoria and Australia.

Born in 1935, Dr Thorpe grew up during a period marked by significant discrimination and disadvantage for Aboriginal people in Victoria. Despite having no access to formal education after the age of 12, she dedicated her life to advancing justice, health and dignity for First Nations communities. Her achievements demonstrate the power of Indigenous leadership, knowledge and community-led action in creating lasting social change.



Dr Alma Thorpe, a Gunditjmara Elder, activist and community advocate.

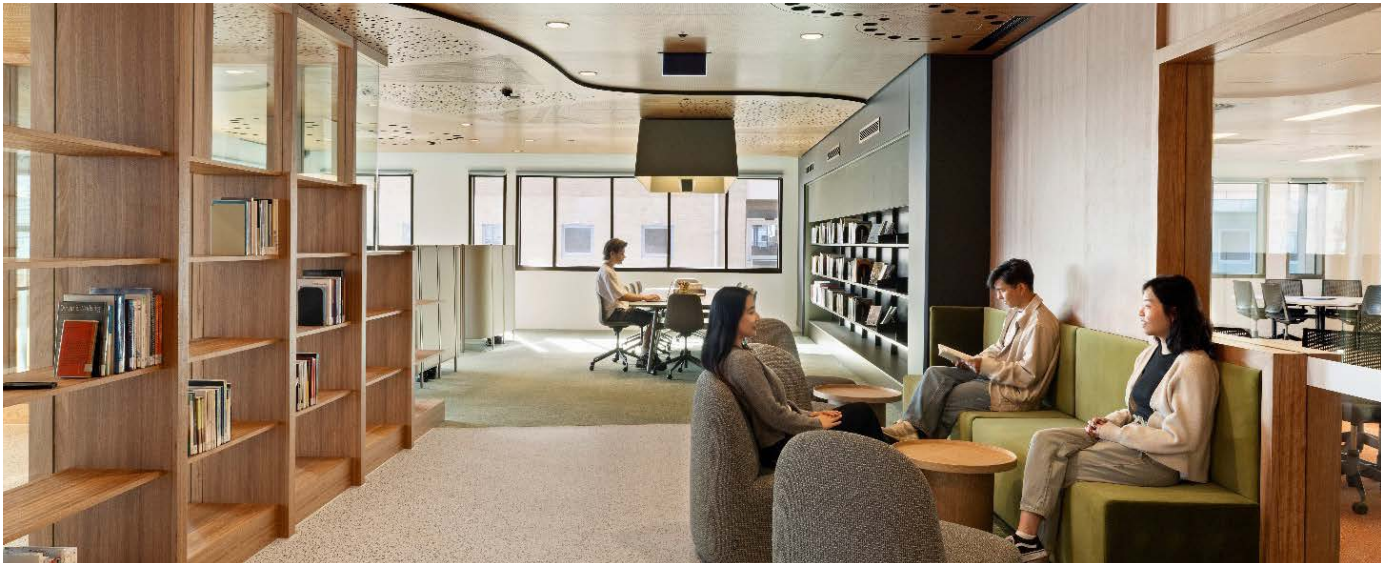
Dr Thorpe is widely recognised as a pioneer of Aboriginal community-controlled health services and a champion of a holistic model of health. Following the success of the Victorian Aboriginal Health Service (VAHS) model in Fitzroy, she worked closely with communities across Australia, listening to local priorities and supporting Indigenous-led approaches to health and wellbeing. Through this work, she played a central role in establishing the National Aboriginal and Islander Health Organisation, an achievement that gained international recognition through the World Health Organization.

This commitment to self-determination, community voice and cultural strength has influenced generations of Aboriginal health workers, leaders and advocates. The honorary doctorate ceremony brought together family, community members and health workers to celebrate an extraordinary legacy that continues through her children, grandchildren and great-grandchildren, many of whom are advancing First Nations rights and social change in their own fields.

“We wanted to look after our people. We set up over 150 health services all around Australia. We used to have meetings all through the country, and we used to talk about those types of things on a national level. And it wasn't a matter of that we were controlling the people in other [First Nations] Countries. It was them coming up with their idea of how they wanted to run their health services, particularly when you went up the coast of Western Australia and Fitzroy Crossing.”

Dr Alma Thorpe
Gunditjmara activist, Elder, ‘barefoot doctor’ and Aboriginal health leader – reflections during her appearance before the Yoorrook Justice Commission.





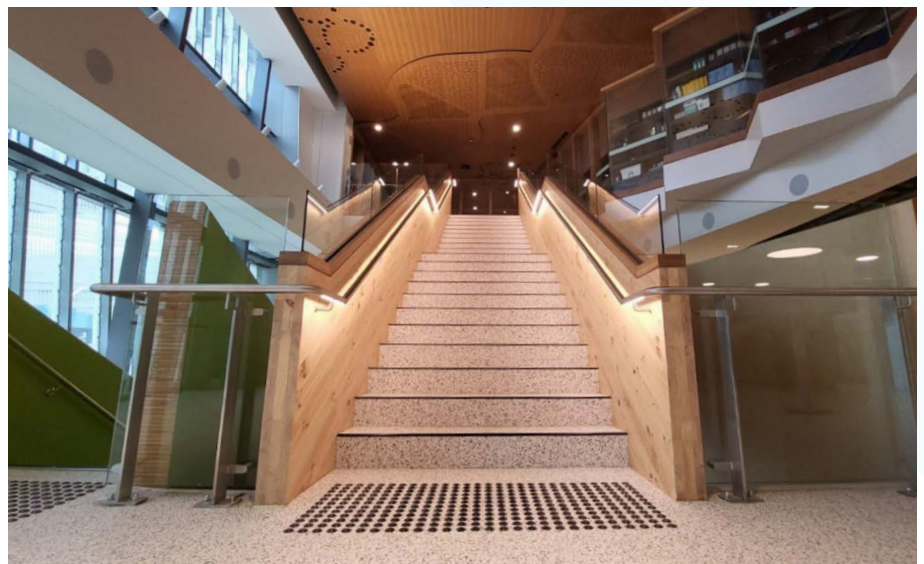
Ceiling Artwork Design credit: Dr Paola Balla; Photo credit – Dianna Snape Photography.

Building connections to Country through place-based design

A significant achievement in 2025 was the growing influence of Moondani Balluk in shaping VU's built environments. Working alongside Traditional Owners, architects, landscape designers and project teams, Moondani Balluk helped ensure that new and renewed spaces across the University reflect First Nations knowledge systems, cultural authority and a deep connection to Country.

This approach builds on the vision that has transformed the heart of VU's Footscray Park Campus. Moondani Balluk and its adjoining cultural garden demonstrate how First Nations perspectives can be embedded into the design of learning and community spaces. Developed in collaboration with Aboriginal leaders, artists and designers, the precinct reconnects the campus to the landscapes that existed before colonisation, creating a culturally safe place for students, staff, Elders and community to gather, learn and share knowledge. The garden features Indigenous trees, grasses, bluestone, a yarning circle and fire pit, representing the escarpment and floodplains of the Maribyrnong River and restoring ecological connections to Country.

In 2025, this commitment was further realised through the new Footscray Park Library. Co-designed with Moondani Balluk



Ceiling Artwork Design credit: Dr Paola Balla; Photo credit: Khanh Dang.

and developed in close collaboration with cultural consultants from the Wurundjeri Woi Wurrung Cultural Heritage Corporation, the library incorporates First Nations cultural knowledge throughout its design. From Indigenous artwork integrated into the building fabric to landscaping that reflects local ecologies, the project creates an environment where learning is grounded in Country and where Aboriginal histories, languages and cultural expression are visible and valued.

The project reflects VU's belief that Protecting Country extends beyond environmental stewardship. It means ensuring that the stories, knowledge

systems and continuing presence of First Nations Peoples are recognised in the places where students and staff study, work and connect. By embedding cultural authority into planning and design processes, VU is creating campuses that support truth-telling, cultural safety and a stronger sense of belonging for future generations.



Protecting Country through allyship and action

In support of a shared commitment to Protecting Country, Moondani Balluk developed a First Nations Allyship short course for delivery to Greater Western Water’s leadership team in 2026, helping to strengthen cultural understanding, reconciliation and First Nations-informed leadership across the partnership. This initiative builds on the long-standing strategic alliance between VU and Greater Western Water, established to advance community wellbeing, environmental stewardship and First Nations-led approaches to addressing regional challenges.

This work reflects VU’s strategic commitment to Protecting Country, which positions First Nations voices, knowledge systems and community-led approaches at the centre of sustainability and long-term social, cultural, environmental and economic wellbeing. Through the work of Moondani Balluk, Aboriginal knowledges, perspectives and self-determination are embedded across teaching, research, community engagement and partnerships, supporting organisations to deepen their understanding of Country and their responsibilities to First Nations communities.

By building cultural capability among leaders, the program contributes to the objectives of VU’s First Nations Action Plan 2025–2028, fostering stronger relationships with First Nations communities and supporting the application of First Nations knowledges and perspectives across institutions and sectors.



ABC’s Bridget Brennan with the Aboriginal History Archive team.

Aboriginal History Archive

A major milestone for the Aboriginal History Archive (AHA) in 2025 was the commencement of *Aboriginal History Archive 2.0*, supported by an Australian Research Council (ARC) Linkage Infrastructure, Equipment and Facilities (LIEF) grant. The project will strengthen the Archive’s infrastructure and expand its capacity to preserve, manage and share Aboriginal historical knowledge, ensuring Aboriginal communities continue to lead the stewardship and interpretation of their histories.

The Archive also expanded opportunities for Aboriginal researchers and students through scholarships and research positions linked to the *Resetting the Record: Indigenous History, Truth and Justice* project. Supported by the Paul Ramsay Foundation, the initiative is uncovering Indigenous histories, stories and alternative narratives, contributing to truth-telling, public education and justice outcomes while helping to build the next generation of Aboriginal researchers and knowledge custodians.

During 2025, the Archive continued implementing Indigenous Data Sovereignty and Governance initiatives developed in collaboration with Aboriginal communities

and partners, reinforcing Aboriginal authority over the management, interpretation and use of cultural and historical records. This work supports broader movements for Indigenous self-determination, truth-telling and community control of Indigenous knowledge, aligning closely with VU’s commitment to Protecting Country.

Through its community-led governance model, research programs and growing collections, the Aboriginal History Archive continues to advance Indigenous self-determination and supports Aboriginal communities to retain authority over the preservation and interpretation of their histories.





Participants at Moondani Balluk's writing and research retreat.

Strengthening First Nations research and leadership

Moondani Balluk strengthens First Nations-led research through governance, mentoring and culturally safe initiatives that support Aboriginal and Torres Strait Islander students, academics and communities. A significant milestone was the delivery of its first Writing and Research Planning Retreat for Higher Degree by Research (HDR) students and early- to mid-career academics, creating opportunities for scholarly development, collaboration and cultural connection. Moondani Balluk also continued to provide mentoring, governance support and adjunct appointments to expand Indigenous research capacity and leadership.

These achievements align with VU's First Nations Action Plan 2025–2028, which commits the University to extending First Nations-led research, increasing pathways to doctoral and post-doctoral opportunities, strengthening Indigenous Data Sovereignty, and deepening partnerships with First Nations

communities. Together, these initiatives are helping to create a culturally safe, connected and sustainable future grounded in Indigenous knowledge, self-determination and leadership.



Progressive inclusivity

Visibility matters: marching for inclusion and belonging

Showing up matters. In February 2025, VU proudly participated in Melbourne's iconic Midsumma Pride March, reaffirming its commitment to creating a community where LGBTQIA+ students, staff and allies feel seen, valued and supported. The event marked VU's fifth consecutive year of participation and featured the university's largest contingent to date, with 91 staff, students, family members and friends marching together in support of inclusion, equity and belonging.

The march provided an opportunity to celebrate diversity, strengthen community connections and demonstrate solidarity with the LGBTQIA+ community. Participants highlighted the importance of visibility and representation in fostering a sense of belonging and ensuring people feel supported to be their authentic selves.

The event reflected VU's broader commitment to equality, inclusion and belonging. University leaders reinforced the goal of creating an environment where people are not only safe, but encouraged, supported and empowered to thrive. VU's Equality, Inclusion and Belonging team also emphasised the importance of allyship and collective action in advancing respect, equity and inclusion.

Participation in the Midsumma Pride March forms part of VU's ongoing efforts to foster a welcoming and inclusive culture where every member of the community can bring their authentic self to study, work and life at the university.



VU's contingent for the 2025 Midsumma Pride March.



VU's Director of Student Equity, Safety and Wellbeing, Tessa Benson, accepts VU's LGBTQ+ award.

Gold recognition for LGBTQIA+ inclusion

Recognition as a Gold Employer at the 2025 Australian LGBTQ+ Inclusion Awards highlights VU's ongoing commitment to fostering a culture of equality, belonging and progressive inclusivity. Awarded for the second consecutive year, the recognition reflects the University's efforts to create an environment where LGBTQIA+ staff and students feel respected, supported and empowered to be their authentic selves.

The award is based on participation in the Australian Workplace Equality Index (AWEI), Australia's leading benchmark for LGBTQIA+ workplace inclusion. Through the AWEI and its associated employee survey, the University assesses its performance and identifies opportunities to strengthen inclusion across the institution.

During 2025, VU continued to deepen its commitment through initiatives that support trans and gender-diverse staff and students, targeted education programs, and celebrations that promote visibility, understanding and allyship. A key contributor to this success has been the VU Pride Network, whose leadership, advocacy and community-building activities have helped embed inclusion into the everyday experiences of staff and students.

The achievement reflects a strong trajectory of continuous improvement, with VU progressing from Bronze recognition in 2021 to Silver in 2022, before achieving Gold status in both 2024 and 2025. While celebrating this milestone, the University remains committed to further advancing equality, inclusion and belonging, ensuring all members of the VU community can feel "Uniquely You".



Reconciliation Week

A range of learning and engagement activities encouraged staff and students to deepen their understanding of Aboriginal and Torres Strait Islander histories, cultures and perspectives during National Reconciliation Week 2025, aligned with the theme *Bridging Now to Next*.

Highlights included the launch of the First Nations Allyship in the Workplace Program, developed by Moondani Balluk researchers in partnership with Aboriginal community leaders. The program strengthens the capability of non-Indigenous staff to work alongside Aboriginal colleagues and communities in culturally safe and respectful ways, with the first delivery focusing on managers and leaders.

The week also marked the introduction of the *How to Give a Great Acknowledgement of Country* webinar series, helping staff build confidence in delivering meaningful and respectful Acknowledgements of Country. Strong participation reflected a growing commitment to reconciliation and cultural learning across the University community.

Further demonstrating this commitment, the Aboriginal Traditions and Policies unit was offered to staff for the first time and quickly reached capacity, highlighting strong demand for opportunities to expand knowledge of Aboriginal histories, cultures and contemporary issues.

Together, these initiatives reinforce VU's commitment to reconciliation, cultural safety and progressive inclusivity through meaningful opportunities for learning, reflection and allyship.



Net Zero

Advancing VU's Net Zero transition

- **Reducing carbon footprint:** Maintained 100% renewable electricity across all Victorian campuses through renewable energy procurement arrangements, supporting zero market-based Scope 2 emissions and reducing VU's operational carbon footprint.
- **Generating more clean electricity:** Expanded on-site renewable energy generation to 1.6 MW of installed solar capacity across campuses, with almost 3,000 solar panels generating more than 1,200 MWh of clean electricity annually.
- **Efficiency upgrades:** Invested in low-emissions infrastructure upgrades, including the replacement of gas boilers with high-efficiency heat pumps, energy-efficient lighting upgrades, and improvements to heating, cooling and electrical systems.
- **Building a more efficient, sustainable network:** Network Modernisation reduced switch infrastructure from 493 to 276 devices and network ports from 22,384 to 13,440, lowering both operating costs and energy demand while supporting a wireless first environment.
- **Reducing physical infrastructure through technology:** Digital Transformation and the successful implementation of Microsoft Teams Phone has enabled the removal of physical desk phones across the University.

2025 environmental performance snapshot



100%
renewable electricity
supply across
Victorian campuses

Zero



market-based Scope 2
emissions achieved with
renewable electricity procurement



1.6 MW
solar capacity installed
across VU campuses

More than

45%



recycled content paper
purchased across the University



31%
of waste diverted
from landfill through
recycling initiatives

7 AFFORDABLE AND
CLEAN ENERGY



9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



13 CLIMATE
ACTION

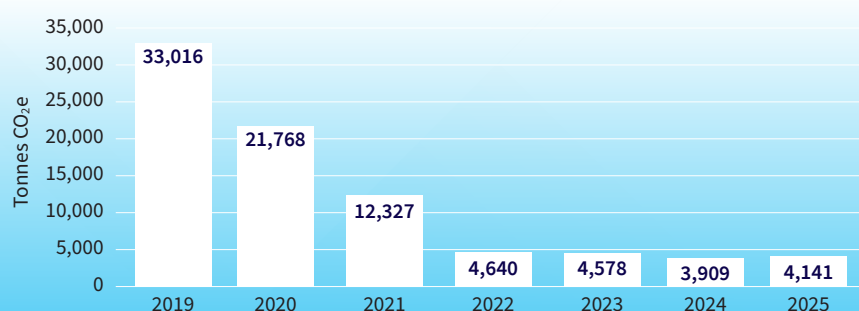


15 LIFE
ON LAND



Driving environmental change

Total net greenhouse gas emissions*



* Note that there are other greenhouse gas emissions that are measured to calculate VU's overall emissions. These include emissions such as staff travel to campus and electricity transmission leakage. These are not included in the above table but are included when determining VU's overall emissions.

Greenhouse gas emissions reduction initiatives

Significant progress in decarbonising operations has seen total net greenhouse gas (GHG) emissions fall by 87% since 2019, declining from 33,016 to 4,141 tonnes CO₂-e in 2025. This substantial reduction reflects the success of VU's long-term decarbonisation efforts and sustained investment in renewable energy and low-emissions infrastructure. While emissions increased slightly from 3,909 tonnes CO₂-e in 2024 to 4,141 tonnes CO₂-e in 2025, this occurred alongside increased campus utilisation and strong enrolment growth. In 2025, student enrolments reached 52,656, representing a 27% cumulative increase since 2022, resulting in higher levels of campus activity and associated energy demand.

A key contributor to the fall in total net greenhouse gas emissions was the transition to 100% renewable electricity from 1 July 2021, which significantly reduced Scope 2 emissions and helped lower total greenhouse gas emissions from 12,327 tonnes CO₂-e in 2021 to 4,640 tonnes CO₂-e in 2022. Since 2022, electricity-related emissions have effectively been eliminated from the University's operational emissions profile, underpinning ongoing reductions in total emissions.

Together, these investments in renewable electricity procurement, on-site renewable energy generation and energy-efficient infrastructure have enabled VU to significantly reduce operational emissions while supporting continued growth in student enrolments and campus activity.

Despite a 27% increase in student enrolments since 2022, greenhouse gas emissions remain at a fraction of 2019 levels, demonstrating the success of the University's long-term decarbonisation strategy.



Water consumption**



** Water consumption may be underreported due to suppliers billing discrepancies.

Water consumption and conservation initiatives

Responsible water management remains a key component of VU's environmental sustainability agenda, supported by ongoing investment in water-efficient infrastructure and water-sensitive campus design. This commitment is reflected in the University's long-term reduction in water consumption and its increasing focus on water reuse and environmental sustainability.

VU's water consumption has remained well below pre-pandemic levels, declining from 109,343 kilolitres in 2019 to 67,699 kilolitres in 2025, representing a 38% reduction over the period. While campus activity increased following the COVID-19 disruption, water use remained comparatively low, demonstrating the effectiveness of ongoing efficiency measures. In 2025, VU utilised 1,445 kilolitres of recycled water, further reducing reliance on potable water sources.

These outcomes are supported by actions outlined in the VU Environment Policy, including:

- Creating water-sensitive campus landscapes, buildings and urban environments
- Implementing water-efficient technologies and operational practices to minimise consumption
- Expanding opportunities for water harvesting, recycling and reuse
- Integrating sustainability considerations into campus planning, infrastructure upgrades and asset management

Beyond campus operations, VU supports sustainable water management through partnerships, research and community initiatives that promote water conservation and waterway health.



Energy usage and sustainability initiatives

Ongoing investment in renewable energy, energy efficiency and sustainable infrastructure continues to drive VU's transition to a lower-carbon future. In 2025, 66% of the University's total energy consumption was sourced from renewables, with 71,224 GJ of renewable energy generated from a total energy consumption of 108,622 GJ, including 4,425 GJ produced through on-campus solar energy systems. These outcomes reflect sustained progress in improving the efficiency, resilience and sustainability of VU's energy infrastructure.

Key contributors to this result include:

- **Renewable energy and solar generation:** Continued investment in solar photovoltaic systems across campuses generated 4,425 GJ of renewable electricity in 2025, reducing reliance on grid-supplied energy and increasing the share of renewable energy in VU's energy mix.
- **Energy-efficient campus infrastructure:** VU continues to improve energy performance through LED lighting upgrades, high-efficiency mechanical equipment, building management systems, automated controls that optimise energy consumption across campus buildings and installation of 63 advanced electricity meters to strengthen energy monitoring capabilities. These measures help reduce electricity use while improving building performance and user comfort.
- **Electrification and decarbonisation projects:** The University has continued to transition away from fossil fuel-based infrastructure through the electrification of building services and improvements to campus energy systems. These initiatives support VU's long-term pathway to reducing natural gas consumption and lowering operational emissions.
- **Sustainable campus development:** VU incorporates sustainability principles into new developments and major refurbishments, including energy efficiency, resource conservation and reduced environmental impacts. The University's campuses continue to

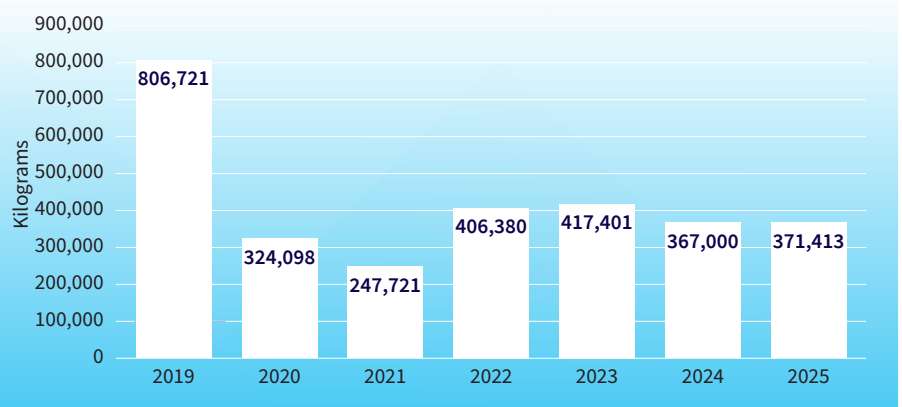
evolve through infrastructure projects that support long-term sustainability outcomes.

Environmental governance and accountability

- **Environmental Sustainability and Protecting Country embedded into enterprise risk management:** Strengthened governance and integrated environmental and cultural stewardship into decision-making across VU.
- **Environmental transparency and accountability enhanced through voluntary reporting aligned with the Victorian Financial Reporting Direction (FRD) 24:** Covering greenhouse gas emissions, energy, water, waste and recycling performance.
- **Continued strengthening of responsible procurement practices:** Assessed suppliers for modern slavery risks, implemented a Supplier Code of Conduct, and increased awareness among staff, students and suppliers to support ethical and sustainable supply chains.



Waste – landfill



Landfill waste reduction and waste minimisation initiatives

Reducing waste and improving resource efficiency remain important priorities within VU's environmental sustainability agenda. Over the past six years, the University has achieved a substantial reduction in the volume of waste sent to landfill, reflecting ongoing efforts to minimise waste generation, increase resource recovery and embed sustainable practices across its operations.

Landfill waste decreased from 806,721 kilograms in 2019 to 371,413 kilograms in 2025, representing a reduction of 54% over the period. While landfill volumes increased temporarily as campus activity resumed following the pandemic, waste generation has remained significantly below pre-2020 levels, demonstrating the effectiveness of VU's waste minimisation programs and behavioural change initiatives.

The reduction in landfill waste has been supported by a range of initiatives aimed at reducing paper consumption and promoting more sustainable business practices, including:

- **Reviewing the volume of printed collateral produced across the University:** Identifying opportunities to reduce unnecessary printing and associated waste.
- **Redesigning and reducing the size and content of Course Guides:** Minimising printing requirements while maintaining access to key information.

- **Promoting sustainable office printing practices and digital-first approaches:** Encouraging more efficient use of resources and reducing reliance on paper-based processes.
- **Monitoring and reporting paper consumption across the organisation:** Supporting continuous improvement through greater visibility and accountability.

By reducing paper consumption, improving operational efficiency and encouraging more sustainable behaviours across campuses, VU is continuing to lower its environmental footprint. These initiatives promote more efficient use of resources and materials while minimising waste and supporting the transition to more sustainable operations.



Strategic driver



**Maximising
research with
impact**

Impact objective:

By 2030, we will be successful if we deliver measurable, creative solutions that are adopted by governments, industries, and communities – locally and globally.

Translating research into meaningful impact



Professor Andy Hill and colleagues at VU's 2025 Research Festival.

Future Reset: young people mobilising arts for health, wellbeing and connection

VU partnered with VicHealth to evaluate and strengthen *Future Reset*, a statewide initiative that empowered young people to lead arts-based projects designed to enhance social connection, belonging and mental wellbeing in the wake of COVID-19. From 2022 to 2025, the program engaged young creatives and community partners across 26 locations in Victoria, using culture, creativity and community participation as pathways to improved wellbeing.

Led by researchers from VU's Institute of Health and Sport, the Community Identity and Displacement Research Network (CIDRN), and Moondani Balluk, the project applied a participatory action research approach that positioned young people not simply as participants but as co-researchers, leaders and changemakers. The VU team designed and facilitated a series of co-learning workshops, mentoring activities and reflective research processes that built the capability of Young Creative Leads to document, evaluate and critically reflect on their work.

The research identified significant outcomes for participating young people, including increased confidence, leadership capability, community engagement and a stronger sense of belonging. Participants reported that the program fostered “consistent togetherness”, strengthened social networks, and created opportunities to connect across diverse communities and cultures. The evaluation also highlighted how arts-based practice can build community power, amplify youth voices and support more inclusive and culturally safe approaches to health promotion.

A key component of the partnership was the co-design and evaluation of the Future Reset Youth Summits, youth-led gatherings that brought together artists, community leaders and young people from across Victoria. The summits demonstrated the capacity of creative expression, cultural connection and shared storytelling to promote mental wellbeing and social inclusion, with 77.5% of participants reporting that the events helped them connect with others.

The Future Reset partnership highlights VU's approach to creating impact through locally grounded research and partnerships



Future Reset youth summit participants.

that generate knowledge, influence practice and contribute to broader conversations about youth wellbeing, community resilience and social change. By working alongside communities, arts organisations and policymakers, VU is helping to translate research into action while generating insights that can inform policy and practice well beyond the communities where the work begins.



Periods shouldn't sideline sport

Menstrual health is an often-overlooked barrier to sport participation. Research led by the Susan Alberti Women in Sport Chair, Professor Clare Hanlon, in partnership with Share the Dignity, surveyed 330 people across Australia and found that 68 per cent had skipped sport because of their period. The study also revealed that 90 per cent worried about leaking while playing sport, 72 per cent experienced period-related anxiety during sport, and 87 per cent believed sporting facility policies should recognise menstrual health as a fundamental right through the provision of free period products. Participants reported feeling less confident managing their period at sporting facilities than at school, work or home.

These findings informed the development of *Bloody Good Idea: Free Period Products at Sports and Leisure Facilities*, a practical guide advocating for free period products in sporting venues, period product packs in first aid kits and coaches' bags, and greater education and discussion to normalise menstrual health in sport. The recommendations provide an evidence-



New VU research calling for policy changes to women and girls in sport.

“We must make sport safe and accessible, so everyone is given a fair go to be active and engaged.”

Professor Clare Hanlon
Susan Alberti Women in Sport Chair,
VU Women in Sport

based roadmap for governments, sporting organisations and community clubs seeking to remove barriers to participation and create more inclusive sporting environments.

Research is also informing high-performance sport. Working with the Western Bulldogs AFLW team, PhD candidate Hannah Dower is investigating how menstrual cycles and contraceptive use may influence strength, power, concentration and motivation in elite athletes, with the goal of supporting more personalised approaches to training and performance.

Together, these projects demonstrate how research can drive meaningful social impact by addressing a significant but often hidden barrier to participation, advancing gender equity and helping more women and girls stay active, healthy and engaged in sport.



Dementia researcher and VU Vice-Chancellor's Research and Impact Fellow, Dr James Broatch.

Advancing healthy ageing through research

Healthy ageing is emerging as one of Australia's most significant social, economic and health challenges. With almost five million Australians aged 65 years and over and chronic disease affecting two-thirds of the population, research that helps people remain active, independent and connected is critical to improving quality of life while reducing pressure on health systems. VU's research is making a tangible contribution to this challenge by advancing evidence-based approaches that position exercise and movement as powerful tools for healthy ageing.

Researchers are investigating how exercise can improve outcomes for people living with Motor Neurone Disease (MND), exploring whether physical activity can help slow disease progression and maintain function for longer. Other research is examining the relationship between exercise and brain health, including its potential role in reducing the impacts of Alzheimer's disease and supporting cognitive wellbeing as people age. VU researchers are also highlighting the importance of maintaining muscle mass to support mobility, independence and overall health in later life.

Addressing frailty and preventing falls is another major focus. Innovative technologies, including smart footwear that can help predict falls and wearable exoskeletons that improve movement patterns, are being developed and tested to help older adults remain active and reduce the risk of injury. Researchers are also exploring links between movement, sleep quality and brain health, providing new insights into practical interventions that support healthy ageing.

The benefits extend beyond physical health. Research has shown that even modest levels of regular movement can improve mental wellbeing, supporting broader efforts to integrate physical activity into healthcare and mental health treatment. Working closely with health partners and culturally diverse communities across Melbourne's west, VU is translating research into practical approaches that help people age well, remain engaged in their communities and enjoy healthier, more independent lives.



Translating research into meaningful impact



Child playing at VU's Werribee Children's Centre.

Tackling educational inequality across the life course

Reducing educational inequality remains one of Australia's most pressing social and economic challenges. VU's Mitchell Institute is producing influential research that tracks how disadvantage emerges in early childhood and widens throughout schooling, providing governments and policymakers with evidence to design more

effective interventions. Together, two major studies demonstrate VU's commitment to addressing inequity across the entire educational journey – from the earliest years of life through to secondary school.

Unequal from the start: research shows the achievement gap begins before preschool

Long before children enter a classroom, the foundations of educational success – or disadvantage – are already taking shape.

Research from VU's Mitchell Institute has revealed that Australia's achievement gap begins between the ages of two and three and is firmly established by the time children start school.

The research followed children's learning trajectories from early childhood through to later educational outcomes. It found that even disadvantaged children who demonstrate strong early learning are often overtaken by their more advantaged peers as they move towards school age, highlighting that inequality emerges much earlier than previously understood.

The study provides compelling evidence that educational outcomes are shaped by a complex mix of factors beyond attendance at early learning services. Family wellbeing, parental engagement, mental health, and access to learning resources in the home all influence children's developmental trajectories and future academic achievement. The findings reinforce the importance of supporting children and families during the earliest years of life, when interventions can have the greatest impact.

Led by Professor Peter Hurley and colleagues, the research calls for a child-centred, needs-based approach to early childhood education and care. It highlights the need for funding and service models that better respond to children's developmental needs and reduce the



Students engaged in classroom learning.

inequities experienced by disadvantaged families. The research also advocates for stronger connections between education, health and community support services to ensure children receive the right support at the right time.

This work builds on VU Mitchell Institute's broader leadership in early childhood policy reform. Together with its influential research on childcare deserts, the study is helping strengthen the evidence base for policies that improve outcomes for children regardless of where they live or their socioeconomic background.

Years apart: Australia's growing educational inequality

Building on this early years research, the VU's Mitchell Institute examined 17 years of NAPLAN data to understand how learning outcomes vary according to students' socioeconomic backgrounds. The study provides one of the most comprehensive longitudinal analyses of educational inequality undertaken in Australia and highlights the critical role universities can play in translating research into societal impact.

The research found substantial and persistent learning gaps between advantaged and disadvantaged students across all Australian states and territories. These gaps emerge early in schooling and widen as students progress through their education, with the largest disparities evident by Year 9. Importantly, the findings show that educational inequality is increasing over time because disadvantaged students are falling further behind the national average.

By translating NAPLAN results into equivalent years of learning, the research demonstrated the scale of the challenge facing Australia's education system. The findings revealed that students from highly educated family backgrounds can be years ahead of their peers from less advantaged backgrounds, underscoring the significant influence of socioeconomic status on learning outcomes and life opportunities.

The report contributes directly to national discussions surrounding the Better and Fairer Schools Agreement and reinforces the need for coordinated policy responses that support disadvantaged learners. By providing robust evidence on where and



Dr Douglas Gomes, VU Industry Research Fellow.

how inequities emerge and persist, VU's Mitchell Institute is helping governments, education systems and schools develop more effective strategies to improve outcomes for all students.

Together, these studies demonstrate VU's commitment to research that delivers measurable societal impact. By identifying how educational inequality develops from early childhood through to secondary schooling, VU's research is informing policies and reforms that create more equitable opportunities for learners across Australia and contribute to a fairer, more inclusive and sustainable society.



Reducing bushfire risk with smarter powerline safety

Protecting communities from the impacts of bushfires and power outages is at the heart of a breakthrough research initiative that is transforming the safety of regional electricity networks.

VU researchers have developed an innovative technology that can rapidly detect a broken powerline and automatically disconnect power before the line reaches the ground. Designed for Single-Wire Earth Return (SWER) networks commonly used in rural and regional areas, the technology addresses a critical safety challenge associated with electricity distribution in bushfire-prone communities.

"I have been fortunate to lead and collaborate on transformative projects that address critical industry challenges, such as developing innovative technologies. This work continues to push the boundaries in the field, along with preventing life-threatening natural disasters."

Dr Douglas Gomes,
VU Industry Research Fellow



VU's research is looking at disaster prevention but also building resilient communities.

Building on a prototype first developed in 2021, the research team has refined and tested the system over several years, demonstrating its ability to quickly identify powerline faults and respond instantly to reduce the risk of ignition. The technology can also estimate the location of a broken conductor, enabling maintenance crews to locate faults more efficiently, reduce outage times and restore essential services faster.

The project highlights the role of applied research in addressing critical industry and community challenges at the intersection of climate resilience, public safety and infrastructure reliability. Through close collaboration with electricity network providers, researchers have worked to ensure the technology meets industry needs and can be integrated into operational environments, accelerating its progression towards commercial deployment.

As extreme weather events increase the likelihood of powerline damage, innovations that strengthen the resilience and safety of critical infrastructure are becoming increasingly important. By providing an additional layer of protection for regional electricity networks, the technology has the potential to help reduce bushfire risk, improve community safety and enhance the reliability of electricity supply for thousands of households and businesses.

The initiative exemplifies VU's commitment to maximising research impact through industry collaboration and translating research excellence into practical solutions that deliver lasting environmental, social and economic benefits. By combining advanced engineering expertise with strong industry partnerships, the project demonstrates how innovative research can help create safer, more resilient and sustainable communities.



Building the evidence for more resilient communities

As natural hazards become more frequent and complex, emergency management agencies are under increasing pressure to strengthen community resilience with limited resources. While significant investment is made in programs that aim to reduce risk and improve preparedness, there is currently no nationally consistent framework for assessing which initiatives deliver the greatest impact. This makes it difficult for agencies to compare outcomes, demonstrate value and make evidence-based investment decisions.

To address this challenge, VU researchers are leading a nationally significant project to develop an evidence-based framework for monitoring and evaluating natural hazard risk reduction programs. The project brings together emergency management agencies, community and tourism organisations and AFAC (the Australasian Fire and Emergency Service Authorities Council) to create a more consistent approach to measuring the effectiveness of risk reduction initiatives across Australia and New Zealand.

Using a collaborative and systems-based approach, the research examines existing evaluation practices, measurement systems and community resilience programs across jurisdictions. The project draws on



Project leads from VU, Greater Western Water, Sustainability Victoria and Ground Science at the Sunbury trench trial site.

literature reviews, national community surveys and in-depth case studies to identify what works, how impact can be measured, and where investment can deliver the greatest benefit.

The resulting framework will provide emergency management decision-makers and practitioners with practical tools to assess the effectiveness and value of risk reduction programs before and after natural hazard events. By improving consistency, accountability and evidence-based decision-making, the project will help ensure resources are directed to the initiatives that have the greatest impact on reducing risk and building community resilience. The research also lays the foundation for future national standards in program evaluation, demonstrating VU's commitment to applied research that informs policy, strengthens practice and delivers tangible benefits for communities.

Circular economy innovation recognised through national sustainability award

A collaborative research and industry partnership involving VU, Greater Western Water, Sustainability Victoria and Ground Science was recognised with the Australasian Green Gown Award for Leading the Circular Economy in 2025. The award celebrates sustainability excellence across the tertiary education sector in Australia and New Zealand and acknowledges the project's innovative approach to advancing sustainable construction practices through the use of recycled materials.

The Green Trench project is demonstrating how research can help transform infrastructure delivery by replacing traditional trench backfill materials with a blend of recycled crushed concrete, glass, plastic and rubber. VU researchers played a key role in testing and validating the performance of these materials, helping establish a practical alternative that conserves natural resources and diverts waste from landfill.

The project exemplifies how applied research can deliver tangible environmental and industry outcomes. Greater Western Water reported that the trial has the potential to save more than 280 tonnes of CO₂ emissions per 100 metres of trenching, while also reducing reliance on increasingly scarce virgin materials. Recognition through the Green Gown Awards highlights

the impact of VU-led research partnerships in accelerating the transition to a circular economy and supporting more sustainable infrastructure solutions for communities.





Platypus Watch project participants.

Platypus Watch: protecting biodiversity through research and community partnership

The Platypus Watch project brings together VU, the Werribee River Association and Greater Western Water in a citizen science initiative focused on improving habitat conditions for platypus populations in the lower Werribee River.

Working alongside community volunteers, VU researchers and specialist environmental engineers undertake regular water quality monitoring at key sites along the river. The project investigates factors that influence platypus habitat, including nutrient levels, heavy metals, salinity, organic contaminants and the abundance of macroinvertebrates, an important food source for platypus. Water samples are also analysed in VU laboratories to provide evidence that supports river health and biodiversity conservation.

A key objective is to better understand the environmental conditions needed to support the recovery and potential re-establishment of platypus populations in sections of the river where they are no longer commonly detected. The research findings will help inform future habitat

restoration efforts while contributing to broader knowledge about the impacts of urbanisation on freshwater ecosystems.

The project demonstrates VU's commitment to research with impact by combining scientific expertise with community participation. Citizen scientists contribute directly to data collection and have opportunities to learn about environmental monitoring and research through visits to VU laboratories. By generating evidence to support waterway health and species conservation, the project is helping to protect local biodiversity and strengthen the long-term sustainability of the Werribee River ecosystem.



Strategic driver



**A thriving place
to study and
work**

Impact objective:

By 2030, we will be successful
if we are excellent, focused and brave
– a destination University for emerging
leaders and diverse talent.

Meaningful education for UN SDGs

Graduate Capabilities

Through the VU Block Model®, and commitment to education for sustainable development, students are supported to develop the knowledge, skills and values needed to contribute to a more sustainable, equitable and prosperous future. Embedded across courses, VU's Graduate Capabilities (GCs) help prepare graduates to navigate complex global challenges, work effectively with diverse communities and make a positive contribution in their professions and society. The capabilities

align strongly with the University's sustainability commitments and the SDGs by fostering critical thinking, lifelong learning, ethical leadership and social responsibility.

Detailed in VU's Learning and Teaching Standards Policy, the Graduate Capabilities (GC1, GC2 & GC3) provide a university-wide framework for developing future-ready graduates who can navigate complexity, embrace lifelong learning and contribute positively to their communities and the wider world.

GC1



Adaptable and capable future-ready graduates

Graduates develop the communication, collaboration, critical thinking and problem-solving skills needed to respond to complex and rapidly changing social, environmental and economic challenges. They can analyse information, work effectively with others and apply innovative thinking to create practical solutions in professional and community settings.

GC2



Confident, creative lifelong learners

Graduates are empowered to continuously learn, adapt and innovate throughout their careers and lives. They understand their strengths, values and goals, enabling them to embrace new opportunities, drive positive change and contribute meaningfully in a dynamic workforce and society.

GC3



Responsible and ethical global citizens

Graduates demonstrate ethical decision-making, respect for diversity and intercultural understanding. They are equipped to contribute to more inclusive, equitable and sustainable communities, recognising their responsibility to address local and global challenges and create positive societal impact.

3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



UN SDG alignment

Preparing graduates to create sustainable futures

VU continues to align its educational offerings with the United Nations SDGs by equipping students with the knowledge, skills and values needed to address complex social, environmental and economic challenges. Through its distinctive dual-sector model, VU provides pathways from TAFE to higher education that support learners at every stage of their educational journey while responding to evolving workforce and community needs.

Sustainability, planetary health, social responsibility and community wellbeing are embedded across a diverse range of courses and study areas. Students are encouraged to develop interdisciplinary perspectives and apply their learning to local and global challenges that contribute to a more sustainable and equitable future. VU's educational approach supports the development of graduates who are adaptable, innovative and equipped to create positive change in their professions, communities and beyond.

A flagship example is VU's **Graduate Certificate in Planetary Health**, which continues to provide learners with the knowledge and skills to address interconnected environmental, social and health challenges. Drawing on diverse disciplines and First Nations perspectives, the course reflects VU's commitment to developing practical solutions that support both healthy communities and a healthy planet.

As one of Australia's few dual-sector institutions, VU also contributes to the transition to a sustainable economy through vocational education and training. VU TAFE delivers courses that support priority industries including renewable energy, electrotechnology, engineering, construction, health and community services, helping build the skilled workforce required for Australia's future.

Efforts to embed Indigenous knowledge and perspectives across learning and teaching continue through the leadership of Moondani Balluk. Through community partnerships and initiatives that support the sharing of Aboriginal knowledge, VU is strengthening understanding of Protecting Country, cultural resilience and the role

of First Nations knowledges in advancing sustainable futures.

These initiatives demonstrate VU's ongoing commitment to advancing the SDGs through education, while preparing graduates to contribute meaningfully to their communities and the wider world.



Key SDG themes embedded across learning and teaching

VU's commitment to the United Nations SDGs is reflected through a range of cross-cutting themes embedded across learning and teaching, helping students develop the knowledge, skills and values needed to contribute to a more sustainable, equitable and prosperous future:

Planetary health and sustainability

Climate resilience and environmental stewardship

Health, wellbeing and community development

Social justice, equity and inclusion

Indigenous knowledges and Protecting Country

Ethical leadership and responsible business

Future workforce skills and the clean economy

Global citizenship and community engagement

Equity through access

Expanding pathways, inclusiveness and student success

A commitment to inclusive and equitable access to education underpins VU's efforts to support students from diverse backgrounds to explore, access and succeed in tertiary education. Flexible pathways, accessible admissions, targeted outreach and comprehensive student support help remove barriers to participation and create opportunities for learners at every stage of their educational journey.

Engaging future students

Strong partnerships with schools, career practitioners, community organisations and industry help prospective students understand their study and career options while building confidence to pursue tertiary education.

Key initiatives in 2025 included:

- **Regional Outreach:** Active participation in the Tertiary Information Service (TIS), a collaborative network of universities, TAFEs and Registered Training Organisations, provided impartial information on tertiary pathways, VTAC processes and relocating for study. Additional regional roadshows included school presentations, career practitioner support and one-on-one course advice sessions.
- **On-Campus Exploration Programs:** Research conducted with students, teachers and career practitioners informed the expansion of a co-designed engagement program aimed at improving tertiary participation among school leavers. Interactive workshops introduced younger secondary students to Cyber Security, Law, Health and Business through hands-on activities developed in partnership with academics and teachers. Student pathway information and real student experiences were embedded throughout the program.
- **Expanded Explorers Program:** Full-day campus experiences in Law, Health, Trades and Hospitality connected students with keynote speakers, industry partners, alumni, current students and academics through panel

discussions and practical masterclasses designed to increase awareness of study and career opportunities.

- **Senior Secondary Transition Support:** Tailored orientation experiences were delivered for students entering Year 12, focusing on mental wellbeing, physical health and successful transitions to further education through collaboration with academics, student support services and external partners.
- **Promoting Diversity in Future Careers:** Participation in Amazon Women in Tech Day introduced primary and secondary students to STEM-related study and career opportunities. The Women in Sport program showcased pathways into sport education and careers for female secondary school students.
- **Community Partnerships:** Ongoing engagement with organisations including The Smith Family and commUnity+ helped improve access to tertiary education and campus experiences for under-represented communities. Representation on The Smith Family Steering Committee and the commUnity+ Partnership Working Group strengthened collaborative efforts to increase educational participation.
- **Supporting Equity Scholarships:** Collaboration with Western Chances led to the pilot of an Engineering Scholarship in partnership with Deloitte, supporting students from low socio-economic backgrounds in Melbourne's west.
- **Multicultural Youth Engagement:** Hosting the annual Harmony Youth Summit in partnership with the Centre for Multicultural Youth brought together multicultural young people for leadership development, workshops, activities and networking opportunities.

Inclusive admissions and diverse entry pathways

A simplified and accessible admissions process recognises that educational potential can be demonstrated in many different ways. Multiple entry pathways, special consideration schemes and tailored support help ensure students can access education regardless of background or circumstance.



VU's Footscray Park campus.

VU early entry

The VU Early Entry program continued to provide Year 11 and 12 students with greater certainty about their future study options through:

- Conditional course offers and personalised course planning.
- One-on-one course advice and transition support.
- Funded access to ATARNotes+ resources to assist with academic preparation.
- Tailored First Nations engagement activities delivered in partnership with Moondani Balluk.
- Application support sessions for students from low-participation schools and schools with low Index of Community Socio-Educational Advantage (ICSEA) scores.

Eligibility remains available to all regional and remote Victorian schools, extending opportunities beyond the program's original focus on partner schools in Melbourne's west. In 2025, scholarship offerings were expanded to include accommodation scholarships for regional and First Nations students commencing study in 2026. Access to personalised support, study resources and additional opportunities designed to reduce financial and geographic barriers to participation were also available.

Flexible pathways into education

A range of pathway and preparatory programs continue to support students who may not meet traditional entry requirements or who would benefit from additional academic preparation before commencing further study. These pathways enable students to begin at an appropriate level and progress towards their educational goals, often receiving credit towards future qualifications.

Special Entry Access Schemes for school leavers and mature-age applicants, First Nations application support, foundation studies, vocational education pathways and tertiary preparation programs all contribute to a more inclusive admissions environment.

Career development, employability and lifelong learning

Equity of access extends beyond admission to ensuring students develop the skills, confidence and networks needed to achieve meaningful employment outcomes.

Embedded career development learning

Career development learning is integrated throughout the student experience to help learners build employability skills, career confidence and lifelong learning capabilities. Activities include career

education sessions, placement preparation, reflective career learning and resources that support students in connecting their studies with future employment opportunities.

In 2025, more than **3,500 students** participated in curriculum-based career education activities, supporting broad access to employability development and reducing barriers for students who may not otherwise engage with career services.

Preparing students for industry

Programs such as **Prepare for Placement** and **CareerBytes** provide practical and digital learning experiences that enable students to develop workplace readiness before entering professional environments. CareerBytes delivers immersive virtual workplace experiences that allow students to explore careers, gain industry-informed insights and practise workplace skills in a supported environment.

Accessible career support

An inclusive career support model provides multiple ways for students to access advice and guidance, including face-to-face and online appointments, workshops, drop-in services, digital resources and on-demand learning.

In 2025:

- More than **5,000 students** accessed extracurricular Careers Hub services.



Students studying at VU Footscray Park campus.

- More than **8,000 student engagements** were recorded across career education programs, workshops, drop-in support, digital resources and on-demand career learning.

This flexible approach helps support equitable access to career development and employment preparation regardless of study mode, campus location, caring responsibilities or prior exposure to professional networks and recruitment processes.

Employment pathways and industry connections

Employment-focused initiatives help students and graduates gain professional experience and transition into meaningful work.

- Jobs on Campus connected students with paid employment opportunities across the university while studying.
- More than 150 Jobs on Campus positions were advertised during 2025.
- Grads at VU supported graduate pathways into professional roles within the university community.

Strong industry engagement further supports student success through employer panels, industry insight sessions, recruitment activities and collaborative initiatives. In 2025, an active employer database of 208 organisations helped facilitate employment opportunities,

placement referrals and industry-connected projects, strengthening links between study and employment.

Investing in future career services

Work commenced in 2025 on the **Symplificity Jobs Portal**, a new digital platform designed to enhance career and employment support by bringing together job opportunities, employer profiles, career services, AI-enabled tools and student engagement data. Scheduled to launch in 2026, the platform will strengthen employer engagement and improve how students connect with career opportunities and support services.

Holistic student support and belonging

A broad range of academic, wellbeing and pastoral support services help students thrive throughout their studies. Dedicated support is available through Learning Advisors, Student Mentors, disability services, counselling, welfare assistance and targeted programs for care leavers, asylum seekers, refugees and students from culturally and linguistically diverse backgrounds.

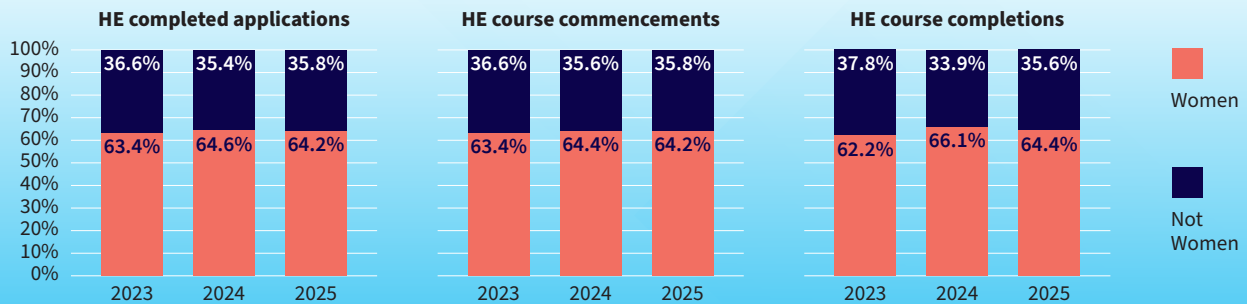
Specialist support for Aboriginal and Torres Strait Islander students continues through Moondani Balluk, while transition programs such as VU Kickstart help first-in-family students build confidence and a sense of belonging.

Institution-wide commitments to educational equity, gender equality, First Nations self-determination, multicultural inclusion, LGBTQIA+ inclusion and student wellbeing contribute to an environment where all students feel welcomed, respected and empowered to achieve their goals.



Measuring and tracking equity at VU

Women's Higher Education (HE) completed applications, course commencements, and course completions



Women's participation across the student lifecycle

Women continue to represent a strong majority of higher education students across applications, commencements and completions.

- Women accounted for **64.2% of completed applications** in 2025,

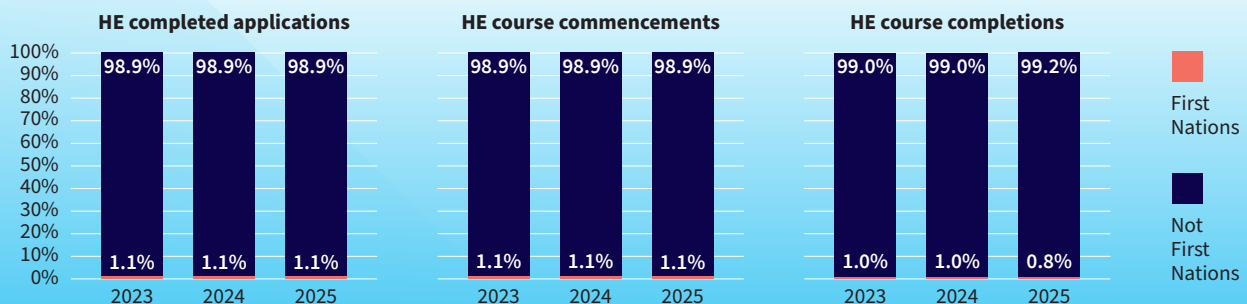
remaining consistent with 2024 levels (64.6%).

- Women represented **64.2% of commencing enrolments** in 2025, demonstrating sustained access to higher education.
- Women made up **64.4% of course completions** in 2025. While slightly

below the 2024 peak (66.1%), completion rates remained above 2023 levels (62.2%).

These results demonstrate strong and sustained participation by women throughout the higher education student lifecycle, from application through to successful course completion.

First Nations Higher Education completed applications, course commencements, and course completions



First Nations participation across the student lifecycle

More than 350 First Nations students are enrolled in higher education studies at VU. First Nations students continue to be represented across all stages of the student lifecycle, from application through to course completion.

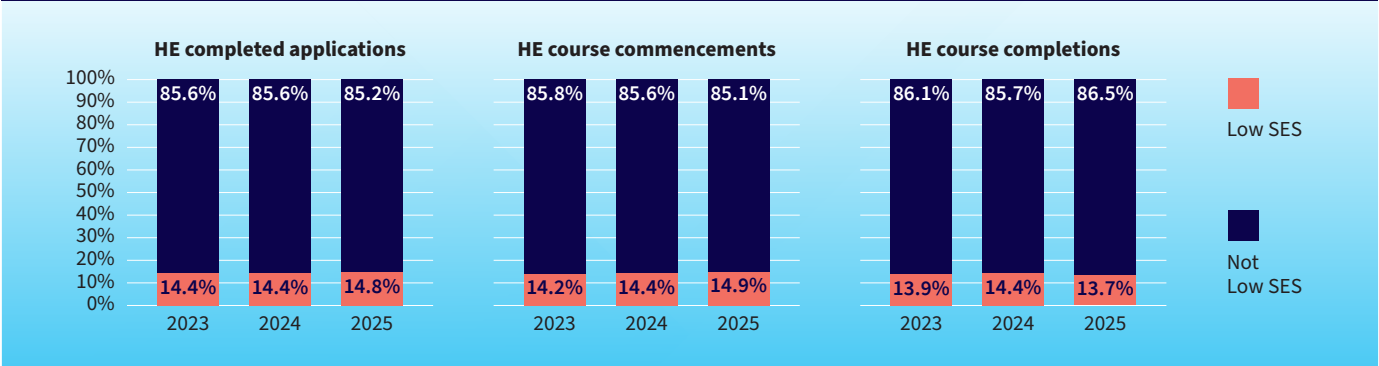
- First Nations students accounted for **1.1% of completed applications** in 2025, consistent with 2023 and 2024 levels.

- First Nations students represented **1.1% of commencing enrolments** in 2025, unchanged from the previous two years.
- First Nations students made up **0.8% of course completions** in 2025, compared with 1.0% in 2023 and 2024.

While First Nations students currently represent a relatively small proportion of higher education applications,

commencements and completions, progress continues to be supported through targeted pathways, culturally responsive support services and strong community partnerships. Ongoing efforts remain focused on increasing participation and success, building on nationally recognised outcomes for First Nations students and strengthening engagement across the student lifecycle.

Low Socioeconomic Status (SES) completed applications, course commencements, and course completions



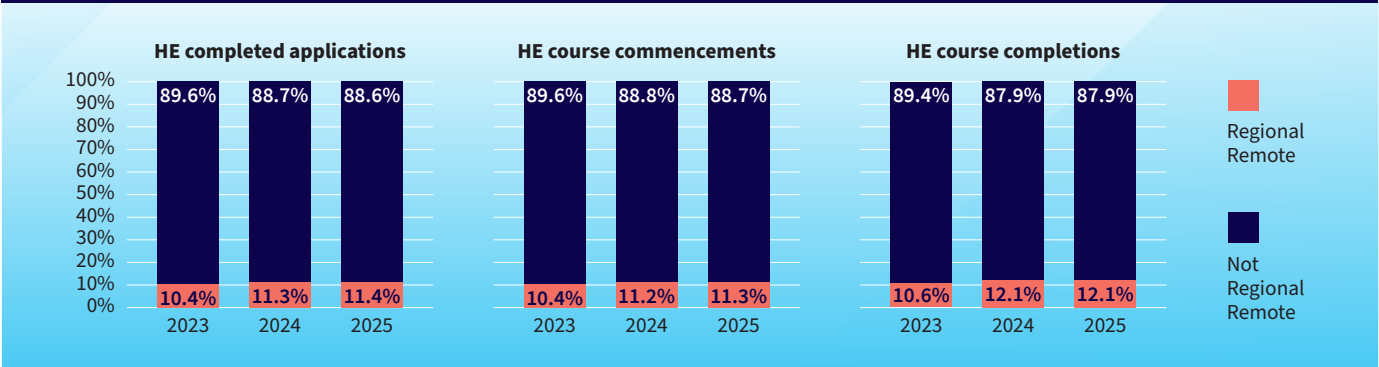
Low Socioeconomic Status (SES) students across the student lifecycle

Improving access to higher education for students from disadvantaged socioeconomic backgrounds remains a key priority, with low SES students maintaining strong representation across applications, commencements and completions.

- Low SES students accounted for **14.8% of completed applications** in 2025, increasing from 14.4% in 2023 and 2024.
- Low SES students represented **14.9% of commencing enrolments** in 2025, up from 14.2% in 2023 and 14.4% in 2024.
- Low SES students made up **13.7% of course completions** in 2025, compared with 13.9% in 2023 and 14.4% in 2024.

These results reflect ongoing efforts to improve educational participation and outcomes for students who may face financial, social or other barriers to tertiary education through targeted pathways, financial assistance, wellbeing services and academic support.

Regional and remote students Higher Education completed applications, course commencements, and course completions



Regional and remote students across the student lifecycle

Supporting access to higher education for students from regional and remote communities remains an important part of ensuring educational opportunities are available regardless of geographic location.

- Regional and remote students accounted for **11.4% of completed applications** in 2025, compared with 10.4% in 2023 and 11.3% in 2024.
- Regional and remote students represented **11.3% of commencing enrolments** in 2025, continuing an upward trend from 10.4% in 2023 and 11.2% in 2024.
- Regional and remote students made up **12.1% of course completions** in 2025, preserving the positive trajectory from 10.6% in 2023.

These results demonstrate sustained participation by regional and remote

students throughout the higher education student lifecycle. Continued support through flexible learning options, digital access initiatives and targeted student services helps reduce barriers to participation and support student success, regardless of where students are located.



Silent disco thrive activation on campus.*

Strengthening community connections through volunteering

Volunteering remains an important way VU strengthens community connections while creating a positive and engaging experience for students, staff and alumni. Through the annual V4U Day initiative, members of the VU community come together to support local organisations, schools and environmental projects across Melbourne's west.

In 2025, 268 volunteers participated in V4U Day, contributing their time and skills to 17 community organisations and schools. Activities included environmental restoration projects with Clean Up Australia, Iramoo Native Nursery and the Werribee River Association, creative projects at Footscray Community Arts, and social engagement activities with residents at Doutta Galla Aged Services Footscray. Volunteers also supported West Welcome Wagon, helping provide essential household items to asylum seekers and refugees rebuilding their lives in Australia.

The initiative delivers benefits beyond the organisations it supports. Participants highlighted the opportunity to build new relationships, connect with colleagues and fellow students, and experience VU's values

in action through meaningful community service. For many staff, particularly those new to the University, the event provided a valuable opportunity to engage with the wider VU community while contributing to local causes.

Running for more than a decade, V4U Day demonstrates VU's ongoing commitment to civic participation, social responsibility and community engagement. Through this and the broader VU Volllies program – which engaged 860 student volunteers in 2025 – the University continues to foster a culture of volunteering and active citizenship, helping create a thriving place to study and work while making a tangible contribution to the wellbeing of communities across Melbourne's west and beyond.



Supporting first-in-family students to thrive

For many students, being the first in their family to attend university can be both exciting and challenging. The VU Kick Start Program helps ease this transition by providing first-in-family students with the confidence, connections and practical knowledge needed to thrive from day one. The free program is designed for new first-year domestic undergraduate students whose parents have not attended university, recognising the unique opportunities and challenges faced by this cohort.

Delivered through a series of interactive workshops, VU Kick Start introduces students to university life in a supportive and welcoming environment. Participants meet academic staff, experienced student mentors and fellow first-year students, while taking part in campus tours, group discussions and activities modelled on the VU learning experience. The program helps students understand how classes, assessments and support services work, while equipping them with strategies to balance study, work and personal commitments.

Equity through access

A central focus of VU Kick Start is fostering belonging and peer support. By creating opportunities for students to connect with others who share similar experiences, the program helps build supportive networks and strengthens students' sense of confidence and belonging within the university community. Student feedback highlights increased preparedness for study and greater awareness of the services available to support their success.

Established in 2019, VU Kick Start demonstrates VU's commitment to creating a thriving, inclusive and equitable learning environment. This support is particularly significant given that in 2025, 41.3 per cent of VU's domestic and international undergraduate students are the first in their family to attend university. By helping students feel prepared, connected and empowered, the program contributes to student success and wellbeing while strengthening an inclusive culture where everyone can flourish.



A group photo before V4U Day 2025.

Free meals and food relief support

Food insecurity and cost-of-living pressures continue to affect many students. Through VU's partnership with food rescue organisation SecondBite, 2,892 students received free meals in 2025, helping to reduce financial stress and support student wellbeing.

The program provides current students with free, healthy frozen meals to take home while also reducing food waste by redirecting surplus food that would otherwise go to landfill. By combining social support with environmental responsibility, the initiative delivers practical assistance to students while contributing to broader sustainability outcomes.

Available from Footscray Park Campus, the program complements VU's wider student welfare and wellbeing services, helping to remove barriers to study and enabling more students to focus on their education. It also strengthens a sense of community and belonging, supporting VU's commitment to creating a thriving, inclusive and supportive environment for all students.



National recognition for wellbeing, innovation and leadership

National recognition through three Australian Tertiary Education Management (ATEM) Awards for Excellence highlighted VU's commitment to creating a supportive, inclusive and innovative environment where students and staff can thrive.

VU's thrive* program received the ATEM Excellence in People & Culture Award for its contemporary approach to staff wellbeing. Designed to support mental health, physical wellbeing, belonging and workplace culture, the program delivered more than 700 wellbeing sessions in its first year and achieved an 85 per cent positive wellbeing impact among participants. Its success has also been recognised internationally, with thrive* receiving a Quacquarelli Symonds (QS) Worldwide Silver Medal in the *Nurturing Wellbeing and Purpose* category at the QS Reimagine Education Awards in London. From a one-month pilot in 2023, thrive* has grown into a whole-of-university initiative engaging more than 11,000 students and staff through over 40 wellbeing activities that foster social connection, inclusion and a sense of belonging.

Recognition was also awarded for transforming the student experience through the Speed to Offer initiative, which received the ATEM Excellence in Digital Innovation Award. Led by Student

Administration Services, the project redesigned key admissions processes to significantly reduce turnaround times and improve communication with prospective students. By making it easier and faster for students to receive offers and commence their studies, the initiative has enhanced accessibility, reduced uncertainty and strengthened the transition into university life for thousands of learners.

VU's Flipped Campus initiative received the ATEM Excellence in Leadership Award for pioneering a sector-leading approach to campus engagement and support. Developed by VU's Major Partnerships team, Flipped Campus integrates industry partners, wellbeing services and academic support within a coordinated ecosystem, enabling students to access the services they need in one place. The initiative demonstrates how collaborative partnerships can create more connected and inclusive learning environments while strengthening pathways between education, wellbeing and future employment.

Together, these national and international achievements demonstrate VU's leadership in enhancing the experiences of students and staff. They reflect an ongoing commitment to fostering a university community where wellbeing is prioritised, innovation improves access and participation, and partnerships create meaningful opportunities for success.



VU's squad for the 2025 UniSport Indigenous Nationals.

Indigenous Nationals participation strengthens belonging, cultural connection and student wellbeing

In 2025, VU reached an important milestone by fielding its first full team of Aboriginal and Torres Strait Islander students at the UniSport Indigenous Nationals. Supported by Moondani Balluk staff, 17 student athletes travelled to Perth (Boorloo) to compete in basketball, netball, touch football and volleyball alongside more than 500 students from 35 universities across Australia.

The Indigenous Nationals provides a culturally safe environment where students can connect with peers, strengthen their cultural identity and foster a sense of belonging. Through sport, students build networks, celebrate culture, promote healthy living and connect with Aboriginal and Torres Strait Islander communities from across the country. For many students studying away from home, the event also offers opportunities to reconnect with family, culture and Country.

The achievement reflects the long-standing partnership between Moondani Balluk and VU Sport, which provides facilities, resources and support to help student athletes prepare for competition. Moondani Balluk staff described the full-team representation as a significant milestone and a reflection of the ongoing commitment to community building and Aboriginal self-determination.

Throughout the event, students demonstrated pride, determination and unity, representing VU with distinction. Beyond the competition, the experience supported student wellbeing, leadership development and cultural connection, reinforcing VU's commitment to creating a thriving and inclusive environment in which Aboriginal and Torres Strait Islander students can learn, grow and succeed.





Dr Ruwangi Fernando at Soapbox Science, a public outreach platform that promotes women and non-binary scientists and the science they do.

No dream too big: building belonging and opportunity in STEM

A thriving and inclusive learning community is built when students can see pathways to success reflected in the experiences of those who have come before them. In 2025, VU welcomed alumna, artificial intelligence leader and science, technology, engineering and mathematics (STEM) advocate Dr Ruwangi Fernando back to campus as VU's Executive in Residence. A passionate champion of equity in STEM, Dr Fernando has dedicated her career to removing barriers for women of colour and ensuring that talent and potential are not limited by exclusion or discrimination.

While completing her PhD in Artificial Intelligence at VU, Dr Fernando founded STEM Sisters, an award-winning organisation that has grown into a national movement supporting more than 10,000 women of colour in STEM through mentoring, career development, outreach and advocacy programs. What began as a small gathering at the Footscray Park Campus library has evolved into a powerful network helping women build confidence, access opportunities and thrive in STEM careers.

"VU was where I found my voice, my purpose, and a community that believed in the power of equity and inclusion."

Dr Ruwangi Fernando
VU's Executive in Residence

Dr Fernando's return to VU highlights the University's commitment to creating an environment where students and staff feel valued, supported and empowered to succeed. Through mentoring sessions, workshops, guest lectures and industry engagement, she is helping students recognise their potential and pursue ambitious goals.

Her story demonstrates how fostering belonging, representation and equitable opportunities can help individuals thrive while strengthening the diversity, innovation and social impact of the broader VU community.



Inspiring future women leaders in sport

More than 130 Year 10–12 students from 15 schools across Melbourne attended VU's annual *Careers for Young Women in Sport Day*, connecting with prominent female leaders and exploring the diverse career opportunities available across the sport sector.

The event featured VU alumna and AFL Executive General Manager of Football Laura Kane, who shared her journey from student to senior sports executive, encouraging young women to pursue their ambitions with confidence and determination. Students also heard from an all-female panel including women and girls in sport advocate Dr Susan Alberti AC, Suncorp Super Netball League and Events General Manager Casey Price, and VU student Olivia Bomford, who discussed leadership, resilience and representation in sport.

Interactive masterclasses led by VU Student Ambassadors provided hands-on exposure to career pathways including coaching, rehabilitation, technology, event management, participation, sponsorship, and diversity and inclusion. By connecting students with role models and showcasing



Women and girls in sport advocate Dr Susan Alberti AC, AFL Executive General Manager of Football and VU Alum, Laura Kane, VU Bachelor of Sport Science and Psychology student, Olivia Bomford and Suncorp Super Netball League and Events, Casey Price.

pathways into higher education and employment, the initiative supports VU's commitment to creating an inclusive and empowering environment where future leaders can thrive.



VU 16 Days of Activism

Through its 2025 participation in the 16 Days of Activism Against Gender-Based Violence campaign, VU strengthened its commitment to fostering a safe, respectful and inclusive environment for students, staff and the wider community. The global campaign, held annually from 25 November to 10 December, provided opportunities to raise awareness of gender-based violence, promote prevention, and encourage community action.

A diverse program of events focused on education, advocacy, inclusion and community engagement. Staff, students and friends of VU were invited to join the Walk Against Family Violence, coordinated by Respect Victoria, to honour lives lost to gendered violence and demonstrate collective support for safer communities.

Recognising the intersection between inclusion and wellbeing, activities also celebrated the International Day of People with Disability (IDPwD) through events highlighting disability pride, accessibility and lived experience. Paralympian Peter Ogunyemi shared his personal story, while interactive activities and disability awareness sessions encouraged greater understanding of inclusion and the importance of accessible and sensory-safe spaces across campus.

The program further explored the drivers of family violence and respectful relationships through a keynote event featuring Mataio (Matt) Brown, co-founder of *She Is Not Your Rehab*. His presentation challenged harmful norms, promoted positive expressions of masculinity, and highlighted the role of individuals and communities in preventing violence.

Digital safety and empowerment were also key themes, with webinars delivered by the eSafety Commissioner helping participants recognise and respond to online abuse. In addition, VU expanded staff capability through a free microcredential in Identifying and Responding to Family Violence Risk, equipping participants with practical skills to assess and respond to family violence within the Victorian MARAM framework.

Collectively, these initiatives reinforced a culture of safety, respect and belonging, demonstrating how education, awareness and community partnerships can contribute to preventing violence and supporting a thriving place to study and work.



VU staff and students participate in 16 Days of Activism walk.



Strategic driver



**Learner-centred
for life**

Impact objective:

By 2030, we will be successful if we harness our dual-sector and equity strengths, the VU Block Model® and smart technology – so our students can start well and finish brilliantly.

VU Block Model®

VU Block Model®: reimagining learning for student success

A commitment to learner-centred education continues to distinguish VU and underpin its vision of empowering students to start well and finish brilliantly. At the heart of this approach is the VU Block Model®, a transformative teaching and learning model that places students at the centre of their educational experience. Introduced in 2018 and now internationally recognised, the Block Model challenged decades-old conventions in higher education by enabling students to focus on one subject at a time in intensive four-week blocks, rather than juggling multiple units simultaneously. This innovative approach has reshaped the VU experience, closed equity gaps, and established a new benchmark for student success.

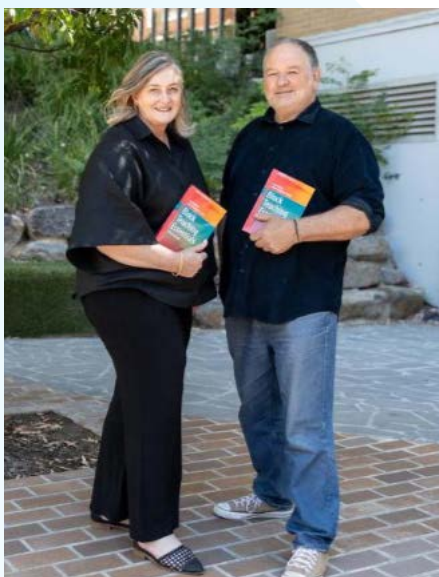
The model was designed to address barriers that can prevent students from thriving in higher education, particularly those from equity backgrounds. With smaller class sizes, active and collaborative learning environments, regular feedback, and embedded academic support, the Block Model creates a more engaging and accessible learning experience. Evidence from VU's implementation has shown improved student engagement, higher pass rates and stronger academic outcomes, including student success rates of 91.4 per cent among students from equity backgrounds. The model's success has attracted national and international attention, with institutions around the world adopting elements of VU's approach.

Student experiences continue to demonstrate the impact of the model on learning, participation and success. Bachelor of Science (Osteopathy) graduate and Master of Physiotherapy student Bridget McKenna described the VU Block Model® as a "fantastic" fit, reflecting the flexibility and focus it provides. "All my studies were through the block model, and I just loved it. It really suited the way I like to learn because I could focus on one subject at a time while still having the flexibility to work part-time alongside my studies." For students balancing study with employment, caring responsibilities and other commitments, the Block Model offers a practical and supportive pathway to academic achievement.

In 2024, VU undertook a comprehensive Strategic Review of the VU Block Model®, reaffirming its success while identifying opportunities to further enhance student outcomes. The review informed the development of the Block 2.0 Implementation Plan, with rollout commencing in 2025. Building on the strengths of the original model, Block 2.0 introduces refinements designed to strengthen course design, assessment, wraparound student support and assurance of learning. Key achievements during 2025 included the introduction of revised Block Model Principles and Descriptors, the publication of new academic calendars through to 2028 with additional non-teaching weeks to support student wellbeing and preparation, improvements to student feedback mechanisms, and a professional staff learning program that achieved a 92 per cent completion rate.

VU's leadership in block learning was further recognised internationally in 2025 through its engagement with the International Block and Intensive Learning and Teaching Association (IBILTA). At the third annual IBILTA Conference, held at the University of Suffolk in England, VU showcased its expertise as one of the world's largest providers of block learning. Colleagues received several prestigious awards recognising excellence in pedagogical research, curriculum design and sector leadership, reinforcing VU's position at the forefront of innovation in learner-centred education.

As implementation continues into 2026, VU is expanding its investment in Block Model research through new initiatives led by the VU Block Model Academy. By continually refining and strengthening this distinctive approach, VU is ensuring that students are equipped with the knowledge, skills and confidence to succeed throughout their studies and beyond, reinforcing its commitment to being learner-centred for life.



Professor Loretta Konjarsk and Professor John Weldon launching their new book on the VU Block Model®.



Through international campuses, transnational education partnerships, cultural exchange initiatives and long-standing regional collaborations, VU continues to broaden access to education, strengthen cross-cultural understanding and contribute to social and economic development across the Asia-Pacific region. These partnerships create opportunities for students, researchers and communities to learn from one another while supporting a more connected, inclusive and sustainable future.



VU Chancellor the Hon Steve Bracks, VU Vice-Chancellor Professor Adam Shoemaker, Federal Assistant Minister for Citizenship, Customs and Multicultural Affairs, the Hon Julian Hill and Australian High Commissioner to India, His Excellency Philip Green OAM cut the ribbon to mark the site of the new VU Campus in India.

VU to open new campus in India delivering the VU Block Model® exclusively – a first for India

One of the most significant developments in VU's global engagement strategy in 2025 was the establishment of a new campus in Delhi NCR, India. Approved under India's National Education Policy, the campus reflects a shared commitment to international collaboration, educational innovation and student success. It will strengthen long-term partnerships between Australia and India by creating new opportunities for students, researchers and industry partners to connect, collaborate and learn across borders, while providing access to the award-winning VU Block Model® within India.

The new campus, located in Gurugram, Haryana, is scheduled to open in 2026 and will offer programs in business, information technology, sport management and research. Importantly, it will be the first campus in India to deliver teaching exclusively through the VU Block Model®, enabling students to focus on one subject

at a time in small, workshop-style classes. Internationally recognised for improving student success, retention and progression, the model has delivered particularly strong outcomes for students from diverse and underrepresented backgrounds.

This landmark initiative extends VU's commitment to expanding access to high-quality, industry-connected education and strengthening educational and research partnerships throughout the Asia-Pacific region. It also reinforces the University's position as a global education partner in one of the world's largest and fastest-growing higher education markets.





Embrace Program participants.

Deepening cultural connections and student belonging

Cultural exchange remained a key component of VU's international engagement. The Embrace Program, supported by the National Foundation for Australia-China Relations, engaged approximately 300 Chinese international students through leadership development, mentoring, industry engagement and cultural immersion activities throughout

2025. The program helped participants build their understanding of Australian society, including First Nations cultures, while fostering meaningful connections between students, communities and professionals across Australia and China.



VU & Hanoi School of Business and Management partner to deliver an international business degree in Vietnam

International education partnerships continued to grow across the Asia-Pacific region in 2025. In Vietnam, VU entered a transnational education partnership with the Hanoi School of Business and Management (HSB), part of the Vietnam National University system, to deliver a Bachelor of Business and Diploma of Business (Enterprise) through the VU Block Model®. The partnership provides students with access to an internationally recognised Australian qualification in their home country while creating pathways for study experiences in Melbourne and strengthening educational collaboration between Australia and Vietnam.



Expansion of VU's Block Model® into Vietnam through new Bachelor of Business and Diploma of Business.





President of Timor-Leste, His Excellency Dr Jose Ramos-Horta.

A long-standing commitment to Timor-Leste

For more than 30 years, VU has worked alongside partners in Timor-Leste to support education, community development and institutional capacity building, creating one of the University's longest-standing international partnerships. The relationship has been strengthened through collaborations with organisations including the National University of Timor-Lorosa'e (UNTL) and the Dili Institute of Technology (DIT), as well as through the education of generations of Timorese students, many of whom have completed the highly regarded Master of Community Development program.

In 2025, this commitment was reaffirmed through the Jean McLean Oration, delivered by the President of Timor-Leste, His Excellency Dr José Ramos-Horta. Marking 50 years since the deaths of the Balibó Five, the Oration reflected on their enduring legacy while highlighting the importance of justice, education and regional partnership. Held in collaboration with the Balibó House Trust, chaired by VU Chancellor The Hon. Steve Bracks AC, the event honoured a shared history and celebrated the Trust's more than two decades of supporting health, education and local development in Timor-Leste. It also reaffirmed the University's ongoing commitment to strengthening regional partnerships and creating positive community outcomes through education, collaboration and people-to-people connections.



VU Online

VU Online: expanding access to lifelong learning

Creating flexible, accessible pathways to education is central to VU's commitment to being learner-centred for life. VU Online continues to play an important role in this ambition, enabling students to access high-quality higher education regardless of their location, work commitments or stage of life.

In 2025, VU Online delivered online unit experiences to approximately 3,000 students across Health, Education and Business programs. This represented around 15% of the University's total domestic student load and 58% of VU's domestic postgraduate load, highlighting the growing importance of flexible study options for learners seeking to advance, change or future-proof their careers. The student cohort reflects the needs of contemporary lifelong learners, with a median age of 36 and more than 70% of students aged 30 years or older. Many combine study with employment, family responsibilities and community commitments.

VU Online's model is designed around two key principles: flexibility and personalised support. Students benefit from predictable study schedules, recorded learning resources and access to teaching and support services beyond traditional business hours, allowing them to fit study around their personal and professional lives. This flexibility is complemented by a high-touch support model, featuring low student-to-facilitator ratios and responsive academic assistance delivered by dedicated teaching and student success teams. Individualised support is available throughout the learning journey, including evenings and weekends, helping students remain engaged and succeed in their studies.

The effectiveness of this approach is demonstrated through strong student retention and positive student feedback. Consistently high levels of student satisfaction reflect the value learners place on VU Online's accessible learning environment, quality teaching and personalised support. By reducing barriers to participation and creating learning experiences that accommodate diverse

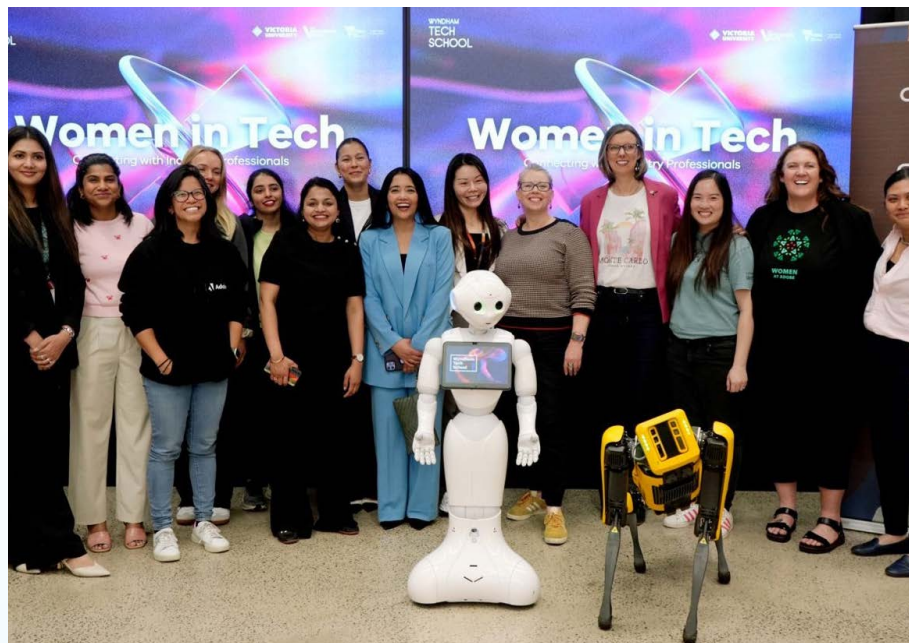
circumstances, VU Online contributes to greater educational inclusion and opportunity.

VU Online also supports equity and diversity objectives by increasing participation in fields where women have traditionally been underrepresented. In 2025, women accounted for 55% of enrolments in government-classified non-traditional areas for women, including 79% of students enrolled in the Graduate Certificate in Change Management and 67% of students in the Graduate Certificate in Finance. These outcomes demonstrate the role that flexible online education can play in opening new pathways to career progression and leadership opportunities.

The quality and impact of the VU Online model were recognised nationally in 2025 through five Platinum LearnX Awards, including Best Online Learning Model, Best Customer Experience Team, Best Customer Experience Training, Best eLearning Design – Simulation, and Best eLearning Design – Product. Notably, VU Online received the award for Best Online Learning Model for the fifth consecutive year, recognising its sustained excellence in online learning and student experience. The awards acknowledge the University's innovative approach to digital education, its award-winning student support model and its commitment to delivering accessible, high-quality education.

Through innovative learning design, personalised support and flexible study pathways, VU Online is helping more learners access education, build skills and achieve their goals at every stage of life, contributing to a more inclusive, resilient and sustainable future.





Women in Tech event.

VU TAFE 2025 highlights

13,000+ VU TAFE students

42% enrolled through Free TAFE

12,748 Wyndham
Tech School students

590+ teachers engaged

300+ industry partners

107 work placements

820 students mentored

491 girls engaged in
STEM programs

VU TAFE and Wyndham Tech School: building skills for a sustainable future

VU TAFE plays a vital role in creating accessible pathways to education, employment and lifelong learning, equipping learners with the skills needed for a sustainable and rapidly changing economy. In 2025, VU TAFE supported more than 13,000 vocational education students, with 42% enrolled through Free TAFE, helping remove financial barriers and expand access to training in priority sectors including health, community services, digital technologies and emerging industries. Through vocational education, industry partnerships and place-based learning, VU TAFE is strengthening workforce participation while creating opportunities for individuals and communities across Melbourne's west.

A key contributor to this impact is Wyndham Tech School, located at VU's Werribee campus. In 2025, Wyndham Tech School engaged 12,748 secondary school students and more than 590 teachers from 53 schools, delivering over 46,000 hours of industry-connected STEM learning designed to prepare young people for the jobs of the future.

Advancing sustainability through STEM education

Sustainability principles were embedded across Wyndham Tech School programs, helping students explore solutions to environmental and community challenges.

Key initiatives included:

- **Smart Farm and AgTech programs:** Engaging more than 1,300 students in sustainable food production, hydroponics, biodiversity and agricultural innovation.
- **Smart Water Systems programs:** Developed with Greater Western Water, introducing students to water sustainability challenges through AI, data technologies and sensor-based solutions.
- **Renewable energy learning experiences:** Including immersive wind farm simulations and systems engineering activities focused on the clean energy transition.
- **Smart Cities and infrastructure programs:** Enabling students to design sustainable transport and community infrastructure while developing systems-thinking skills.



Strengthening industry partnerships and career pathways

Working with more than 300 industry partners and professionals, Wyndham Tech School connected students with real-world challenges and future career opportunities.

Programs included:

- 107 work experience placements and mentoring opportunities for 820 students.
- Entrepreneurship initiatives such as the WYNNovation Festival.
- Industry-led programs with partners including Amazon, Microsoft, Greater Western Water and the Level Crossing Removal Project.
- Employment opportunities for VU students as STEM Program Officers.

These experiences help students build practical skills, industry connections and confidence to pursue future education and employment pathways.

Expanding access and inclusion

Creating equitable opportunities for all learners remained a central priority.

Initiatives included:

- **FLIP alternative learning programs** supporting disengaged learners.
- **Partnerships with Warringa Park School** to enhance opportunities for neurodiverse students.
- **Deadly Tech Day**, connecting First Nations students with Indigenous researchers, facilitators and technology professionals.
- **Inclusive STEM programs** that help remove barriers to participation and foster belonging among underrepresented groups.

Inspiring the next generation of women in STEM

Wyndham Tech School continued its strong commitment to increasing female participation in STEM, engaging 491 girls through targeted programs and industry partnerships.

A highlight was the inaugural Amazon Girls' Tech Day in Victoria, hosted at Wyndham Tech School in partnership with Amazon. Bringing together approximately 500



Community and school workshops at Wyndham Tech School in 2025.



Wyndham Tech School's Smart Farm.

primary and secondary school girls from Melbourne's west, the event provided hands-on experiences in robotics, autonomous technologies, digital creativity and emerging technologies while connecting students with female STEM leaders and industry professionals. The program aimed to inspire the next generation of innovators and help address the ongoing underrepresentation of women in Australia's technology workforce. Students reported increased confidence and interest in pursuing technology-related careers after engaging directly with female role models and mentors.

Developing future workforce capability

Wyndham Tech School's impact extended beyond secondary education, strengthening pathways into priority workforce sectors.

In 2025:

- 247 tertiary students participated in VR Nurse Training simulations.
- More than 590 teachers engaged in professional learning focused on AI, emerging technologies and innovative teaching practices.
- Students developed future-ready skills in areas including health, digital technologies, engineering and sustainable industries.

Through innovative STEM education, strong industry collaboration and a commitment to inclusion, VU TAFE and Wyndham Tech School are helping to build a more equitable, skilled and sustainable workforce while creating opportunities for young people to contribute to more resilient and sustainable communities.



Strategic driver



Partnering with principle

Impact objective:

By 2030, we will be successful if we cultivate an outstanding network of ethical alliances and partnerships, with enduring outcomes for every student.

Connecting education, industry and community



Professor Alex Parker, VU Vice-Chancellor, Professor Adam Shoemaker and Professor Andy Hill with Victorian Premier, the Hon Ben Carroll MP, at the official opening of the Victoria University Research Building.

VU and Western Health: connecting education, research and patient care

VU and Western Health share a commitment to improving the health and wellbeing of communities across Melbourne's west. In 2025, the partnership continued to deepen through collaborative education, research and workforce development initiatives that strengthen local health services while creating new opportunities for students, clinicians and researchers.

Building the future health workforce

Melbourne's west is Australia's fastest-growing region, with a population of more than 975,900 people and an estimated 25,000 new health and care economy jobs forecast by 2031. As demand for healthcare services continues to grow, VU and Western Health are working together to build the skilled workforce needed to support the region's future health needs.

VU is training the next generation of health professionals, with 4,314 students enrolled in health-related courses across TAFE and higher education in 2025. Importantly, 68% (2,942) of these students live in Melbourne's west, strengthening the pipeline of locally

trained healthcare workers who are well positioned to serve their communities.

The University's diverse student cohort reflects the communities it serves. Half of VU students come from a non-English speaking background, while 42% of higher education students are the first in their family to attend university and achieve a 93% success rate. VU also delivers one of Australasia's largest and longest-running undergraduate paramedicine programs, enrolling approximately 800 students each year.

In the coming years, VU expects to graduate 630 nurses, 221 paramedics and 189 social workers, adding to the thousands of VU alumni already working across the health sector as nurses, midwives, physiotherapists, speech pathologists, nutritionists, social workers and aged-care professionals.

In 2025, VU strengthened clinical traineeship pathways with Western Health, supporting students in Health Services Assistance and expanding opportunities to gain practical experience in high-demand healthcare settings. These initiatives help bridge the gap between study and employment while ensuring local health services have access to a skilled and diverse workforce.

A shared health and research precinct

A major milestone in the partnership has been the development of the VU Research Building at the Western Health Footscray Hospital precinct. Located alongside the new Footscray Hospital and directly opposite VU's Footscray Park Campus, the purpose-built facility brings together researchers, clinicians, allied health professionals and community members in a shared environment focused on improving health outcomes.

The \$63 million facility enables VU researchers to work directly with Western Health clinicians and patients to advance research in areas including preventative health, healthy ageing, mental health, rehabilitation and chronic disease. By co-locating researchers, students and healthcare professionals within the hospital precinct, the partnership is creating new opportunities to address priority health challenges affecting Melbourne's west while strengthening connections between education, research and clinical practice.

The co-located model strengthens opportunities for collaboration, accelerates the translation of research into practice and is expected to increase community participation in clinical trials by up to 50 per cent, creating greater opportunities for local communities to contribute to research that improves health outcomes.

Learning through supported clinical practice

The partnership also delivers tangible benefits for students and patients through innovative clinical education models. In 2025, VU and Western Health launched a pilot osteoarthritis rehabilitation program through the VU Clinical Exercise Rehabilitation (VUCER) Clinic. Under the program, Western Health patients were referred to the student-led clinic, where Physiotherapy and Exercise Physiology students worked collaboratively to develop and deliver rehabilitation plans under professional supervision.

The pilot provided valuable interprofessional learning experiences while increasing access to rehabilitation services for community members. During its first phase, 22 students participated and Western Health patients received treatment plans, demonstrating the value of integrating education, healthcare delivery and community impact.

Strengthening clinical research and scholarship

VU and Western Health are also investing in the development of clinician-researchers who can drive evidence-based improvements in healthcare. In 2025, Western Health partnered with VU and other university partners to establish the Nursing and Midwifery Clinical Academic

Pathway program. The initiative provides dedicated research time for PhD-qualified nurses and midwives while they continue their clinical practice, supporting translational research and strengthening clinical scholarship.

Through honorary and adjunct academic appointments, participants gain access to university resources, research mentoring, teaching opportunities and collaborative research networks. The program is helping to build sustainable research capability within the health workforce while improving connections between clinical practice and academic inquiry.

Creating lasting impact for Melbourne's west

Together, VU and Western Health are creating a powerful model of partnership that integrates education, research and patient care. By preparing the next generation of health professionals, supporting clinician-researchers and developing a world-class health and research precinct, the partnership is delivering lasting benefits for students, healthcare workers and the communities they serve across Melbourne's west.



Victoria University Research Building.



VU partnering with Orygen and headspace to strengthen youth mental health

Through a growing partnership with Orygen and headspace, VU is improving access to youth mental health services across Melbourne's west while creating valuable education, employment and research opportunities for students. Established in 2022, the collaboration brings together higher education, specialist mental health services and community-based care to address one of the region's most pressing social challenges.

A significant milestone was the opening of the co-located headspace Werribee and Orygen Specialist Program Wyndham Centre at the VU Werribee Campus in August 2024. As Victoria's first headspace service located on a university campus, the centre provides both primary and specialist youth mental health support in an accessible, welcoming environment. By bringing services closer to where young people live, study and work, the partnership has reduced barriers to care and expanded access to support. Within six months of opening, headspace Werribee delivered substantially more individual services than during the same period in the previous year.

Workforce development remains a core focus of the partnership. Since its inception, more than 110 VU students have completed placements across disciplines including psychology, nursing, social work, nutrition and dietetics, with additional placements continuing throughout 2025. Several graduates have secured employment with Orygen following placement experiences, creating a clear pathway from study to professional practice. In 2025 alone, VU's collaboration with Orygen and the Parkville Youth Mental Health and Wellbeing Service delivered more than 70 student placements while supporting clinical learning, supervision and graduate employment opportunities.

The partnership also advances wellbeing and research through jointly delivered initiatives, including healthy eating and nutrition programs, professional development for VU counselling staff, clinical supervision, guest lecturing and collaborative research projects. These

activities complement broader health and wellbeing research collaborations that are exploring ways to improve outcomes for people living with mental illness. Together, Orygen, headspace and VU demonstrate how deep, place-based partnerships can strengthen community wellbeing, expand workforce capability and deliver meaningful societal impact for Melbourne's west and beyond.



Advancing waterway health and circular economy innovation

Collaboration with Greater Western Water continued to support waterway health, biodiversity and sustainable infrastructure initiatives across Melbourne's west.

Partnership activities included the ongoing *Platypus Watch: Citizen Science Water Analysis* initiative, delivered with the Werribee River Association. The project engages community members in water quality monitoring along the Werribee River, supporting a greater understanding of freshwater ecosystem health and long-term habitat restoration efforts.

The partnership also progressed circular economy innovation through the award-winning *Green Trench* project, which demonstrated the use of recycled materials in civil infrastructure and was recognised with a 2025 Green Gown Award Australasia in the Leading the Circular Economy category.

Beyond environmental initiatives, the partnership supported STEM engagement across Melbourne's west through Greater Western Water's involvement in Wyndham Tech School programs, helping

connect students with future careers in sustainability, technology and innovation.

Together, these initiatives demonstrate how partnership-driven research and innovation can deliver practical environmental solutions while creating lasting benefits for communities and ecosystems across Melbourne's west.





VU students and researchers participating in events with the Western Bulldogs Community Foundation.

Creating stronger communities through partnership: Western Bulldogs Community Foundation and VU

The partnership between VU and the Western Bulldogs Community Foundation (WBCF) demonstrates how education, sport and community engagement can work together to create lasting societal impact across Melbourne's west. As one of VU's major industry partners and a key collaborator within the University's Flipped Campus ecosystem, WBCF shares a commitment to improving wellbeing, educational opportunity, inclusion and workforce participation for people from diverse backgrounds.

In 2025, the partnership continued to deliver tangible outcomes for both communities and students. More than 860 secondary students participated in leadership, wellbeing and social impact programs delivered through the Foundation, while over 350 newly arrived young people strengthened their confidence, connection and sense of belonging through community-based initiatives. More than 70 VU students completed placements across fields including psychology, youth work, nutrition and dietetics, community development, exercise physiology and sports management, with seven

graduates commencing employment at the Foundation. Researchers also worked alongside WBCF to evaluate programs and support evidence-based improvements, helping ensure initiatives remain effective, accountable and responsive to community needs.

A standout initiative in 2025 was the VU School Workshops program, which reached more than 925 students through 39 workshops delivered across 22 schools and partner sites. Supported by VU and aligned with the Victorian curriculum, the workshops equipped young people with the knowledge, confidence and practical skills needed to thrive in respectful, inclusive and future-ready communities. Students explored topics including mental health and resilience, leadership, social responsibility, intercultural understanding, gender equity, employment skills and education pathways. The program strengthened empathy, confidence and social awareness while contributing to safer, more connected school environments across the west.

The partnership also strengthens pathways into higher education and employment. Through flexible study options enabled by the VU Block Model®, Western Bulldogs AFLW players have been able to balance elite sport with tertiary education, building qualifications and career opportunities beyond their sporting careers. Athletes highlighted the value of the support

provided by both the University and the Club in helping them pursue their professional and educational aspirations simultaneously.

Together, the Western Bulldogs Community Foundation and Victoria University are creating opportunities that extend beyond the classroom and playing field – empowering individuals, building workforce capability and helping communities across Melbourne's west to thrive.





Future paramedics doing hands-on training at VU.

Centre of Excellence in Paramedicine: advancing workforce capability through partnership

The Centre of Excellence in Paramedicine is a flagship example of VU's commitment to partnerships that deliver lasting benefits for students, industry and the wider community. Developed through a collaboration between VU, Ambulance Victoria, the Victorian Government, industry partners, students and academic staff, the Australian-first Centre will strengthen paramedicine education, research and workforce development in response to the evolving needs of the health sector. Scheduled to open at the Sunshine Campus in October 2026, the Centre has progressed from planning to implementation and represents a significant investment in the future healthcare workforce. As a world-class hub for emergency health education, research and professional development, it will support learners from TAFE through to PhD level, reflecting VU's distinctive dual-sector model and commitment to lifelong learning.

The Centre reflects a shared vision to advance excellence in pre-hospital emergency care through education, innovation and applied research. In 2024, VU and Ambulance Victoria formalised their longstanding relationship through a Memorandum of Understanding, strengthening a partnership focused on advancing paramedic education, research, training and professional practice. Building on Ambulance Victoria's co-located Capability Hub at Sunshine Campus, the collaboration exemplifies VU's "flipped campus" approach, where industry and education work side-by-side to create stronger learning, research and workforce outcomes.

During 2025, key milestones included the unveiling of the Centre's architectural designs following an extensive co-design process involving students, staff, Ambulance Victoria and industry stakeholders. The facility will feature state-of-the-art technology, immersive simulation environments and purpose-built training spaces that replicate real-world emergency scenarios, supporting enhanced teaching, leadership development and

post-qualification workforce training. The Centre will help prepare a highly skilled and workforce-ready paramedic profession capable of meeting growing healthcare demands across Victoria and beyond.

Research and innovation are central to the partnership. In 2025, VU and Ambulance Victoria approved their first joint research project, *Optimising Emergency Healthcare: A Data-Driven Approach to Ambulance Ramping and ED Efficiency*, which will apply artificial intelligence to improve coordination between ambulance services and hospital emergency departments. In addition to government and industry investment, philanthropic support has helped advance the Centre's vision, creating opportunities for research, innovation and student engagement. Together, these industry, government and philanthropic partnerships demonstrate the collective commitment required to build a future-ready paramedicine workforce, strengthen research translation and improve health outcomes for communities across Australia.





Vice-Chancellor, Professor Adam Shoemaker, at WoMEDA.

WoMEDA: Partnering to shape a prosperous future for Melbourne's west

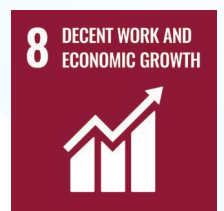
The West of Melbourne Economic Development Alliance (WoMEDA) brings together government, local councils, industry, education and community organisations to unlock the economic potential of Melbourne's west and support sustainable, inclusive growth. Established in 2016, the alliance was founded through collaboration between VU, the Victorian Government and regional stakeholders in response to the need for a coordinated approach to the opportunities and challenges facing one of Australia's fastest-growing regions.

As a founding partner, VU continues to contribute research expertise, policy insight and strategic leadership through its Centre of Policy Studies, supporting evidence-based decision-making on employment, infrastructure, skills and regional development. The University's research and engagement activities help inform WoMEDA's advocacy for greater local employment opportunities, improved connectivity and more inclusive economic outcomes across Melbourne's west.

A highlight of 2025 was the WoMEDA Summit, which brought together leaders

from government, industry, education and the community sector to explore opportunities and challenges shaping the future of the region. The event demonstrated the power of partnership in driving investment, innovation and sustainable growth, reinforcing a shared commitment to creating opportunities for communities across Melbourne's west.

Through WoMEDA, VU works alongside partners to strengthen skills pathways, support job creation, inform policy development and advocate for a prosperous, connected and equitable future for Melbourne's west. The alliance exemplifies how collaboration across sectors can help communities thrive while contributing to long-term economic and social sustainability.



Partnering for community impact across Melbourne's west

Creating opportunity through shared purpose

Strong partnerships are central to VU's commitment to building Melbourne's west to be a more inclusive, connected and prosperous. In 2025, collaborations with community organisations, social justice advocates and place-based foundations continued to create pathways to education, employment and social participation, while addressing local challenges through collective action.

Strengthening communities through the CommUnity+ partnership

The first full year of VU's partnership with CommUnity+ delivered tangible benefits for students, graduates and the wider community. In 2024–25, students from disciplines including law, social work and community education undertook placements across community legal, family support and neighbourhood programs, gaining practical experience while contributing to services that support vulnerable individuals and families. The partnership also created employment pathways, with VU graduates securing roles in community development, legal services and social support settings.

Beyond placements, the partnership strengthened connections between teaching, community engagement and workforce development. Collaborative activities included student participation in community events, career masterclasses, access to employment support services and the exploration of research opportunities focused on community impact. Together, VU and CommUnity+ are helping to build workforce capability while supporting stronger, more resilient communities across Melbourne's west.

Advancing social justice with Westjustice

In 2025, VU formalised its long-standing relationship with Westjustice, establishing a partnership grounded in a shared commitment to social equity, economic opportunity and community wellbeing. The collaboration aligns advocacy and



Visitors to a CommUnity+ stand at VU's Footscray Park campus.

service delivery across priorities including youth wellbeing, student employment and social inclusion, creating opportunities for meaningful impact across the region.

The partnership focuses on co-designed, place-based initiatives that respond to local needs while creating pathways to education and employment. It will expand structured student placements and strengthen links between learning, industry and community practice across disciplines including law, youth work, social work, financial counselling and digital technologies. By combining the strengths of both organisations, the partnership aims to deliver practical solutions that improve outcomes for people and communities throughout Melbourne's west.

Expanding educational access through Western Chances

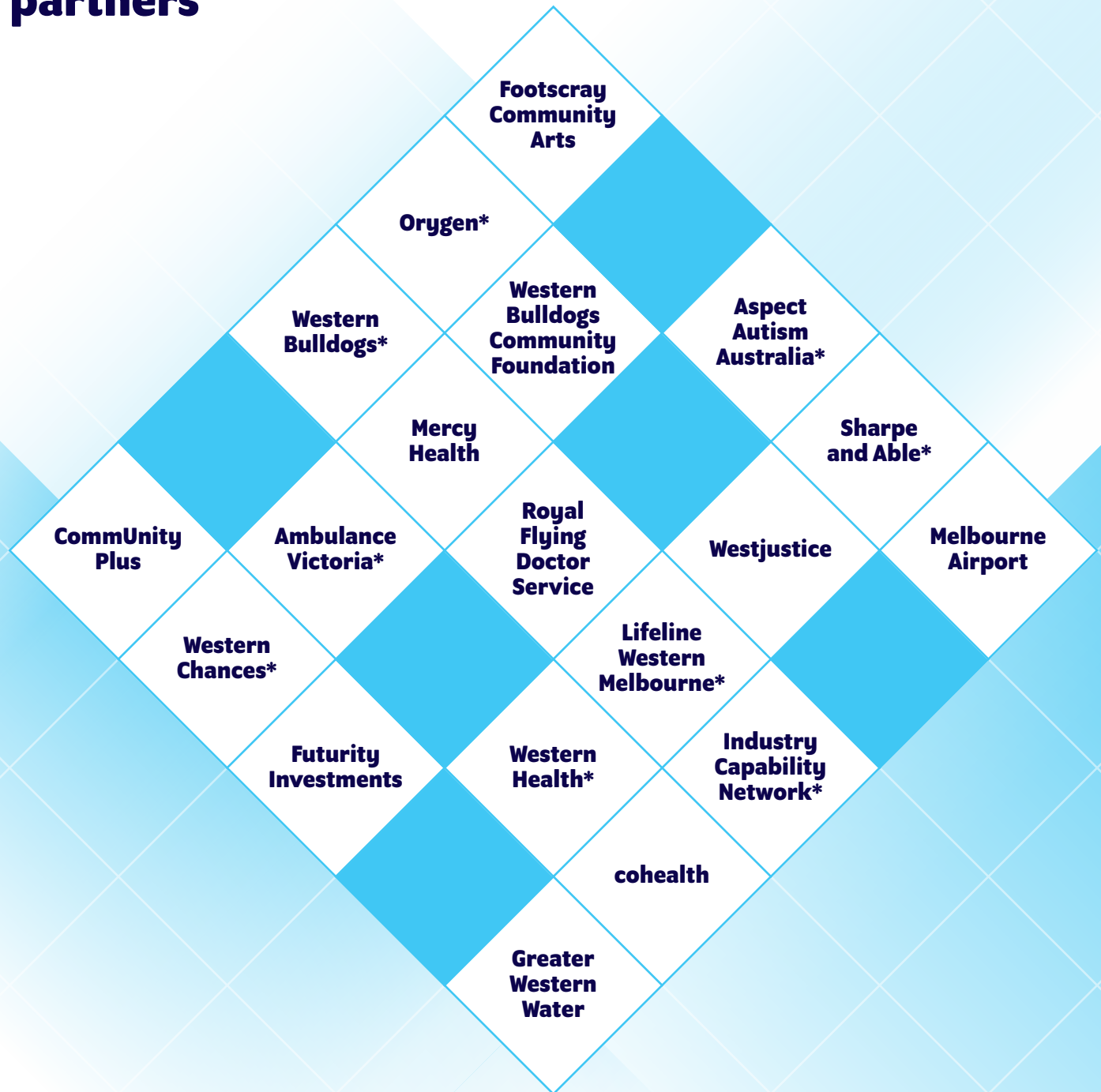
VU's partnership with Western Chances continues to support educational opportunity for young people facing financial and social barriers in Melbourne's west. As one of VU's major community partners, Western Chances shares a commitment to ensuring that place and circumstance do not limit access to education, aspiration and future success. Through scholarship support, mentoring and community engagement initiatives, the partnership contributes to creating pathways that empower students to pursue further study and meaningful careers.

Collective impact for a stronger west

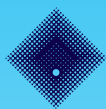
Together, partnerships with CommUnity+, Westjustice and Western Chances demonstrate the value of collaboration in creating lasting societal impact. By connecting education, community services, advocacy and opportunity, these partnerships help address local challenges while strengthening social inclusion, workforce participation and community wellbeing. Through a shared commitment to Melbourne's west, VU and its partners are creating pathways for individuals and communities to thrive.



Victoria University's major industry partners



*Flipped Campus partner – co-locating on a campus or site



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