# FORMAT FOR INDIGENOUS EDUCATION STATEMENT

While it is recommended that this format is followed to ensure Universities report against

1. Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander people in educational decision-making.

   Your response to this goal needs to address but is not limited to the following points:

   The number of Aboriginal and Torres Strait Islander people involved in institutional governance and decision-making bodies and processes and the <u>nature of their involvement</u>, i.e. memberships on boards, committees etc.

   If there is <u>no</u> Aboriginal and Torres Strait Islander membership on key governance and decision making bodies, please provide an explanation.

   The roles and responsibilities of Aboriginal and Torres Strait Islander leaders within your institution.

The University of Canberra has Australia's only Aboriginal Chancellor. Beyond the university's governing council there is good Aboriginal and Torres Strait Islander representation on a number of major committees including: Aboriginal and Torres Strait Islander Advisory Committee (5 Indigenous members); Reconciliation Action Plan Implementation Committee (2 Indigenous members); Aboriginal and Torres Strait Islander Employment Advisory Committee (4 Indigenous members).

The Dean of Aboriginal and Torres Strait Islander Leadership and Strategy is on a number of these committees. They include: Senior Management Group, Academic Board, Admissions Committee, Aboriginal and Torres Strait

relating to Aboriginal and Torres Strait Islander issues and opportunities, within University operations and across the sector. The Advisory Group includes five external Aboriginal and Torres Strait Islander community members. To facilitate and ensure communication and collaboration between the Implementation Committee and the Advisory Group, is chaired by a senior member of the Aboriginal and Torres Strait Islander community, Ms Auriel Bloomfield who is also is the co-chair of Reconciliation Action Plan Implementation Committee.

2. Increase the number of Aboriginal and Torres Strait Islander staff employed as academic and non-academic staff in higher education institutions.

   Your response to this goal needs to address but is not limited to the following points:

   An outline of your current Aboriginal and Torres Strait Islander Employment Strategy including details on its current status, who has responsibility for its implementation, how is progress measured, how and when is progress reviewed or evaluated.

   Information on your strategies for increasing numbers of Aboriginal and Torres Strait Islander staff employed at your University. (Please provide a link to your Employment statement).

   The number of Indigenous-specific positions at your University, detailed by occupation and level.

   The current number of Aboriginal and Torres Strait Islander staff at your University and their roles across the University (including numbers in academic and non-academic roles, and by level).

Aboriginal and Torres Strait Islander Employment Statistics

Table 1 – Permanent positions

Responsibility

The Aboriginal and Torres Strait Islander Employment committee responsibilities include:

1. To advise the University on Aboriginal and Torres Strait Islander employment policy.

Experience, as well as a number of initiatives with the Smith Family and a range of school partners.

| Outreach activity | Target audience | Outline of Program |
| --- | --- | --- |

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| and Torres Strait Islander Education Office | | targeted, successive university familiarisation sessions.<br><br>Over 3 visits, students participated in a range of activities and met with staff, students, and academic staff in relevant degrees. The visits provided information and demystified the university environment. | university campus. |
| University of Canberra and The Smith Family University Experience Day | 40 female high school students from Aboriginal and Torres Strait Islander backgrounds from Wagga Wagga, and 3 Canberra high schools. | The students participated in a range of university familiarisation activities including a campus tour | |

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| Yarramundi Aboriginal and Torres Strait Islander Community Markets | Aboriginal and Torres Strait Islander families, ACT & NSW community, and external stakeholders. | Involvement in the markets, while undertaking recruitment and marketing of UC course offering and broader University services. | Providing exposure to ACT and regional NSW community on the services of the Ngunnawal Centre, and wider UC services. Prospective Aboriginal and Torres Strait Islander students. Increased development of community and external stakeholder engagement. |
| AIME – Australian Indigenous Mentoring Experience | Aboriginal and Torres Strait Islander students studying at schools across ACT and surrounds. | In 2016, AIME and the University of Canberra engaged 174 students across 5 schools - Queanbeyan, Yass, Goulburn and Mulwaree. This contributed to the overall number of students in the ACT (259 students) across 17 schools.  The program also engaged 86 university student mentors who participated in the AIME Institute and the School Tutor Squads. Additionally AIME co-facilitated with the Ngunnawal Centre a specifically tailored Outreach program day for Palm Island High School students participating in the Cathy Freeman Foundation and assisted the Widening and Participation Team with their Outreach Days for High Schools students for the Career Expo's and the Aspirations Program. | The AIME Institute delivered on campus included six different courses tailored for each specific high school year group featuring 50 unique modules - each one hour in length. The Tutor Squads were delivered in schools with trained UC Mentors providing free academic support  c5mic support |

## Scholarships details

| Scholarship details | Government/ Private/University | No. Allocated | Cost | No. Awarded | Comments |
|---|---|---|---|---|---|

4. Achieve the <u>participation</u> of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.

Your response to this goal needs to address but is not limited to the following points:

The total number of Aboriginal and Torres Strait Islander student enrolments for 2016, compared to 2015 (please provide an all student comparison).

Details of your Universities' strategies to address Aboriginal and Torres Strait Islander student participation.

Indigenous Education / Support Unit's role.

The <u>total</u> number of Aboriginal and Torres Strait Islander student enrolments is as follows:

| | | | |
|---|---|---|---|
| Student Needs Survey | The Ngunnawal Centre undertook a Student Needs Survey to address the low retention rates and identify key issues impacting on academic outcomes. | All new staff at the Ngunnawal Centre. | Final report (Mura Gadi Student Needs Report) provided with recommendations to address these challenges. |
| Career Advice | Employment opportunities for intern and graduate opportunities with Government departments, Corporate and Community organisations. | Matching students with suitable employers appropriate to their degree. | Increased number of students accessing intern and part time employment opportunities. |
| Development of new Ngunnawal Centre UC Webpage and Social Media | Online promotion of the Centre, our programs and our students via UC Webpage and Ngunnawal Centre Facebook page. | All new staff at the Ngunnawal Centre pushed the release date delayed until 2017. | Increased promotion and awareness of the Ngunnawal Centre services and programs offered. |

external work programs such as Career Trackers, APSC Cadetships and in-curricula internship opportunities. Careers UC have had continued engagement with the Ngunnawal centre to support industry relationships and graduate recruitment needs for Aboriginal and Torres strait islander students.

5. Enable Aboriginal and Torres Strait Islander students to attain the same <u>completion rates</u> from award courses in higher education as for other Australians.

Your response to this goal needs to address but is not limited to the following points:

The total number of Aboriginal and Torres Strait Islander student completions at Bachelor level and above in 2016, compared to 2015 (please provide an all student comparison).

Support mechanisms you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.

Indigenous Education / Support Unit's role.

| | 2015 | 2016 |
|---|---|---|
| Aboriginal and Torres Strait Islander students: (Higher Degree) | 2 | 2 |
| Non Aboriginal and Torres Strait Islander students: (Higher Degree) | 370 | 347 |
| Aboriginal and Torres Strait Islander students: (Other postgraduate) | 4 | 4 |
| Non Aboriginal and Torres Strait Islander students: (Other postgraduate) | 281 | 331 |
| Aboriginal and Torres Strait Islander students: (Bachelor degree) | 20 | 21 |
| Non Aboriginal and Torres Strait Islander students: (Bachelor degree) | 1545 | 1620 |
| Aboriginal and Torres Strait Islander students (Other) | 10 | 3 |
| Non Aboriginal and Torres Strait Islander students: (Other) | 252 | 164 |

## Support mechanisms

| Support mechanisms | Description | Constraints | Outcome |
|---|---|---|---|

| | | | students, and assist them to reach their personal and academic goals. |
|---|---|---|---|
| Weekly Study Skills drop in Sessions | Weekly drop in sessions from the UC Study Skills team each during the semester, to encourage students to feel open to asking for advice and assistance. | Timing and availability of study skills team members, where sometimes, due to staffing changes, sessions were to be changed or cancelled. | Students felt better supported, and open to seeking support in a familiar environment (Ngunnawal Centre).<br><br>Direct access to study skills assistance in the centre. |
| Pastoral Care/Referrals | Intensive pastoral support and referral to the broader University community services. | All new staff at the Ngunnawal Centre. | Robust working relationships developed with the relevant expert support services and academic areas. |

Student Success Directorate:
Inclusion and Engagement attended information sessions at the start of S1 and S2 to informally talk to Indigenous students about the services and support for students with a disability/health condition. This session also incorporated welfare aspects in 2016. The Inclusion and Engagement team currently (May 2017) has 25 Aboriginal or Torres Strait Islander students registered.

Study Skills:
Orientation Week: Study Skills staff attended the welcome session in S1 and S2 to promote services to students.

Study Skills also facilitated drop-in sessions in the Ngunnawal Centre throughout Semester 1 and 2 - 1 x 2hr session in Semester 1 and 2 x 2hr sessions in Semester 2. In Semester 2, these sessions also included workshops in various study skills.

Throughout 2016, Study Skills offered individual appointments for intensive study skills needs to all Aboriginal and Torres Strait Islander students via referral from the Ngunnawal staff or self-referral from the student. Online tutoring assistance was available to all UC students through Smarthinking and online support resources on the Study Help moodle site. All UC students can also access face-to-face Study Skills drop-ins in the library on weekdays and the Rover peer learning support service daily.

Study Skills also delivered workshops for the jointly delivered UC College/Ngunnawal Aboriginal and Torres Strait Islander Foundation Study Skills unit in general study skills, research skills and Mahara E-portfolio in Semester 1 2016.

– The Ngunnawal Centre experienced staffing changes in early 2016 which impacted on the continuity and promotion of the Study Skills programs, so attendance was lower for the Study Skills programs at Ngunnawal than in 2015.

The students who regularly attended Study Skills drop-ins at Ngunnawal and/or individual consults in Semester 1 continued their studies into Semester 2, 2016.

Careers UC:
Careers support and WIL advice for students occur via referral service from the Ngunnawal centre and through the online booking service "CareerHub". Careers UC advise and support students undertaking Work Integrated Learning (WIL) as part of course requirements or for additional paid programs. Drop In sessions specific to faculty are offered

6.   To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

Your response to this goal needs to address but is not limited to the following points:

Details of how and to what extent Indigenous perspectives are reflected in curriculum at your University.

How the University addresses the cultural competen4 677i

# FINANCIAL ACQUITTAL

| | |
|---|---|
| **Organisation** | |
| **Postal Address** | |
| **Contact Person** | **Title** |
| **Phone** | **Fax** **E-mail** |

### Financial Acquittal

This financial acquittal proforma is designed to acquit all ISP Funds provided in 2016, including all interest or royalties/income derived from ISP Funds during 2016.

| Attachment | | Checklist |
|---|---|---|
| *1* | Indigenous Support Program (ISP) | |

For each Attachment:

Part A seeks information on the GST component of funding provided to you under that element, if applicable.
- If GST is paid to you, the amount of GST funding which is included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. You must state whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
- If GST is *not* paid to you, *do not complete Part A*.

Part B seeks information about the funding received and expenditure and commitments, exclusive of any GST. Do not include the GST component of any expenditure in this part.

# Certification

*Complete this certification* after *you have completed the Financial Acquittal for any ISP funding which you have received in 2016 and after you have entered all relevant information in the Assets Register.*

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**ISP FUNDING RECIPIENT'S CERTIFICATION**

I,

<div style="text-align:center">(print name of chief officer or equivalent)</div>

<div style="text-align:center">(print position title)</div>

certify that:

(i)    the details shown in this financial acquittal form and the accompanying pages - including the details of assets acquired and disposed of - represent a complete, true and correct summary of transactions that took place during the funding year under the Indigenous Education Program (ISP);

(ii)   Funds were spent on activities and initiatives to achieve the outcomes/targets indicated in the *Higher Education Support Act 2003*;

(iii)   any interest earned or royalties/income derived from these Funds was expended on activities to advance the objects of the *Higher Education Support Act 2003*; and

I understand that:

(i)

# ATTACHMENT 1 - Indigenous Support Program

| **Provider Name:** |
|---|

*For the 2016 funding year (1 January - 31 December 2016).*

**PART A**    **If applicable, Goods and Services Tax (GST) paid under the Agreement:**

| | |
|---|---|
| 1. If applicable, GST received by you in 2016 as part of the Indigenous Support Programme funding under the *Higher Education Support Act 2003*. This amount is stated on your Recipient Created Tax Invoices (RCTIs). | $ |
| 2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) | $ |

| Amount remitted: $ | Amount remitted: $ | Amount remitted: $ |
|---|---|---|
| Date remitted:      /    / | Date remitted:      /    / | Date remitted:        /    / |

**PART B - Acquittal Summary Details (excluding GST):**

**INCOME**

| | |
|---|---|
| 1.  Unexpended Indigenous Support Programme funds from <u>2015</u> which were committed for expenditure prior to 31/12/2015. | $ |
| **(+)** 2. Unexpended and uncommitted Indigenous Support Programme funds from <u>2013 or 2014</u> which were approved for expenditure in 2016. | $ |

**(+)** 3.  Indigenous S