



INDIGENOUS EDUCATION STATEMENT - OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to the 2016 outcomes and future plans to meet their ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

These responsibilities include assessing and reporting on progress towards improved educational outcomes for Aboriginal and Torres Strait Islander peoples as set out in the goals of the [National Aboriginal and Torres Strait Islander Education Policy](#).

The Indigenous Education Statement has, in the past, been used to determine University's eligibility for Indigenous Support Programme (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A Universities must demonstrate to PM&C that they:

- Have implemented strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students;
- Have increased participation of Aboriginal and Torres Strait Islander peoples in the University's decision-making processes; and
- Have an Aboriginal and Torres Strait Islander employment strategy.

Universities in receipt of ISP funding during 2016 are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2016 ISP funds is included within this document. Please provide as much information as possible.

The certification page is required to be signed by the University's most senior financial manager. This page does not require an external auditor's certification.

It is recommended that the format for the Indigenous Education Statement is followed to ensure Universities report against all relevant criteria. However, this should not limit Universities that wish to report on a wider range of matters.

In accordance with the Guidelines, the Indigenous Education Statement is **due** to be submitted and accepted by the Department **on or before 31 May 2017**. Please allow sufficient time for follow up discussions between PM&C and the University to avoid any possible delay to 2017 ISSP progress payments.

Please note that from 2017, the ISP will be included in the Indigenous Student Success Program (ISSP). ISSP reporting for 2017 funding will occur in 2018 via a similar reporting process as the ISP Indigenous Education Statement. Further information will be circulated during 2017.

Please submit signed electronic documents by email to: ISSP@pmc.gov.au

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FORMAT FOR INDIGENOUS EDUCATION STATEMENT

While it is recommended that this format is followed to ensure Universities report against all relevant criteria, Universities are invited to comment on a wider range of matters.

University of Canberra

Ngunnawal Centre

SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2016 AND PLANS FOR FUTURE YEARS

Please provide evidence of:

- strategies you have implemented which seek to achieve the AEP goals and your assessment of whether these strategies are working;
- constraints on your ability to achieve the AEP goals; and
- plans for future improvement of existing strategies or implementation of new strategies to meet each of the AEP goals relevant to higher education.

The AEP goals (paraphrased) relating to higher education are to:

- 1 Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making.
- 2 Increase the number of Aboriginal and Torres Strait Islander peoples employed, as academic and non-academic staff in higher education institutions.
- 3 Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.
- 4 Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.
- 5 Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.
- 6 To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

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 nature of their involvement, i.e. memberships on boards, committees etc.
- If there is **no** 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 Islander Advisory Committee, Aboriginal and Torres Strait Islander Employment Committee, Reconciliation Action Plan Implementation Committee, and the Equity and Diversity Planning Group. A review of the appropriate committees that should have Indigenous representation was conducted and Terms of Reference have been updated for the Aboriginal and Torres Strait Islander Employment Advisor Committee; and the Aboriginal and Torres Strait Islander Advisory Committee to ensure a number of Indigenous people are involved in institutional governance.

Professor Peter Radoll, Dean of Aboriginal and Torres Strait Islander Leadership and Strategy has brought UC extensive knowledge and experience to provide strategic leadership of education, research and support initiatives that deliver improved outcomes for Aboriginal and Torres Strait Islander students, community and staff. As Dean, he has taken up a key representative, stakeholder and community engagement role at both the regional and national level, and is providing leadership in all activities of the Ngunnawal Centre, as well as working with faculties and central business units. This new senior management position directly oversees Aboriginal and Torres Strait Islander education, research, an expanded Ngunnawal Centre and student engagement at the University of Canberra.

In 2016 Aboriginal and Torres Strait Islander Executive Officer was appointed to provide high level strategic advice and support to the Dean of Aboriginal and Torres Strait Islander Leadership and Strategy in all areas related to Indigenous leadership and strategy.

The University reintroduced a position for an Aboriginal and/or Torres Strait Islander Elder to work at the University in the Ngunnawal Centre for the wellbeing of Aboriginal and Torres Strait Islander Students and to share Aboriginal and/or Torres Strait Islander cultural wisdom to the University. The Elder has developed and maintained a strong cultural presence at the Ngunnawal Centre and within the broader University. This role provides support advice and 'Eldership' to Aboriginal and Torres Strait Islander Students and Staff of the University.

In addition Professor Chris Sarra, a highly regarded Indigenous educator, former school principal and founder of the Stronger Smarter Institute joined the University of Canberra as a Professor of Education in June 2016. In this role, Professor Sarra teaches and researches in areas such as school leadership, Indigenous education, and educational equity in East Asia and Australia working closely with Centenary Professor Moosung Lee. He also collaborates with the University's Institute for Governance and Policy Analysis (IGPA) on education and social policy research, and teaches an online Masters unit on educational leadership.

Professor Dennis Foley was also appointed to the Faculty of Business, Government and Law. Prof. Foley Teaches and researches in the area of Business and Entrepreneurship, a Fulbright Scholar and a double Endeavour Fellow with numerous national and international competitive research grants to his credit. Professor Foley sits on the editorial boards of several well-known Journals and is recognised internationally as one of the leaders in his field.

Aboriginal and Torres Strait Islander Advisory Group

The Aboriginal and Torres Strait Islander Advisory Group (Advisory Group) advise the University on matters

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 its progress is measured, how and when its progress is 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

Please see below.

Table 2 – Casual positions

In 2016 there were 5 x sessional Indigenous staff at UC including 2 x ITAS tutors.

Identified positions

There are 6 Aboriginal and/or Torres Strait Islander identified positions within the University of Canberra, as listed below:

- Senior Manager Agreement
- HEW Level 10
- HEW Level 8
- 3 x HEW LEVEL 6

Current number of Aboriginal and Torres Strait Islander Employees

There are currently 12 identified Aboriginal and Torres Strait Islander employees at the University of Canberra (with another identified position vacant, and in the process of being filled). They are:

- Senior Manager - Dean, Aboriginal and Torres Strait Islander Leadership & Strategy
- Professional - Early Childhood Teacher
- Professional - Managed Operating Environment Developer
- Professional - Ngunnawal Centre Manager
- Professional - Executive Officer
- Professional - Student Engagement Officer
- Professional - Elder in Residence
- Professional - Postdoctoral Fellow
- Academic - Lecturer in Nursing
- Academic - Lecturer in Entrepreneurship
- Academic - 2 x Tutors

In University of Canberra Enterprise Agreement 2015-2018, the University recommitted to increasing Aboriginal & Torres Strait Islander Employment by:

- Confirming commitment to the Aboriginal & Torres Strait Islander Employment Strategy; and
- Increasing the employment target to a minimum of 1.5% by 31 March 2018 (from 0.7% at the commencement of the agreement in December 2015).

Aboriginal and Torres Strait Islander Employment Strategy

The attached strategy is current, albeit with the new target of a minimum 3%. This strategy includes actions specifically aimed at increasing Aboriginal and Torres Strait Islander academics.

Responsibility

The Aboriginal and Torres Strait Islander Employment committee responsibilities include:

1. To advise the University on Aboriginal and Torres Strait Islander employment policy.
2. To provide advice and ongoing support to the Director of Human Resources (or delegate) in relation to the objectives provided for in the Enterprise Agreement as they pertain to Aboriginal and/or Torres Strait Islander employees.
3. To assist the University in the development of Aboriginal and Torres Strait Islander employment initiatives with the aim to recruit, attract and grow Indigenous talent.
4. To provide support and advice regarding implementation of actions related to Aboriginal and Torres Strait Islander employment as detailed in the Reconciliation Action Plan.
5. To provide relevant and regular updates to the Vice Chancellor and the Reconciliation Action Plan Implementation Committee.

Measuring Progress

The University's Human Resources Unit reports to the University Executive and Council quarterly on the following statistics to report progress:

- Recruitment statistics; and
- Employment statistics

The Committee reports progress to the Reconciliation Action Plan Implementation Committee (Co-Chaired by the Vice-Chancellor).

3. Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.

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

- **Commencing Aboriginal and Torres Strait Islander student** numbers for 2016 (access rate) as compared to 2015 (please provide an all student comparison).
- **Programmes run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your University**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up of available scholarships.
- **Indigenous Education / Support Unit's role**.

Commencing Aboriginal and Torres Strait Islander students

	2015	2016
Aboriginal and Torres Strait Islander students	102	149
Non Aboriginal and Torres Strait Islander students (Domestic students only):	4848	5229
Not specified	3	

Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
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Target audience:

The program is designed for Aboriginal and Torres Strait Islander students who do not meet University admission requirements but have a reasonable chance of success in higher education. Previous education and relevant work experience are taken into consideration when assessing applicants. The application process includes an Interview with the Course Convenor and Ngunnawal Centre staff.

Outline of Program:

The Aboriginal and Torres Strait Islander Foundation Program helps to build the skills needed for study at the University of Canberra. The program is delivered through the University of Canberra College in close collaboration with the Ngunnawal Aboriginal and Torres Strait Islander Support Centre.

The Program also provides entry to University for those students who have not studied for some years, and would like to develop the communication and study skills needed for success at university. Applicants must achieve an equivalent ATAR for entry into a nominated degree. Conditional offers to the University of Canberra are based on that nominated degree.

The program can be completed on a full-time basis for one semester or the part time equivalent. Students study two Foundation units (Study Skills and Communications) as well as one or two university units from their chosen degree.

The program is also designed to introduce the support services available to students of the Ngunnawal Centre, University of Canberra College and the University of Canberra. These include student Admissions support, Scholarships and Accommodation advice, Medical and Counselling Services, Inclusion and Welfare programs, ITAS tutoring and Mentoring projects.

In 2016 there were 6.75 (EFTSL) enrolments in the Aboriginal and Torres Strait Islander Foundation Program.

Outreach activities

The University of Canberra is committed to breaking down barriers to higher education for students from Aboriginal and Torres Strait Islander backgrounds. In 2016, the University of Canberra continued a number of initiatives, partnerships and programs funded by the Higher Education Participation and Partnerships Programme (HEPPP). This includes the continuation of the University of Canberra's partnership with the Australian Indigenous Mentoring

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	Outcome
<p>The University of Canberra and the Aurora Project Partnership: The Aspiration Initiative (TAI) – Increasing opportunities and support for Indigenous Australian students (2014-2017)</p>	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander students in schools in NSW, Victoria and Western Australia Aboriginal and Torres Strait Islander students who participated in TAI programs now studying at the University of Canberra 	<p>Continuation of the academic enrichment and support for Aboriginal and Torres Strait Islander students. Providing opportunities for exceptional Indigenous scholars to visit elite universities overseas such as Oxford and Cambridge.</p> <p>Several students commenced at the University of Canberra after completing the TAI enrichment program. The University of Canberra provided specialised support and information sessions, including scholarship information, informal catch ups, and a scholarship to assist with their studies.</p>	<p>Progress Report 3 was submitted to the Commonwealth in March 2017. The Final Report is due in 2018.</p>
<p>The University of Canberra’s Partnership with the Australian Indigenous Mentoring Experience (AIME)</p>	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander students studying at schools across the region. 	<p>The University of Canberra entered into a partnership with the Australian Indigenous Mentoring Experience in 2014. The program aims to assist Aboriginal and Torres Strait Islander students to develop the skills, opportunities, belief and confidence to succeed in their educational endeavours.</p> <p>In 2016, the AIME programme worked with a range of schools in Yass, Goulburn and Queanbeyan.</p>	<p>The AIME program engaged with 191 Indigenous high school students from schools across the region. The program engages university student mentors, strengthening their relationships with Indigenous identities and building valuable leadership skills. University mentors and high school students participated in a range of in-school and on-campus program days throughout 2016.</p>
<p>University of Canberra Rotary visit for Indigenous students</p>	<ul style="list-style-type: none"> Indigenous high school students from rural and regional NSW. 	<p>Students participated in a university experience session including speaking to UC staff and current students, visiting student accommodation and learning about the Ngunnawal Centre.</p>	<p>Students, teachers and Rotary representatives provided very positive feedback regarding the visit and its role in breaking down barriers to higher education for these students.</p>
<p>University of Canberra Indigenous Aspirations Project in collaboration with the ACT Department of Education’s Aboriginal</p>	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander high school students in 3 ACT schools. 	<p>A program designed to raise the aspirations of Aboriginal and Torres Strait Islander high school students through</p>	<p>Students provided positive feedback on the sessions, and indicated they now felt more comfortable on a</p>

<p>and Torres Strait Islander Education Office</p>		<p>targeted, successive university familiarisation sessions.</p> <p>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.</p>	<p>university campus.</p>
<p>University of Canberra and The Smith Family University Experience Day</p>	<ul style="list-style-type: none"> 40 female high school students from Aboriginal and Torres Strait Islander backgrounds from Wagga Wagga, and 3 Canberra high schools. 	<p>The students participated in a range of university familiarisation activities including a campus tour 'Scavenger Hunt', accommodation visit and opportunities to meet with current UC staff and students.</p> <p>The students also participated in a range of career-focussed sessions with local Aboriginal and Torres Strait Islander professional women.</p>	<p>Students and staff provided excellent feedback on the range and value of activities provided.</p>
<p>University of Canberra Wreck Bay community partnership</p>	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander community members, families and students in the Wreck Bay community. 	<p>Since, 2013, the University of Canberra has partnered with the Wreck Bay Indigenous community through school and community outreach to break down barriers to higher education for Indigenous students. This has included schools outreach to Jervis Bay School and Vincentia High School, and Jervis Bay hosting a pilot professional development program under the Stronger Smarter Schools Project. In 2016, University of Canberra staff from Widening Participation and the Ngunnawal Centre participated in the Wreck Bay NAIDOC Carnival. Staff had information and activities to build relationships, provide knowledge and information, and to engage with younger community members to raise aspirations to higher education.</p>	<p>Students, community members and families greatly enjoyed the University of Canberra's participation in this event. The University of Canberra has participated in this event for a number of years, continuing to build relationships to ensure that information and access to higher education is equitable to all families.</p>

<p>Yarramundi Aboriginal and Torres Strait Islander Community Markets</p>	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander families, ACT & NSW community, and external stakeholders. 	<ul style="list-style-type: none"> Involvement in the markets, while undertaking recruitment and marketing of UC course offering and broader University services. 	<p>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.</p>
<p>AIME – Australian Indigenous Mentoring Experience</p>	<p>Aboriginal and Torres Strait Islander students studying at schools across ACT and surrounds.</p>	<p>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.</p>	<p>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 throughout Term 2 and Term 3 of the high school year.</p>
<p>CareerTrackers for Undergraduate Indigenous students across all years and degrees.</p>	<p>Students participate in 12 Week paid Internships over the course of the year Professional Development workshops provided for each student including Interview Preparation workshops & monthly mentoring with CareerTrackers Student Advisor 10 x 10 Partnership Launch Event Student Networking Event Students attended 4 Day Leadership Development Institute in Sydney including CareerTrackers Gala Dinner</p>	<p>CareerTrackers Indigenous Internship Program is a national non-profit organisation that creates structured internship opportunities for Aboriginal and Torres Strait Islander university students. Our goal is to increase the number of Indigenous Australians in private sector employment. We partner with 99 companies and currently work with 1138 students across Australia.</p>	<p>UC Statistics 2016: Sem 1 - Total number of students: 5 Sem 2 - Total number of students: 11 Alumni: 2</p>

Scholarships details					
Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Indigenous CECS	Government	16	\$41,584.00	13	More scholarships than applicants.
Indigenous Enabling Commonwealth Scholarships (IECECS)	Government	15	\$38,985.00	10	More scholarships than applicants.
Indigenous Commonwealth Accommodation Scholarships (ICAS)	Government	10	\$51,990.00	7	More scholarships than applicants.
Indigenous Enabling Commonwealth Accommodation Scholarships (IECAS)	Government	8	\$41,592.00	5	More scholarships than applicants.
Indigenous Access Scholarships (IAS)	Government	24	\$117,696.00	23	More scholarships than applicants.
Continuing					
Indigenous Commonwealth Education Cost Scholarships	Government	43	\$111,757.00	24	Some continuing students discontinued, graduated or were deemed ineligible for their scholarships.
Indigenous Commonwealth Accommodation Scholarships	Government	16	\$83,184.00	9	Some continuing students discontinued, graduated or were deemed ineligible for their scholarships.
Other Scholarships					
Charles Perkins Scholarship for Undergraduate Aboriginal & Torres Strait Islander Students	Government and University	2	\$4,000	2	50% Government, 50% University
UC Foundation Scholarship for Indigenous Students	University	3	\$7,500	3	There were more applicants than scholarships
UC and the ABC Scholarship for Indigenous students in Journalism and Media Arts and Production	Private and University	0	\$n/a	0	No applicants
UC St Vincent de Paul Scholarships	Private and University	4	\$10,000	4	There were more applicants than scholarships

4. Achieve the participation 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 total number of Aboriginal and Torres Strait Islander student enrolments is as follows:

	2015	2016
Aboriginal and Torres Strait Islander students:	240	265
Non Aboriginal and Torres Strait Islander students (Domestic students only):	12809	13010

Strategies to address participation

Strategies	Outline of strategies	Constraints	Outcome
Monthly Student Enrichment Activities	Monthly enrichment activities to promote engagement and participation, and to add to student university life, including seminars, workshops and discussions from various internal and external service/support providers. The purpose of these enrichment activities was also to understand student wants and needs.	Some challenges faced included timing of the enrichment activities, as some students also worked full-time and could not participate in activities during work hours.	Strengthened student participation and engagement with Ngunnawal Centre staff/services. Understanding student needs, including where to further support and assist students in their academic life. Development of both internal and external stakeholder engagement.
Monthly Faculty of Health Drop In Lunches	Facilitated by the Dean and Ngunnawal Centre staff.	Timing of lunches sometimes clashed with lecture times.	Increased engagement and understanding the functions and support networks within the faculty, including academic mentors for students.
Orientation Week	The Centre held several sessions during O Week to engage with our new students and introduce them to UC support services.	All new staff at the Ngunnawal Centre.	Reconnecting with the broader University community to provide collaboration in the services provided to current and prospective Aboriginal and Torres Strait Islander students.

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.

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.

Constraints – 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.

Outcomes – The students who regularly attended Study Skills drop-ins at Ngunnawal and/or individual consults found the support useful and relevant and began to engage more with mainstream support both in the library and online.

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 each week, for both general Careers advice and assistance with WIL and other employment needs.

The recently introduced Jobs on Campus initiative (June 2016) will be further promoted to students in 2017 with the intention of increasing student jobs on campus for Aboriginal and Torres Strait Islander students.

Careers UC have ongoing engagement with government and non-government industry representatives to offer and promote indigenous cadetship, internships and other work opportunities. Support and promotion of

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 completion rates 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
ATSISSTP - Aboriginal and Torres Strait Islander Student Success Tutorial Program (formerly ITAS)	This initiative of the Australian Government is to improve Higher Education educational outcomes for Aboriginal and Torres Strait Islander students by providing additional tuition. Aboriginal and Torres Strait Islander students of the University of Canberra can receive up to 2 hours of tuition per unit of study each week for each unit (subject) for free. Tuition is provided by qualified and experienced tutors.	Due to budget restraints, the fixed term ITAS Coordinator position ended in November 2016 and the position was not refilled. In 2017, the program was assigned to the part time continuing Administration Officer in the Ngunnawal Centre. Their hours were increased to administer the program, however the Administration Officer has since resigned. Finding suitable tutors with specific student requests was also a challenge.	We managed this process by contacting the relevant faculties to promote and distribute applications for interested and suitable tutors. We have since increased our numbers for 2017.
Pilot Mentoring and Coaching Program	This program is a holistic program designed to motivate students to successfully achieve their goals in all areas of life, with a special focus on academic goals.	The program was offered to Foundation Program students unfortunately due to lack of teaching staff the program did realise its full potential.	The goal is to convert this program to the Ngunnawal Centre Moodle page so all A&TSI students will have access to the Mentoring and Coaching Program. This will help to increase the self-awareness of our

			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). 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.

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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.

Constraints – 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.

Outcomes – 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 each week, for both general Careers advice and assistance with WIL and other employment needs.

The recently introduced Jobs on Campus initiative (June 2016) will be further promoted to students in 2017 with the intention of increasing student jobs on campus for Aboriginal and Torres Strait Islander students.

Careers UC have ongoing engagement with government and non-government industry representatives to offer and promote indigenous cadetship, internships and other work opportunities. Support and promotion of 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.

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 competency** of its staff and students.
- The **University's involvement with Indigenous community** members in working toward this goal.
- **Indigenous Education / Support Unit's role.**

The Ngunnawal Centre

The Ngunnawal Centre provides academic and pastoral support to Aboriginal and Torres Strait Islander students at the University of Canberra. The Centre continues to build on its partnership with Student Central, Study Skills and the four Academic Faculties.

The Ngunnawal Centre aims to enhance the support and assistance provided to Aboriginal and Torres Strait Islander students, and to improve recruitment, progression and completion rates at the University.

Strengthening relationships with key services and faculties across the campus ensures the appropriate ongoing services are provided to our students in the areas of career advice, work experience, internships and practical support and training.

SECTION 2 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT (Attachment 1)

Please use the financial acquittal template attached to report on the expenditure of your University's ISP grant for 2016, noting that a breakdown of expenditure is required (eg salary and travel breakdown). Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2016 provided under section 19-10 of *Higher Education Support Act 2003*, please provide reconciliation.

This ISP report is a legislated requirement, under the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008*.

SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

Please nominate contact officers for all policy and operational matters regarding your Indigenous Education Statement, including name(s), position title, phone number and email address.

Where your Indigenous Education Unit has been consulted in the development of this Indigenous Education Statement, please provide the contact details of the relevant staff member.

University Officer	Indigenous Education Support Unit Officer
Name: Professor Peter Radoll	Name: Ms Anthea Mahoney
Position Title: Dean, Aboriginal and Torres Strait Islander Leadership and Strategy	Position Title: Ngunnawal Centre Manager
Phone Number: 02 6206 8678	Phone Number: 02 6201 5894
Email: peter.radoll@canberra.edu.au	Email: anthea.mahoney@canberra.edu.au

SECTION 4 PUBLICATION OF THE STATEMENT

Following approval of the IES by PM&C, Universities **are to publish** the current and the previous two IES on their website. The documents are required to be externally accessible to the public. Please provide PM&C with a link to these statements.



Australian Government

Department of the Prime Minister and Cabinet

FINANCIAL ACQUITTAL

Organisation					
Postal Address					
Contact Person		Title			
Phone		Fax		E-mail	

Financial Acquittal		Checklist
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		
1	Indigenous Support Program (ISP)	<input type="checkbox"/>
For each Attachment:		
<ul style="list-style-type: none">Part A seeks information on the GST component of funding provided to you under that element, if applicable.<ul style="list-style-type: none">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 <i>not</i> paid to you, <i>do not complete Part A</i>.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.

ISP FUNDING RECIPIENT'S CERTIFICATION

I,

(print name of chief officer or equivalent)

(print position title)

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) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (i) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Signed:

Date:

Privacy Notice

The Department of the Prime Minister and Cabinet (PM&C) collects your personal information (including your name, organisation and contact details) for the purposes of administering Indigenous Education Programmes. PM&C will not otherwise use or disclose your personal information without your consent unless required or authorised by or under law.

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 <i>Higher Education Support Act 2003</i> . 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: \$ / /
Date remitted: / /	Date remitted: / /
Amount remitted: \$ / /	Amount 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 Support Programme funds provided in <u>2016</u> . These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$
(+) 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2016.	\$
(=) 5. Total Indigenous Support Programme funds to be acquitted in 2016.	\$

EXPENDITURE

6. Total Indigenous Support Programme expenditure in 2016, <u>excluding any GST</u> .	\$
(+) 7. <u>Unexpended</u> Indigenous Support Programme funds which were <u>committed</u> for expenditure prior to 31/12/2016.	\$
(+) 8. Requested <u>carryover</u> into 2016 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2016 – written approval date /.../2016. ¹	\$
(=) 9. Total Indigenous Support Programme funds which by 31/12/2016 were fully expended and/or committed for expenditure .	\$
10. Returns of 2016 Indigenous Support Program Funds by 31/12/2016.	\$
11. Balance of Funds for 2016	\$
12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2016.	\$

¹ The Department will only approve the rollover of unspent funds in exceptional circumstances.

Section 7 – Breakdown of ISP Expenditure (excluding GST):

	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
(=) Total 2016 ISP Program Expenditure	\$

Optional Information – Breakdown of Non-ISP expenditure to support Aboriginal and Torres Strait Islander students.

	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
(=) Total of 2016 Non-ISP expenditure	\$

If your Institution lists items such as staffing costs (please do not list staff names for privacy reasons), travel costs, services rendered, please provide a detailed description in the below table. Content of table below is an example only.

STAFFING COSTS - eg

Position	Indigenous Centre/Faculty staff	Cost
APS 4 -marketing	Indigenous Centre	\$40,000
APS 5 – administration	Faculty staff assisting Indigenous Centre	\$25,000 pro-rata'd
Director	Indigenous Centre	\$90,000

TRAVEL COSTS – eg

Description	Destination & details	Cost
2 staff to attended Indigenous awareness course for 3 days at Wadeye	Wadeye – flight, accommodation, meals, course costs	\$2,000
Conference on Indigenous learning techniques	Sydney – hire car, course costs	\$500

SERVICES RENDERED – eg

Description	Internal/external cost	Cost
IT assistance – hotline	Internal expense	\$1,600
Room hire to hold O-Week activities	Internal expense	\$250
Contractor to fix damages to centre	External expense	\$950