



INDIGENOUS EDUCATION STATEMENT

OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to the 2014 outcomes and future plans to meet 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 is 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 are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2014 ISP funds is included within this document.

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 who wish to report on a wider range of matters.

In accordance with the Guidelines, the final, certified Indigenous Education Statement is **due by latest 31 May 2015**. Please ensure to leave sufficient time for follow up discussions between PM&C and the University to avoid any delay in the payment of the second ISP instalment due in early July 2015.

Please submit signed electronic documents by email to: scholarships@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 2014 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 **decision-making 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 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 encourages input from Aboriginal and Torres Strait Islander staff members and community members into decision-making and welcomes active engagement in decision-making processes, and the committees, boards and groups responsible for major University policy, administrative and academic decisions, and agreements with government and other institutions.

In 2014, specific examples of such input into decision-making included:

Dr Tom Calma, AO was appointed as the Chancellor of the University with effect from 1 January 2014. This followed Dr Calma's successful term as Deputy Chancellor where he played a key role in the University's strategic decision-making. Dr Calma was a member of the Step One Group which was established under the terms of the University's Strategic Plan (2008-2012) to "[e]nsure that respect for Australian Indigenous traditional owners and concern for their current circumstances influence our plans and actions".

Mr Craig Dukes was appointed as the Director, Ngunnawal Centre in December 2013 and in his role as the Director, Ngunnawal Centre has had extensive input into University decision-making throughout 2014, as a member of a number of committees and groups within the University (see below).

- Member, Academic Board
- Member, Aboriginal and Torres Strait Islander Advisory Group
- Member, University Admissions Committee
- Member, Reconciliation Action Plan Implementation Committee
- Member, Equity and Diversity Planning Group
- Member, Human Research Ethics Committee
- Member, Indigenous Employment Advisory Committee

Mr Dukes also sits on a number of inter-agency groups on behalf of the University of Canberra.

The University's Aboriginal and Torres Strait Islander Advisory Group is chaired by an Indigenous woman, Ms Auriel Bloomfield, and its membership includes a majority of Aboriginal and Torres Strait Islander peoples. The Advisory Group provides advice to the University on reconciliation issues and community engagement for the local and regional areas, encompassing all domestic campuses. Details of the Advisory Group and its Terms of Reference are available at: <http://www.canberra.edu.au/about-uc/governance/other-committees/advisory/aboriginal-and-torres-strait-islander-advisory-group>

The University's Reconciliation Action Plan Implementation Committee is Co-Chaired by Ms Bloomfield. Details of the Committee and its Terms of Reference are available at: <http://www.canberra.edu.au/about-uc/governance/other-committees/other-committees/reconciliation-action-plan-implementation-committee>

The support provided to the Aboriginal and Torres Strait Islander Students Association (ATSISA) enabled them to have a representative on the University of Canberra Students' Association and a voice in the policies, direction and decision-making of that organisation, which in turn has representation on decision-making boards and committees of the University, including its Academic Board.

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 active **Aboriginal and Torres Strait Islander Employment Strategy** including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet. (please provide a current link)
- 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).

The University of Canberra's Reconciliation Action Plan 2013-2017 commits to increasing Aboriginal and Torres Strait Islander staff representation to an annual average of 1% of total staff population by the end of 2017. Section D12.1 of the University of Canberra's Enterprise Agreement states:

D12.1 The parties are committed to implementing the University's Indigenous Employment strategy consistent with the operational needs of the University. The objectives of that strategy are to:

- maximise staff development along with the transfer of job skills and information in order to increase Aboriginal and Torres Strait Islander staff knowledge, independence, remuneration, job security and self-sufficiency;
- encourage and foster the employment and participation of Aboriginal and Torres Strait Islander people at all levels of work activity within the University;
- facilitate and encourage the direct involvement of Aboriginal and Torres Strait Islander staff in determining career strategies, goals and objectives; and
- achieve, by 31 December 2015, an employment target of a total of one (1) per cent of the UC workforce identifying as Aboriginal and Torres Strait Islander.

A sub-committee of the Reconciliation Action Plan Implementation Committee (RAPIC), called the **Indigenous Employment Advisory Committee (IAEC)** has been formed and includes two representatives of the ACT Aboriginal and Torres Strait Islander communities and three University staff members, including the Director, Ngunnawal Centre. The sub-committee makes regular progress reports and its scope includes:

- advising the University on Indigenous employment policy; and
- providing advice and ongoing support to the Director - Human Resources or delegate in relation to the objectives provided for in this enterprise agreement as they pertain to Indigenous Employees; and
- assisting the University in the development of Indigenous employment initiatives with the aim to recruit, attract, and maintain Indigenous talent.

To-date it has created an Indigenous Employment Strategy which has been approved by RAPIC. The strategy has been designed to assist the University in the development of Indigenous employment initiatives with the aim to recruit, attract, and maintain Indigenous talent. To achieve this, the IAEC will work to develop some targeted recruitment related messaging with a view to clearly articulating from an employment value proposition perspective on the case for Aboriginal and Torres Strait Islanders joining the University.

The University utilises a diverse range of recruitment tools to reach as many Aboriginal and Torres Strait Islander candidates as possible. These include media specifically aimed at the Indigenous audience including both print and electronic media. For example, the Indigenous Times, Koori Mail and Indigenous Employment Australia. Networking across Indigenous communities is also utilised.

The University's Recruitment Policy and Procedures were reviewed in 2012 and as part of the review process appropriate Indigenous representatives were consulted. Recommendations were incorporated into the procedures. For example, where a shortlisted applicant has identified themselves as an Indigenous person, the selection panel should include appropriate Indigenous representation.

The University of Canberra's Enterprise Agreement can be found at:

<https://www.fwc.gov.au/documents/documents/agreements/fwa/AE405899.pdf>

The University of Canberra's Reconciliation Action Plan can be found at:
<http://www.canberra.edu.au/reconciliation>

Table 1 – Permanent positions in 2014

Faculty/Institute/Section	Academic / Non-Academic	Position title
Ngunnawal Centre	Non-Academic	Director
Ngunnawal Centre	Non-Academic	Executive Assistant to Director
Ngunnawal Centre	Non-Academic	Student Support Officer
Student Engagement	Non-Academic	Indigenous Outreach Officer
Faculty of Health	Non-Academic	Student Liaison Officer
Information Technology Management Unit	Non-Academic	Managed Operating Environment Developer
Faculty of Business, Government and Law	Academic	Assistant Professor,
Faculty of Health	Academic	Assistant Professor (Midwifery)
Faculty of Health	Academic	Assistant Professor (Sports)
Faculty of Arts and Design	Academic	Assistant Professor
Total: 10 staff members		

Table 2 - Casual positions in 2014

Faculty/Institute/Section	Academic / Non-Academic	Position title
Ngunnawal Centre	Academic	Sessional
Wiradjuri Child Care Centre	Non-Academic	Childcare casual
Faculty of Health	Academic	Sessional
Faculty of Business, Government and Law	Academic	Adjunct Professor-Information Systems
Student Engagement x 3 positions	Non-Academic	Aspiration Agent
Total: 7 staff members		

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 2014 (access rate) as compared to 2013 (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, including and 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.
- **Indigenous Education / Support Unit's role**.

Commencing Aboriginal and Torres Strait Islander students

	2013	2014
Aboriginal and Torres Strait Islander students	98	92
Non Aboriginal and Torres Strait Islander students (Domestic students only):	5069	5051

Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
The Aboriginal and Torres Strait Islander Foundation Programme	Aboriginal and Torres Strait Islander people who did not complete Year 12 or who have not studied for some time.	<p>The Aboriginal and Torres Strait Islander Foundation Programme is an enabling programme for Aboriginal and Torres Strait Islander people who did not complete Year 12 or who have not studied for some time. Students undertake two foundation units and one University level subject (usually in the course they want to study). Once they complete the course, students are then eligible for entry to undergraduate degree courses offered by the University of Canberra (other entry conditions may apply).</p> <p>In 2014, the University's Academic Board approved a new entry process into the Aboriginal and Torres Strait Islander Foundation Programme to allow an interview to be an important part of the entry process.</p> <p>The Aboriginal and Torres Strait Islander Foundation Programme was moved to the University of Canberra College at the beginning of 2014. The programme is delivered jointly by the College and the University and support for students is provided jointly by the College and the University.</p>	A total of 16 Aboriginal and Torres Strait Islander students undertook the programme. Of these, six successfully completed, seven withdrew or were unsuccessful and three were still enrolled but had not completed at the end of 2014.
Ngunnawal Centre – Indigenous Student Transition Support	Indigenous students at the University of Canberra	The University's Ngunnawal Centre provides a range of pastoral care support for Indigenous students. (Details can be found in Section 4 below). The Centre offers support to students before they arrive at the University by providing them with	This support is essential for Aboriginal and Torres Strait Islanders students, particularly those that move from

		information, support and advice about a range of matters. A key area of support provided is in supporting students to find suitable housing and to access available scholarships.	interstate. Feedback from students indicates the importance to them of this support.
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Outreach activities

The University of Canberra undertakes numerous outreach activities aimed at breaking down barriers to higher education for Aboriginal and Torres Strait Islander students. In late 2013, the University received three competitive grants under the Higher Education Participation and Partnership Programme (HEPPP; Indigenous Round) and these projects have been underway throughout 2014 (and 2015). The University has also received Commonwealth funding for separate programmes to work in partnership with the Aurora Partnership, to support Aboriginal and Torres Strait Islander school, undergraduate and graduate students. Additionally, through HEPPP funding, the University commenced a partnership with the Australian Indigenous Mentoring Experience (AIME) at the beginning of 2014. The relevant projects that were underway in 2014 are shown below.

1. University of Canberra (UC) and the Aurora Project Partnership 2012-2014 (Completed; final Project Report provided to the Commonwealth October 2014).
2. ACT-Indigenous Success (ACT-IS) Project 2014-2015 (1st Progress Report provided to the Commonwealth June 2014; 2nd Progress Report due by 30 June 2015).
3. UC Stronger Smarter Schools Project (SSSP) 2014-2015 (1st Progress Report provided to the Commonwealth June 2014; 2nd Progress Report due by 30 June 2015).
4. The Aspiration Initiative (Aurora TAI) 2014-2015 (1st Progress Report provided to the Commonwealth June 2014; 2nd Progress Report due by 30 June 2015).
5. The University of Canberra and the Aurora Project Partnership: The Aspiration Initiative (TAI) –Increasing opportunities and support for Indigenous Australian students 2014-2017 (1st Progress Report submitted March 2015).
6. The University of Canberra’s Partnership with the Australian Indigenous Mentoring Experience (AIME) 2014-2015.

Detailed information about the activities undertaken as part of these outreach projects (1-5) can be found in the completed progress reports provided to the Commonwealth. Details about project 6 can be found in the AIME Annual Report for 2014.

The information below provides a brief overview of some of the activities being undertaken as part of these projects and details of other outreach initiatives being undertaken by the University of Canberra to break down barriers to higher education for Aboriginal and Torres Strait Islander peoples.

Outreach activity	Target audience	Outline of Program	Outcome
University of Canberra and the Aurora Project Partnership 2012-2014	Aboriginal and Torres Strait Islander students in schools in NSW, Victoria and Western Australian.	The University off Canberra-Aurora Project Partnership, The Aspiration Initiative (TAI) Academic Enrichment Programme involves 90 Indigenous high school students in years 10 and 11 (2014) from NSW, VIC, and WA. The programme is a 5 ½ year program providing intensive and continuous educational support	Positive outcome have been achieved for the students both academically and pastorally. Details are available in the evaluation report provided by Clear Horizons, For full details of the evaluation, please refer to the final report provided

		<p>through academic camps during school holidays (three per year) and ongoing mentoring. The objective is to advance and strengthen the academic skills of participants, and raise aspirations.</p> <p>Through the academic camps, students receive at least 200 hours of support each year, from the middle of Year 8 until the end of their first year out of high school. Students also receive ongoing phone contact and face-to-face visits and specialist support, such as tutoring, mentoring, work experience opportunities and additional educational resources.</p>	to the Commonwealth Department of Education and Training.
ACT-Indigenous Success (ACT-IS) project (2014-2015)	Aboriginal and Torres Strait Islander school students and students from low socio-economic backgrounds in schools across the Capital Region.	<p>The project aims to break down barriers to aspiration and achievement for Aboriginal and Torres Strait Islander students in the high school years. Part 1 of the programme is aimed at students in years 9-10 and Part 2 at students in Years 11-12.</p> <p>The project commenced in early 2014 with the delivery of Part 1 of the programme to students in 10 schools across the ACT and NSW. Outreach officers delivered aspiration and achievement sessions. Additionally, at the end of 2014, we piloted the start of Part 2, the University Pathways Course, in one ACT school. We are continuing to deliver Part 1 in 2015 and we have commenced delivery of our University Pathways Course to students at Mount Austin High School, Wagga Wagga (NSW), Erindale College (ACT) and Dickson College (ACT).</p>	Positive outcomes have been achieved for the students undertaking Part 1. For further details of the evaluations, please refer to the Progress Reports provided to the Commonwealth Department of Education and Training.
UC Stronger Smarter Schools Project (2014-2015)	Schools leaders and through them Aboriginal and Torres Strait Islander school students and students from low socio-economic status backgrounds.	Through the UC Stronger Smarter Schools Project (SSSP), UC and the Stronger Smarter Institute work with teachers and school leaders to build their leadership capacity to deliver quality educational outcomes for Indigenous students and those from low-SES backgrounds.	Positive outcome have been achieved for teachers undertaking the programme and evaluations are underway with students who are the hoped-for beneficiaries of the project. For further details of the evaluations, please refer to the Progress Reports provided to the Commonwealth Department of Education and Training.
The Aspiration Initiative (Aurora TAI) (2014-2015)	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander students in schools in 	Continuation of the academic enrichment camps and programme for 90 Aboriginal and Torres Strait Islander school students from NSW,	Positive outcome have been achieved for the students both academically and pastorally. Details are

	<p>NSW, Victoria and Western Australian.</p> <ul style="list-style-type: none"> • Undergraduate and postgraduate university students across Australia. • University students wishing to undertake Higher Degrees by Research. 	<p>Victoria and WA.</p> <p>Support for a scholarships website for Aboriginal and Torres Strait Islander students</p> <p>Support for Aboriginal and Torres Strait Islander Scholars tours overseas to visit universities such as Oxford and Cambridge. Funding to Support the Charlie Perkins and Roberta Sykes Scholarship trusts.</p>	<p>available in the evaluation report provided by Clear Horizons, For full details of the evaluation please refer to the final report provided to the Commonwealth Department of Education and Training.</p>
<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 Australian. • Undergraduate and postgraduate university students across Australia. • University students wishing to undertake Higher Degrees by Research. 	<p>Continuation of the academic enrichment camps and programme for 90 Aboriginal and Torres Strait Islander school students from NSW, Victoria and WA.</p> <p>Support for a scholarships website for Aboriginal and Torres Strait Islander students</p> <p>Support for Aboriginal and Torres Strait Islander Scholars tours overseas to visit universities such as Oxford and Cambridge. Funding to Support the Charlie Perkins and Roberta Sykes Scholarship trusts.</p>	<p>This project commenced in late 2014 at the conclusion of the University of Canberra and the Aurora Project Partnership 2012-2014. The first Progress Report was provided to the Commonwealth on March 2015.</p>
<p>The University of Canberra’s Partnership with the Australian Indigenous Mentoring Experience (AIME)</p>	<p>Aboriginal and Torres Strait Islander students studying at schools across the region</p>	<p>The University of Canberra entered into a partnership with the Australian Indigenous Mentoring Experience programme at the beginning of 2014, at the same time as ANU entered into a partnership with AIME. The AIME Project Officer in the ACT works jointly with UC and ANU.</p> <p>The programme 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>The programme in 2014 operated at the University of Canberra and at 17 schools across Canberra, Queanbeyan, Yass and Goulbourn.</p>	<p>The AIME programme undertaken in partnership with UC and ANU in 2014 engaged with 120 Indigenous high school students from 17 schools across Canberra City, Queanbeyan, Yass and Goulbourn regions.</p> <p>In addition to the positive outcomes for the school students, the 68 university student volunteer mentors strengthened their relationship with Indigenous Australians and built valuable leadership skills.</p> <p>See pp. 25-26 of the AIME Annual Report 2014 for further information</p>
<p>Cathy Freeman Foundation Horizons Programme</p>	<p>Eight Aboriginal and Torres Strait Islander students from Palm</p>	<p>The University of Canberra welcomed students from Palm Island to Canberra for the Cathy</p>	<p>The students greatly enjoyed their experience at UC.</p>

	<p>Island, far north Queensland.</p>	<p>Freeman Foundation Horizons Programme.</p> <p>The Camp aims to reward students who have achieved well at school, and to build the self-esteem, confidence and social skills of the youth of Palm Island. Students participated in several days of activities around Canberra before visiting the University of Canberra. At UC, the students participated in a Sports Development Session facilitated by representatives of the University of Canberra Brumbies and the Canberra Raiders, and participated in several faculty workshops including a Media workshop and Robotics session.</p> <p>The Camp aimed to assist in breaking down barriers to higher education faced by Aboriginal and Torres Strait Islander students from rural and remote areas.</p>	<p><i>At UC, the students “did some rugby activities with the Raiders and the Brumbies which the kids absolutely loved”</i> Lachlan Preston, Programmes Manager, Cathy Freeman Foundation.</p>
<p>UC - Wreck Bay Community Relationship</p>	<p>Aboriginal and Torres Strait Islander students and families from the Wreck Bay community.</p>	<p>UC staff visited the Wreck Bay community to participate in the celebrations for NAIDOC Week. Widening Participation staff aimed to increase awareness of the opportunities offered by the University of Canberra, and to break down barriers to higher education faced by the local Aboriginal community. The University of Canberra stall catered to all age groups by incorporating:</p> <ul style="list-style-type: none"> • ‘Ardie’ the robot • Face painting • Slime making • Information on courses and support offered through the Ngunnawal Centre • Paper planes with UC alumni <p>Additionally, UC staff participated in the Jervis Bay School’s Centenary Celebration to continue this strong partnership. UC’s Widening Participation staff assisted in event preparation the day preceding the event, and on the day, staff showcased a variety of activities and engaged with community members throughout the day itself. Students and community members engaged with the activities, demonstrations and information provided, assisting to break down the barriers to higher education faced by the community.</p>	<p>By participating in the community NAIDOC celebrations, this relationship was strengthened by engaging with parents and community members on the range of courses and support services offered by the University of Canberra.</p> <p>Approximately 200 students, families and community members of Jervis Bay School.</p>

Scholarships details

Aboriginal and Torres Strait Islander students studying at the University of Canberra have access to a range of scholarships, including Indigenous specific scholarships for particular purposes or for study in particular disciplines. Many of these can be accessed concurrently, and students are assisted by the Student Support Officer at the Ngunnawal Centre to investigate and apply for all possible scholarships.

The University of Canberra's partnership with the Aurora Project's *The Aspiration Initiative*, established in 2012, has, amongst other things, created a focus on providing information about scholarships available for higher education study for Aboriginal and Torres Strait Islander students. This provides an additional resource for potential students and is actively promoted to potential students.

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Commencing					
Indigenous CECS	Government	19	\$47,348	15	More scholarships than applicants.
Indigenous Enabling Commonwealth Scholarships (IECECS)	Government	15	\$37,380	3	As above
Indigenous Commonwealth Accommodation Scholarships (ICAS)	Government	10	\$49,850	5	As above
Indigenous Enabling Commonwealth Accommodation Scholarships (IECAS)	Government	14	\$69,790	2	As above
Indigenous Access Scholarships (IAS)	Government	31	\$145,762	18	As above
Continuing					
Indigenous Commonwealth Education Cost Scholarships	Government	45	\$112,140	26	Some continuing students discontinued or were deemed ineligible for their scholarships.
Indigenous Commonwealth Accommodation Scholarships	Government	17	\$84,745	11	Some continuing students discontinued 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	6	\$15,000	6	There were more scholarships than applicants.
UC and the ABC Scholarship for Indigenous students in Journalism and Media Arts and Production	Private and University	1	\$3,000	1	\$3,000 financial component and 12 weeks work experience
UC St Vincent de Paul Scholarships	Private and University	4	\$10,000	3	1 Scholarship @ \$3,000, 2 bursaries @ \$1,500 and 1 bursary @ \$1,000

Role of the Ngunnawal Centre

The Ngunnawal Centre worked with the University's Marketing department to provide advice on initiatives targeted at Aboriginal and Torres Strait Islander peoples. Moreover the Ngunnawal centre staff worked very closely with staff members in the Student Engagement directorate, including the Widening Participation team. The Ngunnawal Centre supported numerous widening participation outreach initiatives throughout 2014.

The Centre worked with the University's scholarship unit to ensure up-to-date advice and support was available to Aboriginal and Torres Strait Islander students and provided extensive transition support to Indigenous students entering the University or the University of Canberra College.

The Ngunnawal Centre provided ongoing support to both the teaching staff and students within the Aboriginal and Torres Strait Islander Foundation Programme.

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 2014, compared to 2013 (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 for 2013 and 2014 is as follows:

	2013	2014
Aboriginal and Torres Strait Islander students:	212	218
Non Aboriginal and Torres Strait Islander students (Domestic students only):	11802	12074

Strategies to address participation

Strategies	Outline of strategies	Constraints	Outcome
Ngunnawal Centre – Indigenous Student Support	<p>The University's Ngunnawal Centre provides a range of pastoral care support for Indigenous students. These activities include one-on-one guidance, contact with current students, group activities and the coordination of participation in wider University community activities.</p> <p>All tutorial support, through the ITAS program, was arranged through the Ngunnawal Centre. The Centre also provides a link for students to other support services across the University, in particular the Student Engagement directorate.</p> <p>A dedicated computer lab is maintained that students are able to access 24 hours each day.</p> <p>The Centre assisted students to access accommodation on campus and in the local area and engaged with a number of government agencies in relation to</p>	No specific constraints.	<p>Many of the University's Indigenous students were assisted by the provision of services and support through the Ngunnawal Centre. This included assistance with tutoring. Matching tutors with appropriate qualifications to the needs of Aboriginal and Torres Strait Islander students had a positive impact on student learning outcomes. The number of Indigenous tutors also had a positive impact on students'</p>

	employment opportunities for Aboriginal and Torres Strait Islander students through internships, cadetships and workplace experience.		outcomes.
Orientation & transition support for students	The Ngunnawal Centre ran specialised orientation and transition programmes for Aboriginal or Torres Strait Islander students at the beginning of each semester in 2014.	Not all commencing students attended.	The orientation and transition programme run by the Ngunnawal Centre ensures that students become familiar with the University of Canberra, its campus and facilities, and with the Ngunnawal Centre and its staff and with all the student support services. Students gained an understanding of what studying at University was like and were provided with a range of academic support programmes throughout the transition period. Students overwhelming found the programme positive and helpful.
Pastoral support for students	<p>The Ngunnawal Centre was moved to the "centre" of the University of Canberra in early 2014. The Ngunnawal Centre provides students with 24/7 access.</p> <p>A full time Indigenous Support Officer position provided ongoing support to students throughout the year. Students were provided with advice, support and referral through a range of support initiatives including a specialised ordination and transition programme for Aboriginal and Torres Strait Islander students.</p> <p>Specific pastoral care included dealing with residential and community housing issues, and support and referral for health and mental health issues.</p> <p>The University's Inclusion & Welfare Service runs a Drop in, not out' referral service for students to receive welfare and pastoral support for issues such as accommodation, finances, health and</p>	No specific constraints.	<p>Greater use of the Ngunnawal Centre in 2014 as compared with 2013.</p> <p>There was an increased use of services by Aboriginal and Torres Strait Islander students in 2014.</p>

	<p>personal issues, study related issues, and grievances. Ngunnawal Centre staff members are part of this programme and are available to support Aboriginal and Torres Strait Islander students.</p> <p>The University's Multi-Faith Centre provides confidential pastoral support and advice to all students and staff and a number of Aboriginal and Torres Strait Islander students made use of this service in 2014.</p> <p>Medical and Counselling support is provided to students (see further details below in Section 5).</p> <p>Scholarship support and advice is provided to students and a student loans scheme is available to support students (see further details below in Section 5).</p>		
Careers support for students	<p>Indigenous students requiring advice and guidance on careers and Work Integrated Learning (WIL) were provided with one-on-one support and workshops sessions. There was active engagement with private organisations and State and Federal governments for employment opportunities for students through cadetships, internships and work experience placements.</p> <p>A Work-Ready programme was run in 2014 for Aboriginal and Torres Strait Islander students as a joint initiative of Student Engagement and the Ngunnawal Centre.</p>	<p>Difficulty in getting students to engage with Careers support and activities.</p>	<p>Raised awareness among Ngunnawal Centre staff and students of Careers and WIL supports, as well as cadetship and mentor opportunities.</p> <p>10 Aboriginal and Torres Strait Islander students attended the Work-Ready sessions at the Ngunnawal Centre.</p>
Academic support for students (including ITAS-TT support)	<p>The University's Learning Support team provided introductory workshops at the beginning of semester and workshops on specific topics, as requested by the Ngunnawal Centre. One-on-one appointments were available for Aboriginal and Torres Strait Islander students. There are many academic support programmes available throughout the year for students, including pre-organised workshops and drop-in workshops. There is also online support through 24/7 online tutor assistance via Smarthinking and online support through our online study skills portal. Additionally, trained senior students act as "Rovers" in the Library Learning Commons and are available to provide academic and study skills assistance to all students.</p> <p>The Ngunnawal co-ordinates tutorial</p>	<p>Low student attendance numbers at the specialised workshops (other than orientation).</p>	<p>Students who attended found sessions very useful.</p> <p>Improved ITAS programme in 2014 (see ITAS-TT report for full details)</p>

	assistance through the Indigenous Tutorial Assistance Scheme (ITAS).		
Recognition	In 2014, approval was given for the awarding of the Tom Calma Medal. This medal is awarded in honour of the University of Canberra's first Indigenous Chancellor, Dr Tom Calma AO. The Tom Calma Medal is now presented annually to a graduating Aboriginal or Torres Strait Islander student considered to have achieved outstanding academic results and to have made a valuable contribution to the University or wider community.	No specific constraints.	First medal was awarded in the March graduations in 2015.

Role of the Ngunnawal Centre

The Ngunnawal Centre provides support to Aboriginal and Torres Strait Islander students and plays an important role in increasing Indigenous students' participation in higher education.

The Ngunnawal Centre is organisationally located with the portfolio of the Deputy Vice-Chancellor (Education). This ensures a whole-of-university approach to matters relating to Aboriginal and Torres Strait Islander students' education and support. The Ngunnawal Centre was also relocated in early 2014 to ensure that it was centrally located and that the space better meets the needs of students. The space assigned for the Ngunnawal Centre was fully renovated in time for its opening in February, 2014. The new location of the Ngunnawal Centre ensures it is close to other student services and is an integral part of the student hub.

The Ngunnawal Centre provides a 24/7 drop in space for students with lounges, a kitchen, computer space and a space to drop in for a yarn. The Ngunnawal Centre staff provide pastoral and administrative support, advice and referral to students and provide specialised orientation and transition support for students commencing in the Aboriginal and Torres Strait Islander Foundation Programme or in any University of Canberra degrees (whether undergraduate or postgraduate). The Ngunnawal Centre also works closely with Student Engagement directorate, which has responsibility for academic and pastoral students support services for the University of Canberra and for the University's Widening Participation programmes. Numerous collaborative programmes and initiatives are undertaken by Student Engagement and the Ngunnawal Centre. The Ngunnawal Centre also works closely with faculties to ensure that Aboriginal and Torres Strait Islanders receive appropriate in-faculty support. The Ngunnawal Centre has responsibility for management and administration of the ITAS-TT for the University of Canberra.

5. Enable Aboriginal and Torres Strait Islander students to attain the same graduation 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 2014, compared to 2013 (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.**

	2013	2014
Aboriginal and Torres Strait Islander students: (Higher Degree)	2	1
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	338	363
Aboriginal and Torres Strait Islander students: (Other postgraduate)	1	2
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	390	369
Aboriginal and Torres Strait Islander students: (Bachelor degree)	22	27
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	1891	1833

Support mechanisms

Support mechanisms	Description	Constraints	Outcome
Academic Support (including ITAS-TT support)	<p>The University's Learning Support team provided introductory workshops at the beginning of semester and workshops on specific topics, as requested by the Ngunnawal Centre. One-on-one appointments were available for Aboriginal and Torres Strait Islander students. There are many academic support programmes available throughout the year for students, including pre-organised workshops and drop-in workshops. There is also online support through 24/7 online tutor assistance via Smarthinking and online support through our online study skills portal. Additionally, trained senior students act as "Rovers" in the Library Learning Commons and are available to provide academic and study skills assistance to all students.</p> <p>The Ngunnawal co-ordinates tutorial assistance through the Indigenous Tutorial Assistance Scheme (ITAS)</p>	Low student attendance numbers at the specialised workshops (other than orientation).	<p>Students who attended found sessions very useful.</p> <p>Improved ITAS programme in 2014 (see ITAS-TT report for full details)</p>
Medical and Counselling Support	<p>All Indigenous students have access to free counselling and nursing services. They are bulk billed for consultations with a general practitioner</p> <p>The University of Canberra Medical Centre is registered with Medicare to participate in Indigenous Health as a "Closing the Gap" (CTG) practice.</p> <p>"Closing the Gap" (CTG) as it relates to the University of Canberra Medical & Counselling Centre is a strategy that aims to reduce Indigenous disadvantage with respect to life expectancy and child mortality through assisting Indigenous students obtain better access to health services.</p>	<p>The individual must identify as Aboriginal or Torres Strait Islander, be 15 years and over, have a current Medicare care</p> <p>The individual can only register at one medical practice in a 12 month period – registration needs to be renewed yearly.</p>	<p>There are a number of patients, both students and staff, presently participating in the scheme and therefore have more cost effective management of their health. Ideally this contributes to better long-term outcomes for their health, wellbeing and ability to study.</p> <p>Better access to medications through cheaper</p>

	<p>This enables doctors at the Medical Centre to provide indigenous patients with cheaper medical prescriptions.</p> <p>PBS – Co-Payment measure:</p> <p>Provision of targeted health checks for those individuals who identify as being Indigenous – health assessments and vaccination services.</p> <p>Care Co-ordination & Supplementary Services Program: Provision of specific health care for individuals identified as being at risk or with chronic health problems.</p> <p>We have doctors who are registered with the Australian College of Rural & Remote Medicine (ACRRM) who have an interest in the health of Indigenous Australians.</p> <p>Medical and Counselling liaises regularly with Winnunga Nimmityjah Aboriginal Health Service (AHS) & ACTML’s Care Co-ordination & Supplementary Services officers.</p>	<p>The individual must have a chronic disease, or have a risk factor for a chronic disease.</p>	<p>prescriptions</p> <p>Better access to allied health.</p> <p>Better access to allied health.</p>
<p>Pastoral support for students</p>	<p>The Ngunnawal Centre was moved to the “centre” of the University of Canberra in early 2014. The Ngunnawal Centre provides students with 24/7 access.</p> <p>A full time Indigenous Support Officer position provided ongoing support to students throughout the year. Students were provided with advice, support and referral through a range of support initiatives including a specialised orientation programme for Aboriginal and Torres Strait Islander students.</p> <p>Specific pastoral care included dealing with residential and community housing issues, and support and referral for health and mental health issues.</p> <p>The University’s Multi-Faith Centre provides confidential pastoral support and advice to all students and staff and a number of Aboriginal and Torres Strait Islander students made use of this service in 2014.</p>	<p>No specific constraints.</p>	<p>Greater use of the Ngunnawal Centre in 2014 as compared with 2013.</p> <p>There was an increased use of services by Aboriginal and Torres Strait Islander students in 2014.</p>
<p>Financial support for students</p>	<p>Scholarship support and advice, and a student loans scheme is available to support students. The loans scheme allows students who would otherwise be unable to potentially secure a loan, underwritten by the University, of up to \$2,000.</p>	<p>No specific constraints.</p>	<p>Many Aboriginal and Torres Strait Islanders used these services but only a very small number accessed loans or</p>

	Students are also able to access \$200 cash if they are found to be in serious need (i.e. without accommodation or food).		cash support.
Work Integrated Learning Support	Aboriginal and Torres Strait Islander students requiring advice and guidance on their compulsory Work Integrated Learning (WIL) units could seek individual assistance from the WIL Officer in Student Engagement. The Careers /WIL staff also worked closely with the Ngunnawal Centre in 2014, offering drop in sessions to Aboriginal and Torres Strait Islander students and running a Work-Ready programme for the students.	Difficulty in getting students to engage with Careers/WIL support and activities.	Raised awareness among Ngunnawal Centre staff and students of Careers and WIL supports, as well as cadetship and mentor opportunities. 10 Aboriginal and Torres Strait Islander students attended the Work-Ready sessions at the Ngunnawal Centre.

Role of the Ngunnawal Centre

The Ngunnawal Centre plays a critical role in providing day-to-day support for Aboriginal and Torres Strait Islander students. In 2014, the Centre coordinated all ITAS tutoring and provided a supportive base for students to meet. A dedicated computer lab was maintained, a tutorial/resource room with a lending library, and a common room with kitchen facilities were provided. For further information, please refer to the “role of the Ngunnawal Centre” in **Section 4 above**.

The Ngunnawal Centre also supported the students in the Aboriginal and Torres Strait Islander Foundation Programme. The Foundation Programme provided opportunities for Aboriginal and Torres Strait Islander people who had not completed Year 12, or who had not studied for some time to gain entry into the University. The Centre also provided support to Higher Degree by Research students and continued to engage with the local Aboriginal and Torres Strait Islander community. Staff advised other areas of the university, in particular senior management on issues relating to Indigenous education and employment.

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.**

Reconciliation Action Plan 2013 -2017

The launch of the revised Reconciliation Action Plan (RAP) 2013 – 2017 coincided with the launch of the University's Strategic Plan "Break Through" which outlines the role that the University seeks to play in building just, prosperous, healthy and sustainable communities committed to reconciliation with Aboriginal and Torres Strait Islander peoples. The RAP proposes a programme that flows through all University operations which moves towards equality of representation of Aboriginal and Torres Strait Islander people in staffing as well as achieving enhanced learning outcomes for Aboriginal and Torres Strait Islander students. Some of the key changes already implemented since the introduction of the initial RAP include:

- The University relocated the Ngunnawal Centre to a refurbished and centrally located area to improve its on campus profile in early 2014.
- The cultural stole was made available for Aboriginal and Torres Strait Islander students to wear at graduation ceremonies in 2014.
- Permanent display of the Acknowledgement of Country is on the University of Canberra website.
- Elders are invited to present Welcome to Country at significant events.
- The University of Canberra acknowledges the traditional custodians of our land at selected official events, orated by an appropriate University of Canberra delegate.
- The University's Academic Board approved the inclusion of an Acknowledgement of Country in all unit outlines in late 2014.
- The University has determined that an Acknowledgement of Country must be orated at the start of every key University Committee meeting (e.g. Academic Board, University Education Committee, University Research Committee, University Admissions Committee etc.).
- The Tom Calma Medal was approved in 2014 for introduction in 2015.

The University acknowledges that change must come through consultative and collaborative partnerships with Aboriginal and Torres Strait Islander peoples. Accordingly both the Reconciliation Action Plan Implementation Committee and the Aboriginal and Torres Strait Islander Advisory Committee include Aboriginal and Torres Strait Islander people from both within and outside the University who are highly respected within the wider community.

Curriculum

The Indigenous Major has been undergoing continuous improvement throughout 2014 to make it more attractive and relevant to students. The Major explores contemporary issues affecting relationships between Indigenous and non-Indigenous peoples. The Major includes the following units:

Required:

- Indigenous Australian & the Law
- Indigenous History and Identity

Restricted Choice Part A – one of the following units must be undertaken:

- Indigenous Societies & Heritage
- Indigenous Heritage & Land

Restricted Choice Part B – (different options depending on the size of the Major):

- Indigenous Education: What Works
- Indigenous Australia: Contemporary Issues
- Indigenous Representation in Australian Society
- Indigenous Politics and the State
- Indigenous Health: Contemporary Issues
- Indigenous Health

The above units can be used to create a Minor or can be used as Open Elective units.

Increasingly throughout 2014, Aboriginal and Torres Strait Islander perspectives were incorporated within the curriculum more broadly.

Cultural Competency

In 2014, the University of Canberra encouraged an understanding of Aboriginal and Torres Strait Islander cultures and history in a variety of ways. Initiatives included:

- Cultural competency training undertaken by the Ngunnawal Centre for specific staff groups (e.g. Non-Indigenous ITAS tutors and Widening Participating staff members).
- Publication by the University of Canberra of the beautiful booklet related to the *Transects – Windows into Boandik Country* project: <http://haveyoursaymountgambier.com.au/document/show/46>
- Recognition of the staff member who undertook the *Transects – Windows into Boandik Country* project by awarding him the Vice-Chancellor’s Equity and Diversity Award 2014.
- Lectures and seminars, including a lecture presented by Professor Lisa Jackson Pulver AM on the NAIDOC Week theme (2014) ‘Serving Country: Centenary and Beyond’.
- An Aboriginal and Torres Strait Islander Faculty “In-Residence” programme was introduced in 2014:
 - Pat Anderson was employed by the Faculty of Health as part of the “In-Residence” Programme and delivered a range of lectures and seminars. An interview with Pat Anderson at the University of Canberra in March 2014, in which Pat speaks about Aboriginal Health, the Social Determinants of Health and the Alma Ata Declaration of the World Health Organisation back in 1978, can be found on youtube at: <https://www.youtube.com/watch?v=oDv9nxWF7ik>
 - Samuel Wagan Watson was employed by the Faculty of Arts and Design as part of the “In-Residence” Programme. Samuel spoke at a symposium on poetry; conducted a workshop; gave a lecture with lots of Q&A to the poetry undergraduate students; had one-on-one sessions with higher degree by research students and Aboriginal and Torres Strait Islander students (at the Ngunnawal Centre); and was instrumental in getting *Us Mob*, the local Indigenous writers group, on campus. Additionally, Samuel contributed poems to an anthology of poems in Chinese translation (a project being undertaken by one of the faculty’s staff members).
- The Stronger Smarter Institute (SSI) held a two day workshop at the Inspire Centre, University of Canberra. Tammy Anderson and CEO of SSI, Dr Chris Sarra were filmed at the University of Canberra, sharing their thoughts on Aboriginal leadership in education: <https://www.youtube.com/watch?v=sOIRBYs1z6s>

Indigenous Community

As mentioned in Section 1, the University of Canberra’s Aboriginal and Torres Strait Islander Advisory Group is chaired by an Indigenous woman, Ms Auriel Bloomfield, and its membership includes a majority of Aboriginal and Torres Strait Islander peoples. The Advisory Group provides advice to the University on reconciliation issues and community engagement for the local and regional areas, encompassing all domestic campuses. Details of the Advisory Group and its Terms of Reference are available at: <http://www.canberra.edu.au/about-uc/governance/other-committees/advisory/aboriginal-and-torres-strait-islander-advisory-group>

The University’s Reconciliation Action Plan Implementation Committee is Co-Chaired by Ms Bloomfield. Details of the Committee and its Terms of Reference are available at: [http://www.canberra.edu.au/about-](http://www.canberra.edu.au/about-uc/governance/other-committees/advisory/aboriginal-and-torres-strait-islander-advisory-group)

In order to promote engagement with the local Indigenous Community, the Deputy Vice-Chancellor (Research) has allocated \$9,000 to the UC Collaborative Indigenous Research Initiative (UC CIRI). UC CIRI is a group of UC researchers interested in Indigenous issues whose purpose is to encourage coordination and sharing of information on Indigenous research at UC. As part of this initiative, a series of seminars and networking events are held (e.g. On 22 September 2014 Ms Tjanara Goreng-Goreng presented on research she is undertaking into Eldership as Leaders in Indigenous communities).

There has been extensive engagement with a number of Indigenous communities through the University's outreach programmes, and through our partnerships with the Aurora Project and the Stronger Smarter Institute. The Steering Committees for the University of Canberra's ACT-Indigenous Success Project and the UC Stronger Smarter Schools Project include a number of Indigenous members (see **Section 3** above for further details of these projects).

The University undertook a number of other initiatives to ensure community engagement such as funding staff and students to attend the annual ACT NAIDOC Ball in 2014 and providing funding for three Aboriginal and Torres Strait Islander staff to attend the National Indigenous Research and Knowledge Network workshop held at the Gold Coast in 2014.

Role of the Ngunnawal Centre

Working closely with the Student Engagement directorate, the Ngunnawal Centre undertook a range of outreach activities throughout 2014. This engagement included information sessions, promotion at Aboriginal and Torres Strait Islander cultural events and business expos, and on-campus initiatives for numerous school students. The Ngunnawal Centre also took the lead in organising a number of NAIDOC Week activities in 2014.

The Ngunnawal Centre engaged with a number of industries, business and government departments for employment opportunities for Aboriginal and Torres Strait Islander students through internships, cadetships and workplace experience. Students were actively encouraged and assisted to apply for these and given support to ensure successful outcomes.

A dedicated Indigenous Student Support Officer provided assistance and advice, including advising on the range of scholarships available to Indigenous students and in organising tutoring for students.

In addition to all the support provided to students directly, the Ngunnawal Centre liaised with support units and faculties across the University to provide holistic support to Aboriginal and Torres Strait Islander students. All of these initiatives are still available to students.

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 2014, noting that a breakdown of expenditure is required. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2014 provided under section 19-10 of *Higher Education Support Act 2003*, please provide a 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: Associate Professor Michele Fleming	Name: Mr Craig Dukes
Position Title: Dean of Students	Position Title: Director, Ngunnawal Centre
Phone Number: (02) 6201 5653	Phone Number: (02) 6201 5894
Email: Michele.Fleming@canberra.edu.au	Email: Craig.Dukes@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. Please provide PM&C with a link to the statement.