

4. INDIGENOUS EDUCATION STATEMENT

OVERVIEW

The Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE) requires information from higher education providers relating to their 2012 outcomes and future plans to meet ongoing responsibilities for Indigenous student achievement in higher education.

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

The Indigenous Education Statement is also used to determine providers' eligibility for Indigenous Support Program (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 providers must demonstrate to DIICCSRTE that they:

1. Have implemented strategies for improving access, participation, retention and success of Indigenous Australian students
2. Have increased participation of Indigenous people in the provider's decision-making processes and
3. Have an Indigenous employment strategy.

Providers in receipt of ISP funding are also required to provide DIICCSRTE with a report on the expenditure of the grant amount. The expenditure report for 2012 ISP funds must be included in this Indigenous Education Statement.

The Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (Behrendt Report) was publicly released in September 2012 and presented Government with a roadmap for real and lasting change and its 35 recommendations are supported by extensive evidence. The Behrendt Report says that significant reform can be achieved within existing funding. Realising the vision of the Behrendt Report will require a concerted and collaborative effort from Government, universities, Indigenous communities, industry, business, the professions and the community sectors, but it is achievable.

The Government is making a substantial investment in the sector, university leadership is committed to making the required change, and the Behrendt report provides the knowledge base for making it happen. The new Aboriginal and Torres Strait Islander Higher Education Advisory Council will have a significant focus on providing advice on how to drive the systemic change outlined in the Behrendt Report.

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

The Indigenous education statement is due by 31 May 2013.

Please try to limit your answers to the template for each question.

Please submit electronic documents by email at itpt@innovation.gov.au

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SECTION 1: OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

1.1 Your approach to improve higher education outcomes for Indigenous Australians and how this is being implemented.

The University contributes to improving access and outcomes for Aboriginal and Torres Strait Islander people by supporting their aspirations for development through education and employment and through our local and regional engagement with the Aboriginal and Torres Strait Islander community. In doing so, the University recognises that its courses should reflect the interests of the Aboriginal and Torres Strait Islander community and meet their legitimate expectations, and that we should provide the supports required by Aboriginal and Torres Strait Islander students and staff members to ensure they are able to maximise their contribution to the community.

The University has continued to develop its thinking and planning in relation to Indigenous staff and student access and outcomes and has been informed in this thinking by the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People*¹ and by consultation with local Indigenous stakeholders.

The University of Canberra undertook a number of initiatives in 2012 to promote understanding and respect for Aboriginal and Torres Strait Islander people and to improve access, participation retention and success for Aboriginal and Torres Strait Islander students and staff (see Section 2 for details). The University's approach to the provision of academic and pastoral support for students and the way we provide all our students with an understanding and respect for Indigenous traditional and contemporary cultures is currently under review. The University is looking at ways to include a more whole-of-University responsibility for Aboriginal and Torres Strait Islander access and outcomes (see Section 2 for further details).

1.2 Whether/how Indigenous perspectives are embedded in your strategic plan and/or other key institutional documents.

The University of Canberra's Strategic Plan (2008-2012) contained 39 Steps, the first of which was to "[e]nsure that respect for Australian Indigenous traditional owners and concern for their current circumstances influence our plans and actions". This has been an ongoing commitment by the University over the course of the Strategic Plan and this report provides an update of the University's activities in 2012, the last year of the Strategic Plan (2008-2012). The approach taken is articulated in detail in Section 2 of this report.

The University of Canberra's new Strategic Plan (2013-2017) includes an ongoing commitment to Aboriginal and Torres Strait Islander peoples in the form of our key *Statement of Purpose*, which states that "UC exists for the following purposes:

- To provide education which offers high quality transformative experiences to everyone suitably qualified, whatever their stage of life and irrespective of their origins.
- To engage in research and creative practice which are of high quality and aim to make an early and important difference to the world around us.
- To contribute, through our education and research, to the building of just, prosperous, healthy and sustainable communities which are committed to redressing disadvantage and reconciliation with Australia's Indigenous peoples".

Section 2 of this report provides more specific details of how the University has been addressing these

¹ Behrendt, L., Larkin, S., Griew, R., Kelly, P. (2012). *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People, Final Report*. Canberra, ACT, Australia: Commonwealth of Australia.

issues throughout 2012 and also provides an update on the University's review of its Reconciliation Action Plan, undertaken in 2013; our review of the Ngunnawal Centre, undertaken in 2013; and our ongoing commitment to Aboriginal and Torres Strait Islander students and staff members, as detailed in our (draft) Compact with the Commonwealth for the period 2014-2016.

1.3 If you have developed an Indigenous education strategy, we invite you to include a copy in this statement, or provide the web address.

The University of Canberra's Indigenous Education Strategy: <http://www.canberra.edu.au/ngunnawal/atsi-employment>

See Section 2.2 below for further details.

SECTION 2: ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2012 AND PLANS FOR FUTURE YEARS

2.1 Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making

The University encourages Indigenous input 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 2012, specific examples of Indigenous input into decision-making included:

Dr Tom Calma AO was appointed as the Deputy Chancellor in 2012 and was Chair of the University's Step One Group, which included representatives from other higher education institutions and relevant government and community agencies. As Deputy Chancellor, Dr Calma assumed a key role in the University's strategic decision-making. The Step One Group 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".

Associate Professor Wendy Brady, Director of the Ngunnawal Centre in 2012, served on a number of decision-making bodies within the University as well as on inter-agency groups on behalf of the University. Dr Brady fulfilled the following roles on key University groups and committees, including as:

- Chair, UC Reconciliation Action Plan Action Group
- Member, UC Academic Board
- Member, UC Step One Group
- Member, UC Admissions Committee
- Member, UC Equity and Diversity Planning Group
- Member, UC Indigenous Employment Plan Group

Assistant Professor Kerrie Doyle was very active in facilitating Indigenous perspectives within the Health Faculty, providing guidance to staff and students alike. Her leadership and commitment to promoting excellence in the Nursing and Midwifery Disciplines led to her winning a Charles Perkins Memorial Scholarship for further study at Oxford University, which she undertook in 2013.

Dr Peter Radoll, Assistant Professor in Information Technology Systems was also highly regarded as a member of the Reconciliation Action Plan Action Group (RAPAG). He was very supportive of ensuring that Aboriginal and Torres Strait Islander academic staff members were encouraged to take part in committees and boards. Dr Radoll was the acting Director of the Ngunnawal Centre from September to December 2012.

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.

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

The University of Canberra's Indigenous Employment Plan (IEP) was approved in December 2010 and is still the current strategy of the University to increase the number of Aboriginal and Torres Strait Islander employees. It was developed through the University's Human Resources Unit, the Office of the Deputy Vice-Chancellor (Education) and the Ngunnawal Centre and included an Indigenous Employment Strategy Consultative Group. The Plan is publicly available on the University of Canberra Website: <http://www.canberra.edu.au/ngunnawal/atsi-employment>

The IEP has a number of measures to identify broad areas that relate to:

- the growth of employment opportunities for Aboriginal and Torres Strait Islander people across the University;
- the policies and practices that hinder or support Indigenous employment; and
- other initiatives that can support Indigenous employment.

The following strategic areas of action have been identified in the IEP:

1. Indigenous Representation in Decision-Making/Governance
2. Recruitment and Development Policies and Procedures
3. Recruitment and Development Practices
4. Supporting and Assisting in the Workplace
5. Co-ordination with other Initiatives
6. Understanding the Current Situation

Supporting existing Aboriginal and Torres Strait Islander staff in the University is also a priority area under the IEP (*Strategy 4 Supporting and Assisting in the Workplace*) to ensure that current staff are retained and given opportunities for professional development. The actions under this Strategy include the following:

3.5 Sessional and Casual Employment - Promote sessional and casual employment opportunities at the University to the local Aboriginal and Torres Strait Islander community.

3.6 Application Training - Through negotiations with accredited training providers, identify relevant courses to help Aboriginal and Torres Strait Islander people apply for positions at the University, e.g. job application training.

3.7 Skills Audit - Undertake a skills analysis of existing Aboriginal and Torres Strait Islander employees to identify any skills gaps in relation to the jobs they currently hold.

3.8 Indigenous Induction - Provide induction to newly recruited Aboriginal and Torres Strait Islander employees introducing them to employment at the University and recognising the cultural differences between the Institution and Indigenous Australia.

3.9 Training Programs - Ensure that both on- and off-the-job training is available to Aboriginal and Torres Strait Islander employees through programs such as job-sharing, job rotation or exchanges, secondments, staff training courses, and TAFE and university level courses; and provide specific training as necessary.

3.10 Readiness for Promotion Programs - Support Aboriginal and Torres Strait Islander employees through access to "readiness for promotion" programs.

3.11 Study Assistance - Support Indigenous staff in undertaking undergraduate and postgraduate studies.

- **Table 1 – Permanent positions**

Faculty/Institute/Section	Academic	Non-Academic	Role
Health	2	1	Lecturers Administrative Officer
Information Technology	0	1	IT Officer
Ngunnawal Centre	1	2	Director Student Support Officer Administrative Assistant
Totals	3	4	

Table 1 Information taken from the HEIMS database (Department File)

- **Table 2 - Casual positions**

Faculty/Institute/Section	Academic	Non-Academic	Role
Ngunnawal Centre	5		Tutors
Totals	5	0	

Table 2 Information taken from BI Query

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

Commencing Aboriginal and Torres Strait Islander students

	2011	2012
Aboriginal and Torres Strait Islander students	74	79
Non Aboriginal and Torres Strait Islander students	4979	4887

The number of Indigenous students studying at the University of Canberra has almost doubled since 2008. This is mainly due to concerted efforts to identify and target promotion and marketing activities to where Aboriginal and Torres Strait Islander people are more likely to congregate or in publications that resonate with this demographic, and through outreach activities conducted under the terms of the Higher Education Participation and Partnership Program.

Programs to improve access

The two key access programs for Aboriginal and Torres Strait Island students are shown below in the table. In addition, the University of Canberra (UC) College offers a range of study programs to assist Australian students to improve their study skills and potentially gain entry to the University of Canberra. Occasionally, Indigenous students undertake a UC College program rather than the University's Aboriginal and Torres Strait Islander Foundation Program (details below). In 2012, one Indigenous student undertook the UC-CONNECT program and one undertook the UC-PREP program. Details of the UC College programs can be found at: <http://www.canberra.edu.au/college/australian-student-programs>

Program Name	Target audience	Outline of Program	Outcome
Foundation Program	Aboriginal and Torres Strait Islander peoples	The Foundation Program operates for those Aboriginal and Torres Strait Islander students who have not passed Year 12 (or equivalent), who have not received the necessary ATAR to enter University directly, or who have been away from study for many years and would like to develop the communication and study skills needed for success at University. Potential entrants must complete a Needs Assessment, which involves a written essay, a mathematics test and an interview. The Foundation Program aims to give students an awareness of the demands of tertiary study; helps them develop the skills and knowledge to equip them for success in tertiary study; and gives them the opportunity to undertake regular university subjects.	15 students undertook the Foundation Program in 2012. Of these seven have so far enrolled in degree programs at the University of Canberra. Three others successfully completed the program and one is repeating the program.
Bonus Points for Aboriginal and Torres Strait Islander applicants	Aboriginal and Torres Strait Islander peoples	All applicants that are identified as Aboriginal or Torres Strait Islander are awarded 5 bonus points. These bonus points are only awarded where the applicant has not received bonus points under the	All students identifying as Aboriginal or Torres Strait Islander were awarded bonus points, leading

		Regional Bonus Points Scheme.	to many students having the opportunity to undertake a degree program and/or to undertake a degree program of their choice.
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Outreach Activities (see full details in table below)

Outreach activities to break down barriers to accessing higher education by Aboriginal and Torres Strait Islander people were principally conducted by the University's Student Equity and Support Unit, the Ngunnawal Centre and the Indigenous Recruitment Officer within the Marketing Department. Activities included school engagement activities; school visits; campus visits; a university experience camp for Indigenous students; information sessions conducted for and by community and government organisations; participation in federal and Territory government programs; promotion at Aboriginal & Torres Strait Islander cultural events and business expos. The University regularly holds functions and events for and with community groups, school children and Indigenous organisations as another avenue for making connections with potential students who have left school, are carers for family members, are mature aged, or have been alienated from formal education structures. School children and other groups for whom campus visits are arranged, are given an introduction to the Ngunnawal Centre's services, support mechanisms and study programs.

Outreach activity	Target audience	Outline of program	Outcome
The Aspiration Initiative Academic Enrichment Program (Partnership initiative between University of Canberra and the Aurora Project).	In 2012, 90 Indigenous high school students in years 8 and 9 from NSW, VIC, and WA.	<p>First year of a 5 ½ year program to provide intensive and continuous educational support through academic camps during school holidays (three a 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 and additional educational resources.</p>	<p>All participants transitioned from Year 9 to Year 10 and the program has an 88% retention rate.</p> <p>December 2012 survey data indicates that:</p> <ul style="list-style-type: none"> ○ 97% of students think of TAI's team as role models ○ 98% believe that TAI camps have influenced the way they think about their future ○ 87% state that the things spoken about at camps have changed how they approach their school work ○ 90% have come away from TAI camps more excited about the future

				<ul style="list-style-type: none"> ○ 90% believe that after camp they are more confident in their ability at school ○ 96% think it is important to go to university ○ 97% feel that their state coordinator encourages them to push themselves at school ○ 95% feel that their state coordinator helps them do better at school
<p><i>UC-4-Yourself</i> Indigenous Student Aspirations Program.</p> <p>Students experience firsthand what it is like to be a UC student for a day through an organised program of activities. The aim of the program is to engage and inspire Indigenous students who are achieving academically to pursue Tertiary study by helping to familiarise them with a university environment and all that it can offer.</p>	<p>Indigenous students in Years 5 to 10 in the ACT, participating in the ACT Education and Training Directorate's (EDT's) Indigenous Aspirations Program.</p>	<p>Working in conjunction with the ACT ETD Indigenous Student Aspirations Coordinators, specialised <i>UC-4-Yourself</i> programs for students in Years 5/6; 7/8 and 9/10 were coordinated and offered to the eligible Indigenous students.</p> <p>Students visited the campus to engage in classroom programs and activities such as specially developed faculty workshops and visits to the Ngunnawal Centre, the Moot Court, the Science Resource Centre etc. These activities were geared to their age group and supported by senior UC student mentors. Students also undertook a range of familiarisation activities including scavenger hunts (campus tours) and a visit to the residences. High school students engage with UC students and academic and professional staff.</p>	<p>The specialised <i>UC-4-Yourself</i> programs provided an excellent opportunity for students to explore a University campus and to get a feel for what it might be like to be a UC student.</p> <p>Based on evaluation results, the programs were successful in meeting their aims and the students are keen to return in the future.</p> <p>Feedback from all stakeholders indicates that the student experience has been very successful.</p>	
<p>University Experience Program</p>	<p>Students targeted for this experience are those in Years 9 & 10</p>	<p>This program was initiated by the University of Canberra</p>	<p>Thirteen Year 9 & 10 students participated and</p>	

		<p>primarily from Indigenous backgrounds and those involved in The Smith Family's Learning for Life Program who have the ability to go to university but who may well discount themselves due to:</p> <ul style="list-style-type: none"> • Lack of confidence; • Financial disadvantage; • Anxiety about having to leave their home/community to attend university; • No family history of higher education (HE); and • Little encouragement or support to pursue HE. 	<p>as a pilot project involving The Smith Family and their Learning for Life program students from Mount Austin High School in Wagga Wagga.</p> <p>The Smith Family selected students from financially disadvantaged backgrounds participating in their Learning for Life program and liaised with the school to arrange attendance.</p> <p>The program included two nights and three days in which the students participated in a range of planned activities around the city of Canberra to showcase some of the highlights the ACT has to offer.</p> <p>The “camp” was designed to:</p> <ul style="list-style-type: none"> • Inspire the students to consider the possibility of higher education; • Raise awareness of the wide variety of choices available through higher education itself and also the different discipline areas each university offers; • Build confidence and self-belief/esteem; and • Have fun while stepping out of students' comfort zones. <p>This valuable firsthand experience provides students with exposure so they are better placed to make an informed decision in the</p>	<p>were accompanied by two teachers.</p> <p>Nine students self-identified as Indigenous.</p> <p>Results from student surveys indicate that the University Experience Program was successful with all participants rating the camp as either 'good' or 'excellent'. In addition to this, every student selected 'yes' when ask if they would recommend the program to a friend. Students enjoyed getting to spend time on the campus and getting to know students and what's on offer at the University.</p> <p>“Very friendly and always encouraging; made us feel at easy and very welcome. “</p> <p>-Year 9 Teacher, Mt. Austin High School</p> <p>“I would like to take this opportunity to thank the whole team at UC for all your wonderful work over the three days- it was an incredible experience and even if they don't acknowledge it publicly, the students were overwhelmed and inspired and I believe it has made a difference to their futures even if they</p>
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			<p>future about perhaps choosing to go to university.</p> <p>Students were supported, encouraged, and excited about the possibilities of post-secondary education through a variety of hands-on activities and workshops, including opportunities to meet with current university students and staff and the University of Canberra Brumbies.</p> <p>Students also spent time in the Ngunnawal Centre with current students and support staff learning about the Foundations Program, support, scholarships and pathways.</p>	<p>don't realise it just yet!!"</p> <p>-Year 10 Teacher, Mt. Austin High School</p>
Canberra Multicultural Festival Indigenous Showcase	The local Indigenous and non-Indigenous population of the ACT and surrounds.	The University attend this event to showcase our courses and Indigenous specific support programs to visitors to this event who visit our stall.	Through this event we were able to inform the local Indigenous and non-Indigenous community about the programs offered by the University of Canberra to Aboriginal and Torres Strait Islander students.	
ACT & Region Indigenous Education and Careers Expo.	Roughly 600 students who identify as Aboriginal and/or Torres Strait Islander from the ACT and surrounding regions attended.	This event is a general exhibition whereby students approach stall holders for further information about the services that they provide to local Indigenous students.	Through this event we were able to reach a number of local Indigenous students and provide information about study options and specific support programs offered by the University of Canberra.	
Canberra YWCA NAIDOC Week women's OzTag Competition	This event was for local ACT Indigenous and non-Indigenous women who support the reconciliatory	As sponsors of this event we were invited to provide a stall on the day for the participants learn more about the	By attending this event we were able to promote the University as an effective agent for	

		efforts of NAIDOC week.	various programs offered at the University of Canberra and our reconciliation activities.	reconciliation in the ACT region and provide information to the often hard to reach Indigenous non-school leaver market for tertiary education options.
Maitland NAIDOC Education and Careers Expo.		100 high school students who identify as Aboriginal and/or Torres Strait Islander from the Hunter Region.	The University of Canberra had a stall at this event and students visited in groups to discuss their specific interests in regards to careers and further education.	Students were able to receive personal advice about how best to gain access to the various pathways for them to reach their future employment and study goals.
South Coast Indigenous Employment Expo (Nowra/Kalaru).		Approximately 500 high school students and their parents who identify as Aboriginal and/or Torres Strait Islander from the Illawarra region.	The University of Canberra had a stall at this event and students visited to discuss their specific interests in regards to careers and further education.	Students received personal advice about how best to gain access to pathways available to reach their future study and employment goals
Visit to 14 schools including Warramong High School Wollongong, St John the Evangelist High School Nowra, Nowra High School, Ulladulla High School, Bateman's Bay High School, Moruya High School, Narooma High School, Bega High School, Eden High School, Griffith High School, Wade High School Griffith, Narrandera High School, Wagga Wagga High School, Koorringal High School Wagga Wagga.		Indigenous students within these schools (10, seven, 28, five, 12, 21, 21, 21, 10, eight, 12, 11, nine, and 5 students, respectively) identified as Aboriginal or Torres Strait Islander from each of the named schools.	The University presented information about our courses and Indigenous specific support programs to students and fields specific enquiries which the students may have about their personal educational circumstances.	Students were provided with exposure to popular areas of study, our Indigenous student support programs, and other important aspects of the University.
Dubbo College Senior Campus: School Visit to UC Campus.		23 students who identified as Aboriginal and/or Torres Strait Islander and 2 staff from the Dubbo College Senior Campus who came to visit our facilities.	General presentation about the University of Canberra. Faculty of Arts and Design presentation – Cultural Heritage focus. Faculty of Education presentation – Teacher Education focus. Faculty of Applied Science presentation Faculty of Business Government and Law activity – Moot Court	These students were provided with exposure to popular areas of study, our Indigenous student support programs, and other important aspects of the University

		activity. Ngunnawal Centre staff and student meet and greet. University Campus Accommodation Tour. UC FIT Sport, Health, and Fitness Centre Tour.	
Parkees NSW Origin Legends Jobs Market.	Approximately 500 high school students who identify as Aboriginal and/or Torres Strait Islander from the local region.	The University of Canberra had a stall at this event and students visited to discuss their specific interests in regards to careers and further education.	These students were provided with exposure to popular areas of study, our Indigenous student support programs, and other important aspects of the University.

Scholarships

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 possibilities.

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

Scholarship details - 2012

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Commonwealth scholarships (commencing students)					
Indigenous Commonwealth Education Cost Scholarships	Government	12	\$28,524	8	
Indigenous Enabling Commonwealth Education Cost Scholarships	Government	12	\$28,524	5	
Indigenous Commonwealth Accommodation Scholarships	Government	6	\$28,524	2	
Indigenous Enabling Commonwealth Accommodation Scholarships	Government	10	\$47,540	2	
Indigenous Access Scholarships	Government	26	\$116,610	19	
Commonwealth scholarships (continuing students)					
Indigenous Commonwealth Education Cost Scholarships	Government	45	\$106,965	26	

indigenous Commonwealth Accommodation Scholarships	Government	45	\$213,930	20	
Other scholarships					
Charles Perkins Scholarship for Undergraduate Aboriginal and Torres Strait Islander Students	Government and University	3	\$4,000	3	2 Scholarships @ \$1,500 and 1 bursary at \$1,000
UC Foundation Scholarship for Indigenous Students	University	4	\$10,000	4	
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 plus 12 weeks paid work experience via ABC
UC St Vincent de Paul Scholarships	Government and University	6	\$10,000	6	4 Scholarships @ \$2,000 and 2 Bursaries @ \$1,000
Staff scholarships					
Indigenous Staff Scholarship	Government	1	\$37,655	1	\$25,000 stipend and \$12,655 tuition fee payment

Ngunnawal Indigenous Higher Education Centre

The Ngunnawal Centre undertook a range of outreach activities throughout 2012. This engagement included information sessions, promotion at Aboriginal & Torres Strait Islander cultural events and business expos, and on-campus initiatives for numerous school students.

The Ngunnawal Centre provided support for Aboriginal and Torres Strait Islander students studying at the University. In 2012 this included maintaining and upgrading a dedicated computer lab, tutorial/resource room (with lending library) and the common room (with kitchen facilities), which is accessible twenty-four hours each day. This enabled students to utilise the resources, have a place to study and support each other through social events and mentoring.

Aboriginal and Torres Strait Islander students from around Australia studied at the University, with adequate accommodation being a major concern. The Centre assisted students, for many of whom was their first experience living away from family, to access accommodation on campus or in the local area. Campus accommodation is always in high demand so the Centre developed an agreement with the UC Village to set aside spaces for Aboriginal and Torres Strait Islander students.

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 intensive support to ensure successful outcomes. In 2012, there were 16 students undertaking a cadetship or internship while studying an undergraduate course at the University.

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

2.4 Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of other Australians.

The total number of Aboriginal and Torres Strait Islander enrolments for 2011 and 2012 is as follows:

	2011	2012
Aboriginal and Torres Strait Islander students:	167	170
Non Aboriginal and Torres Strait Islander students:	11530	11939

Strategies to address participation

Strategies	Outline of strategies	Constraints	Outcome
Enhanced Pastoral support for students	Upgrade of Ngunnawal Centre, with 24/7 access Full-time Indigenous Student Support Officer Enhanced support for Indigenous students across the University (see support mechanisms in section 5 below) Elder in residence program	More integration between the IEU and the rest of the University needed to improve services	Increased use of services and facilities by Indigenous students
Enhanced Academic and Careers Support for students	Upgrade of Ngunnawal Centre, with 24/7 access Enhanced support for Indigenous students across the University (see support mechanisms in section 5 below)	More integration between the IEU and the rest of the University needed to improve services	Increased use of services and facilities by Indigenous students

The Ngunnawal Indigenous Higher Education Centre

The Ngunnawal Centre Foundation Program provides an opportunity for Aboriginal and Torres Strait Islander people who did not complete Year 12 or who have not studied for some time, to gain university entry. It is also suitable for those who may have successfully completed high school but do not feel confident about studying at University.

The Program has two foundation units:

- study skills, and
- communication skills.

Students must also complete at least one other 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).

The Program provides Aboriginal and Torres Strait Islander students with an opportunity to undertake or resume tertiary studies. Low student numbers, coupled with high attrition rates in the Foundation Program during 2012 indicated an urgent need for better promotion, recruitment and retention processes. The challenge was taken up as a priority for the Ngunnawal Centre with expected corresponding rises in the recruitment and retention of Aboriginal and Torres Strait Islander students in the future.

To support the students in the Foundation Program, and all Aboriginal and Torres Strait Islander students attending the University, the Ngunnawal Centre was upgraded in 2012. The Centre now includes a dedicated computer lab, tutorial/resource room (with lending library) and the common room (with kitchen facilities), which is accessible twenty-four hours each day. This enabled students to utilise the resources, have a place to study and support each other through social events and mentoring. The 24/7 access has been particularly popular with students, especially during exam times.

The Ngunnawal Centre coordinates all ITAS tutoring. The Centre has an Elder-in-Residence and an Indigenous Student Support Officer who is available to assist students with administrative matters, personal and financial problems, study and academic skills training options, one-to-one tutoring and relocation and housing issues.

2.5 Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.

Number of award course completions by

	2011	2012
Aboriginal and Torres Strait Islander students: (Higher Degree)	0	2
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	367	353
Aboriginal and Torres Strait Islander students: (Other postgraduate)	1	1
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	474	534
Aboriginal and Torres Strait Islander students: (Bachelor degree)	8	15
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	1559	1792

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

Support mechanisms	Description	Constraints	Outcome
<i>IEU's Pastoral and academic support programs</i>	<p>Tutorial assistance (including coordinating the ITAS program) and pastoral care such as dealing with residential, community housing in collaboration with a local charity, interactions with primary and secondary schools, and actively engages with Territory and Federal governments for employment opportunities for students through cadetships, internships and work experience placements.</p> <p>Maintaining and upgrading a dedicated computer lab, tutorial/resource room (with lending library) and the common room (with kitchen facilities), which is accessible twenty-four hours a day.</p> <p>'Elder-in-Residence' provide culturally appropriate support to students.</p>	<p>Ensuring that students attend tutoring sessions.</p> <p>Engaging with all Indigenous students.</p>	<p>Greater use of the Ngunnawal Centre.</p> <p>Pride at having an Elder in residence.</p> <p>Enhanced use of services within and outside the IEU by Indigenous students.</p>

<p>Welfare Support (additional to support provided by IEU): Student Welfare Service established for all UC students.</p>	<p>'Drop in, not out' referral service for students to receive welfare and pastoral support for issues such as accommodation, finances, health and personal issues, study related issues, and grievances.</p>	<p>Student awareness of service – this has been improved through running a 'drop in, not out' promotion.</p>	<p>Provided welfare, finance and loans advice and referral to numerous students including some Indigenous students.</p>
<p>Careers Support: Introduction of a joint initiative, through the Student Equity and Support Unit Careers Service and the Ngunnawal Centre of a monthly Seminar Series. Open to all Indigenous students and held at the Ngunnawal Centre.</p> <p>Careers Service support to Indigenous students.</p> <p>Careers Advice.</p>	<p>Two seminars with Industry presentations, were held, one in October and one in November 2012.</p> <p>A weekly presence of a Careers Advisor for an hour each week at the Ngunnawal Centre to provide career guidance and advice to Indigenous students in a familiar setting.</p> <p>Careers Service delivers workshops and have one-on-one career counselling sessions open to all students.</p>	<p>Low student attendance numbers</p> <p>Low student attendance numbers</p> <p>Low student attendance numbers</p>	<p>Attendance at the two seminars was small, but allowed attending students to hear from employers on cadetship and other opportunities.</p> <p>Students became familiar with having an advisor present and gradually spoke to the advisor and made follow up appointments.</p> <p>Opportunity to advise students on Indigenous employment programs, such as internships and cadetships.</p>
<p>Academic Support (in addition to ITAS and other support provided by IEU).</p>	<p>The University's Academic Skills Centre (ASC) provided introductory 'Orientation to the ASC and study at UC' workshops at the beginning of semester and occasional workshops on specific topics, as requested by the IEU. The ASC also provided academic support (appointments, drop-ins and workshops) to all UC students, including Indigenous students.</p>	<p>Low student attendance numbers at the specialised workshops (other than orientation).</p>	<p>Students found orientation sessions very useful.</p>

<p>Medical and Counselling Support: All indigenous students have access to free counselling and nursing services. They are bulk billed for consultations with a general practitioner</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>This enables doctors at the Medical Centre to provide indigenous patients with cheaper medical prescriptions.</p>	<p>The individual must identify as Aboriginal or Torres Strait Islander, be 15 years and over, have a current Medicare card.</p> <p>The individual can only register at one medical practice in a 12 month period – registration needs to be renewed yearly.</p> <p>The individual must have a chronic disease, or have a risk factor for a chronic disease.</p> <p>The patient must provide consent.</p>	<p>We have 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 prescriptions</p> <p>Better access to allied health.</p> <p>Better access to allied health.</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>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 ACRRM – Australian College of Rural & Remote Medicine, and have an interest in the health of Indigenous Australians.</p>			
<p>We liaise regularly with Winnunga Nimmityjah Aboriginal Health Service (AHS) & ACTML’s Care Co-ordination & Supplementary Services officers.</p>			

Indigenous Education Unit's role.

As mentioned earlier, the Ngunnawal Centre's Foundation Program provides an opportunity for Aboriginal and Torres Strait Islander people who did not complete Year 12 or who have not studied for some time, to gain university entry. It is also suitable for those who may have successfully completed high school but do not feel confident about studying at University.

In addition to delivering the Foundation Program, in 2012 the Ngunnawal Centre coordinated all ITAS tutoring and provided a home-base for students. The staff members in the Centre provided a range of academic and pastoral support and advice to students. The Centre includes a dedicated computer lab, tutorial/resource room (with lending library) and the common room (with kitchen facilities), which is accessible twenty-four hours each day. Students were supported by staff and also supported each other through social events and mentoring.

In 2012, the Centre had an Elder in Residence and an Indigenous Student Support Officer who was available to assist students with administrative matters, personal and financial problems, study and academic skills training options, one-to-one tutoring and relocation and housing issues.

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.

2.6 To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures.

The University of Canberra undertook a number of initiatives and commitments in 2012 to fulfil our obligations in relation to promoting understanding and respect for Indigenous Peoples. These included:

University of Canberra Strategic Plan 2008-2012

The University of Canberra Strategic Plan 2008-2012 put in place a number of strategies to give effect to the principles and goals of the 'Closing the Gap' policy. For instance, the first step in Strategy 1 'Strengthen the Foundations' is Step 1: '*Ensure that respect for Australian Indigenous traditional owners and concern for their current circumstances influence our plans and actions.*' (University of Canberra Strategic Plan 2008-2012)

In 2012 the Step One Group, formed under Strategy One and chaired by the Deputy Chancellor, Dr Tom Calma AO, continued to focus on embedding Indigenous perspectives into mainstream curricula throughout the University. Indigenous staff members were also involved in or had input into the drafting of the new University of Canberra Strategic Plan (2013-2017) that has replaced the earlier plan.

University of Canberra Reconciliation Action Plan

On 12 November 2010 the University of Canberra celebrated the inaugural launch of the Reconciliation Action Plan 2010 - 2015. In his address, Dr Tom Calma AO, currently Deputy Chancellor and appointed Chancellor of the University commencing 1 January 2014, noted the importance of ownership of the Reconciliation Action Plan.

"... I think what's important about Reconciliation Action Plans is that they're not just about a Board Plan, they're not just a VC's Plan but they're a plan - a strategy - that is owned by everybody in the organisation," said Dr Calma.

The University of Canberra recognises that everyone plays a role in the walk towards reconciliation. The actions in our Reconciliation Action Plan (RAP) support this aspiration through participation of all members of the University.

The RAP has been updated in light of the University's new Strategic Plan (2013-2017). Some of the key changes already implemented since the introduction of the initial RAP include:

- Permanent display of the Acknowledgement of Country 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.
- Recognition of Aboriginal and Torres Strait Islander people's connection with the land through permanent display of the flags on the University's Canberra campus.
- Aboriginal and Torres Strait Islander perspectives are incorporated within the curriculum, with a range of units offered across a number of Faculties.

The implementation and promulgation of the University's RAP by the RAP Action Group to ensure that goals were being met and promote University-wide engagement was the main priority in 2012. This included the recruitment of an 'Elder-in-Residence' to provide culturally appropriate support and facilitate linkages with the local Ngunnawal community and other Aboriginal and Torres Strait Islander organisations. The Elder in 2012, who was also co-chair of the United Ngunnawal Elders Council and a member of the ACT Indigenous Elected Body as well as various other organisations, ensured that these linkages were established.

The Ngunnawal Indigenous Higher Education Centre

Ngunnawal Centre academic staff assisted with the teaching and research of Indigenous studies in various disciplines. In 2012, this included developing and delivering the Indigenous Studies Units for the Faculty of Arts and Design and advice to other Faculties throughout the University in relation to curricula development and suitable research topics. Supervising and tutoring non-Indigenous undergraduate and post-graduate students also led to positive outcomes in terms of embedding Indigenous perspectives into the curriculum generally.

Indigenous Study Units offered by the Ngunnawal Centre have continued to attract increased numbers of mainstream students, with a number of disciplines requiring them as part of their undergraduate degrees. Indigenous studies units in other disciplines including Indigenous Health, Indigenous Politics and the State, Indigenous Education Indigenous Cultural Heritage and Indigenous Conceptions provide students in those disciplines with the opportunity to include Indigenous perspectives or are a compulsory course requirement.

Plans for future improvements of existing strategies or implementation of new strategies to meet each of the AEP goals relevant to higher education.

The University of Canberra has undertaken a major review of its Reconciliation Action Plan (RAP) and has consulted on its RAP with Reconciliation Australia. The RAP has just been considered and approved by the University's Council and will shortly be lodged with Reconciliation Australia. The RAP provides details of the University's goals and plans in respect of Aboriginal and Torres Strait Islander students and staff and will shortly be available on the University's website.

Additionally, the University has just undertaken a review of the University's IEU, the Ngunnawal Centre. This was a timely review given the Commonwealth's recent review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People. The Review of the Ngunnawal Centre included consultation with internal and external stakeholders, including students, staff members and the ACT Council of Elders amongst many others.

The Review took account of all stakeholders' views and was also guided by the Commonwealth's review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander people. Some of the University's future plans to support Aboriginal and Torres Strait Islander students and staff members have been articulated in our draft Compact with the Commonwealth for the period 2014 to 2016. These include, briefly:

For students

- Continued delivery of outreach programmes, such as the *Aspire UC* schools programme, to raise the aspirations of regional, low socio-economic and Indigenous people for higher education, and to identify appropriate entry pathways for them.
- Continued partnership with the Aurora Project, to inspire Indigenous students to undertake university studies, and provide opportunities for them to participate in higher education, including through the provision of scholarships.
- Continued provision of enabling courses to support access to higher education by Indigenous people.
- Continued provision of equity-based admissions schemes, including the Indigenous Bonus Points Scheme.
- Continued provision of a range of scholarships for Indigenous students.
- Continued development of University curriculum to include areas of interest that are relevant to Indigenous people, perspectives and issues, and provision of specific unit offerings focussed on Indigenous cultures and topics.
- Continued provision of academic and pastoral support to Indigenous students, including student mentoring.
- Enhanced support for Indigenous higher degrees by research students. This will be facilitated in part by the introduction of the University's new PhD course in 2013 that is designed to provide a practical, solid grounding for new students undertaking a PhD.

More detailed plans for supporting Indigenous students will be available once the recommendations of the Ngunnawal Centre Review have been approved through appropriate channels.

For staff

- *Employment Strategies:* The Indigenous Employment Strategy (IEP) had several actions that are designed to improve our support for Indigenous staff, including guidelines on representation on staff selection panels and recommended options on where to advertise staff vacancies.
- *Professional Development and Cultural Competency Training Programs:* An objective in the IEP is to include *Selection Panel Cross Cultural Awareness training* for non-Indigenous members of selection panels in selection techniques training programs. The new *Recruitment Policy* was approved in October 2012 and training is currently being developed in conjunction

with the Ngunnawal Centre to support this updated policy. In conjunction with this initiative, cross cultural training will be conducted for the broader University community.

- *Financial Assistance and Study Opportunities for Staff:* The University provides a range of incentives for all staff to undertake further study. These programmes include the Study Assistance Programme, the Outside Studies Programme, and the Certificate IV Programme.
- *Support Programmes and Initiatives for Staff:* The University offers a range of support programmes and initiatives for staff including the Early Career Researchers' Programme, mentoring and leadership initiatives, promotion and career development opportunities, and clear performance and development review processes.
- *Promotion and career development:* The University has strong policies and practices to support staff in seeking and gaining promotion and career development. In particular, our Academic Staff Promotions Policy is very clear about supporting diversity.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

A report on the expenditure of the provider's ISP grant for 2012.

Indigenous higher education expenditure 2012

INCOME for Indigenous Support Program for 2012

1	2012 ISP grant	\$355,000
2*	Unspent 2011 ISP funds, to be carried over to 2012	\$0
3	TOTAL ISP income for 2012	\$ 355,000

4	EXPENDITURE of <u>Indigenous Support Program</u> (ISP) 2012 (from Item 1)	
4a	Operating costs,, salaries, for Indigenous support services.	\$452,467.51
4b	Other goods and services Technology costs.	\$8,466.08 \$352.04
4c	Higher education provider overheads.	\$0
4d	Other Indigenous Support Program expenditure <ul style="list-style-type: none"> • Attend international symposiums • Promotional visits/materials 	\$37,532.92
4e	Total Indigenous higher education expenditure for 2012	\$487,814.56

5*	EXPENDITURE of <u>Indigenous Support Program carry over funds</u> 2012 (from Item 2)	
5a	Operating costs, including salaries, for Indigenous support services.	\$0
5b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (e.g. New computers in the ISU).	
5c	Higher education provider overheads.	
5d	Other Indigenous Support Program expenditure	
5e	Total expenditure of carry over funds.	\$0

*** Item 4**

2 The ISP funds were jointly managed by the Faculty of Arts and Design and the Ngunnawal Centre.

SECTION 4 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 IEU has been consulted in the development of this Indigenous Education Statement, please provide the contact details of the relevant IEU staff member.

University Officer

Name: Michele Fleming

Position Title: Dean of Students

Phone Number: 6201 5653

Email: Michele.Fleming@canberra.edu.au

Indigenous Education Unit Officer*

Name: Sharon Payne*

Position Title: Director, Ngunnawal Centre

Phone Number: 6201 5894

Email: Sharon.Payne@canberra.edu.au

**Note that Ms Payne leaves the University of Canberra on 5 July 2013.*

SECTION 5 PUBLICATION OF THE STATEMENT

Following approval of the IES by DIICCSRTE, providers **are to publish** the current and two previous IES on their website, provide DIICCSRTE with a link to the statement for the DIICCSRTE website.