



Australian Government

Department of the Prime Minister and Cabinet

INDIGENOUS EDUCATION STATEMENT - OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from **Universities relating to their 2015 outcomes and future plans** to meet their ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

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

The Indigenous Education Statement 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 2015 ISP funds is included within this document. Please provide as much information as possible.

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

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

In accordance with the Guidelines, the Indigenous Education Statement is **due** to be submitted to and accepted by the Department of Prime Minister and Cabinet **on or before 31 May 2016**. Please allow 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 2016.

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

PM&C contact officers:

Danny Howard, Director
Tertiary Strategies Team
Phone: 02 6152 3193
Email: scholarships@pmc.gov.au

Marissa Booth, Assistant Director
Tertiary Strategies Team
Phone: 02 6152 3194
Email: scholarships@pmc.gov.au

Josh Bowman, Programme Officer
Tertiary Strategies Team
Phone: 02 6152 3658
Email: scholarships@pmc.gov.au

Charles Darwin University

Indigenous Education Unit Name: **Office of the Pro Vice Chancellor-Indigenous Leadership**

SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2015 AND PLANS FOR FUTURE YEARS

OVERVIEW

Charles Darwin University (CDU) has maintained a commitment to create an organisational culture and environment conducive to Indigenous access and engagement and success from its earlier iterations (Darwin Community College, Institute of Technology and Northern Territory University) over a 50 year period. CDU aspires to be a nationally and internationally recognised centre for excellence in tertiary education (HE and VET), research that is reflective of Indigenous methodologies and knowledges and a university of choice for the employment of Indigenous people.

It is important to note that CDU is a dual sector institution that plays a significant role in the delivery of education and training opportunities to Aboriginal and Torres Strait Islander peoples in both the VET and Higher Education sectors predominantly throughout the Northern Territory and with an increasing interstate presence.

The reporting template provided by the Commonwealth to CDU does not allow the institution to accurately reflect dual-sector participation and outcomes. The template is a standard format that is specific to single-sector institutions and as such has been modified to reflect CDU's performance in both the VET & Higher Education sectors.

CDU's commitment and aspirations are evidenced in:

- **"Connect, Discover, Grow" - CDU Strategic Plan 2015-2025;**

CDU's vision positions tertiary education at the forefront of University activity with a strong commitment in Stream Two: *To be globally recognised for Indigenous leadership, for Indigenous students, teaching and learning, research and respecting Indigenous knowledge systems.*

- **CDU Reconciliation Action Plan 2012 – 2017** is currently undergoing review with a plan to integrate it into strategic level governance documents.

<http://www.cdu.edu.au/sites/default/files/indigenous-leadership/docs/SignedStatementofCommitmenttoReconciliation.pdf>

- **CDU/NT Government partnership Agreement 2012 - 2021**

This Partnership Agreement is committed to the 'Increased participation in CDU by Indigenous Territorians.'

<http://www.cdu.edu.au/government/partnershipagreement.html>

- **Vice Chancellor's Indigenous Advisory Council (VCIAC)**

The VCIAC has responsibilities to provide high-level advice across the dual sectors of the University through the Vice Chancellor and the Pro Vice Chancellor – Indigenous Leadership.

- **Office of the Pro-Vice Chancellor, Indigenous Leadership (OPVIL)**

The Office of the Pro Vice-Chancellor Indigenous Leadership has a comprehensive mandate. It undertakes a program of positive reform through the establishment of structures, processes and relationships within CDU to provide a framework to incorporate Indigenous perspectives into all aspects of the University now and into the future. It drives the attraction, employment and retention of Aboriginal and Torres Strait Islander staff and students across the University and a Whole of University response to transformative Indigenous Leadership.

▪ **CDU Indigenous Tertiary Education Plan 2014-2015 (ITEP)**

The ITEP is included in CDU's governance documents and is undergoing review to align to current trends and priorities and the introduction of the University's new Strategic Plan – "Connect, Discover, Grow" 2015 -2025.

The ITEP will continue to provide direction to the new strategic framework towards achieving Indigenous outcomes throughout the University. The Plan addresses current data and trends as a foundation for future planning and performance reviews of the Whole-of-University approach to achieve this goal and sits across all Senior Executive portfolios. The ITEP seeks to shift the paradigm under which Indigenous staff and students study and work at CDU.

The ITEP identified the following CDU policies that needed to be reviewed:

- The Indigenous Employment, Attraction and Retention Strategy.
- The Indigenous People's Policy.
- Indigenous Research Strategy.

▪ **ACIKE Executive Advisory Group**

This group met in 2015 to provide advice to CDU and Batchelor Institute of Indigenous Tertiary Education (BIITE) on the ongoing relationship.

CDU and BIITE commissioned a review into the ACIKE partnership. The review was conducted by NOUS Consulting and it made a number of recommendations that are being considered.

▪ **ACIKE**

ACIKE is accommodated in the Indigenous-dedicated precinct at CDU.

ACIKE is dedicated to the delivery of a specified series of undergraduate courses that aim to ensure that the teaching and learning of Indigenous students and the promotion of Indigenous knowledges is foremost in their intent and content:

- The Faculty of Law Education Business and Arts (LEBA) including the School of Indigenous Knowledges and Public Policy (SIKPP) manages Yolŋu Languages and the Master of Indigenous Knowledges (Mawul Rom) and a range of Indigenous Public Policy courses, Linguistics and Creative Writing;
- The Faculty of Engineering, Health, Science and the Environment (EHES) which oversees Nursing and Health program delivery under the ACIKE banner.

In 2015 ACIKE programs and services were delivered at:

- Darwin: Casuarina Campus and the new Waterfront Campus;
- Alice Springs: Desert People's Centre (BI) and Alice Springs Campus of CDU;
- Batchelor: Batchelor Institute of Indigenous Tertiary Education.

▪ **CDU Indigenous Cultural Competency Framework 2013 - 2015**

CDU's Indigenous Tertiary Education Plan 2013 – 2015 included a guiding principle that '*CDU will ensure all staff are provided professional development to meet acceptable standards of cultural competence.*' The principle relies on a shared definition of cultural competence and an agreed benchmark for the behaviours (cultural responsiveness) resulting from this competence. The definition forms the foundation of a whole-of-university vision to attain cultural competence across and embedded into CDU operations. The competencies derive from the Guiding Principles developed by Universities Australia and part of the 'National Best Practice Framework for Indigenous Cultural Competency'.

<http://www.cdu.edu.au/acike/welcome-acike>

▪ **Office of Indigenous Student Services**

The Office of Indigenous Student Services was established in 2015 in response to a need to review and restructure the delivery of Indigenous student services and support across the University. As a result of the review and restructure, the Office of Indigenous Student Services (OISS) was established and provides a range of streamlined and responsive support initiatives to Aboriginal and Torres Strait Islander students studying at CDU. OISS offers culturally appropriate facilities and supportive learning environments that recognise and value individual learning styles to support students to reach their full potential and assists students in mapping their educational and career pathways and provides advice to students regarding financial and academic support to enable their learning journey and future aspirations.

OISS supports students in accessing and adapting to the dual sector university environment, to meet academic requirements and is able to link students to unit-specific tutors and mentors, scholarships, management of government grants (ITAS & AFB).

<http://www.cdu.edu.au/indigenous-leadership/oias>

▪ **Liaison Librarians in Alice Springs and Darwin**

<http://www.cdu.edu.au/library/how/librarians.html>

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

CDU has Indigenous representation at the highest levels of decision making. The CDU Council, the Academic Board, the Learning and Teaching Committee, the Research and Research Training Committee and the Human Research Ethics Committee all have Indigenous representatives.

- The VCIAC has eight (8) Indigenous members and provides high level advice to the Vice-Chancellor, Pro-Vice Chancellor Indigenous leadership and the broader University on key Indigenous matters concerning policies, programs and issues.
- The Pro-Vice Chancellor Indigenous Leadership (PVC-IL) operates across executive, administrative and academic levels of University activity with membership of:
 - The Vice-Chancellor's Advisory Group CDU senior executive (Member);
 - Academic Board (ex officio);
 - Research and Research Training Committee (member);
 - Learning and Teaching Committee (member);
 - Information Technology Governance Committee (member).
 - CDU Equity Committee (Deputy Chair);
 - CDU Research and Ethics Committee (member);
 - Higher Education Advisory Council.

The PVC-IL has additional responsibilities including:

- Ensuring Indigenous perspectives are incorporated into the University's core business activities;
- Enhancing key relationships between CDU and its Indigenous stakeholders Australia wide;
- Fostering relationships with Batchelor Institute of Indigenous Technology and Education (BIITE).
- Hosting international visitors in 2015 - Prof. Sigmund Grønmo, University of Bergen, Norway, Prof. Chris Anderson – Uni of Alberta, Canada, Prof. Scott Stevens – Syracuse Uni – NY, Polynesian Hawaiian Voyage Society, Prof. Chad Allen – Uni of Washington – Seattle, Ms Cathy Raper – Aust. Rep – Taipei, Norwegian Deputy Minister & Director General for Indigenous Affairs.

At Territory and national level the PVC-IL - Professor Larkin held membership of:

- Beyond Blue (Board member);
- The Healing Foundation (Chairman and Board member);
- National Indigenous Research and Knowledges Network (NIRAKN)(Board member);
- BIITE Governing Council (Board member);
- First People's Education Advisory Group – FPEAG (member);
- National Aboriginal and Torres Strait Islander Higher Education Advisory Council (NATSHEAC)
- The PVC-IL is recognised as a senior Indigenous research academic.
- Senior OPVIL staff serve in key roles on internal committees and working groups which include:
 - CDU Student Services Scholarships Committee;
 - CDU Library Indigenous Reference Group;
 - CDU/Flinders Indigenous Reference Group, Northern Territory Medical program;
 - CDU Indigenous Staff Network (only Indigenous staff members);
 - Sunning Hill Bursary Committee.

Evidence these strategies are working.

The University's reports to the Departments of Prime Minister and Cabinet and Education and Training provide evidence the University is meeting targets concerning Indigenous peoples in institutional decision-making processes. Further evidence includes:

- The participation of OPVC-IL Senior staff in the development of CDU Common Units to ensure Indigenous perspectives are embedded in the curriculum.
- The participation of Dhurili Clan members in the development of the Master of Indigenous Knowledges - Mawul Rom. The Memorandum of Understanding between CDU and the Dhurili Clan Nation drives the teaching of an innovative program joining two knowledge traditions respecting each other and provides a model for mediation and negotiation in a cross cultural context. The program is recognised nationally and internationally at the forefront of acknowledging Indigenous ceremonial law as part of a qualification in the Western academy.

Course development and teaching is based on extensive negotiations between the Mawul Rom Association of the Dhurili Clan nation, Yolŋu leaders from Galiwin'ku and the University.

- The Graduate Certificate in Yolŋu Studies (ACIKE course) is guided by a team of Yolŋu advisors led by four University lecturers including Wayamba Gaykamangu, Betty Marrnganyin and Professor Michael Christie.
- Active engagement by OPVC-IL senior staff in the development of Whole of University approached to embedding strategic initiatives into CDU – “Connect, Discover, Grow” strategy relating to Indigenous initiatives.
- ***Australian Indigenous Leadership Centre / ACIKE Memorandum of Understanding (MoU)***

A Memorandum of Understanding between ACIKE and Australian Indigenous Leadership Centre (AILC) was signed in December 2014. It enabled delivery of the programs at the ACIKE campus with reciprocal commitments to eliminate duplicity of program offerings to Indigenous people throughout the NT:

 - In September and December units from the *Certificate IV In Indigenous leadership* were delivered at ACIKE with 20 students;
 - The ACIKE provided in-kind support for the administration of the programs at its CDU campus;
 -

- The MOU established a mutual agreement to share resources and networks towards accessing and increasing Indigenous participation in VET programs offered through CDU and the AILC.
- This MOU expired in December 2015 and because of a number of corporate changes within the AILC no further potential negotiations have occurred vis a vis future relationships.

- ***Larrakia People and CDU Memorandum of Understanding***

The Memorandum of Understanding strengthens the relationship between the Larrakia Nation Aboriginal Corporation (LNAC), the Larrakia Development Corporation (LDC) and CDU. It:

- Affirms CDU's acknowledgement and recognition of the Larrakia people on its Darwin and Palmerston campuses through signage, cultural representation and ceremony;
- Establishes the capacity to appoint a Larrakia Academic in Residence with recruitment arrangements finalised in 2015;
- Recognises the fundamental role and importance of Elders in Indigenous society;
- The University's commitment to Indigenous knowledges in learning, teaching and research;
- Improves the quality of engagement and sense of community between the University and the Larrakia people.

- ***Michael Long Michael Long Learning and Leadership Centre (MLLLC) and CDU Memorandum of Understanding***

The Memorandum of Understanding supported the MLLLC in its work with Indigenous youth from Northern Territory communities to develop and aspire to study and work. The MLLLC raises an awareness of facilities, courses and support programs for HE and VET programs at CDU through sponsorship into football programs with residential components at the MLLLC in Darwin.

Constraints on the capacity to achieve goals:

- Indigenous staff and the people from the wider indigenous community with expertise at working in both cultures have unique and sometimes unrealistic expectations placed upon them leading to key people experiencing a higher prevalence of burn-out.

Plans for improvement

- Continuing implementation of the review and restructure of the Office of Indigenous Student Services within the Office of the Pro Vice Chancellor – Indigenous Leadership.

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

In 2015 a suite of initiatives for Indigenous Governance at CDU were implemented to govern the attraction, retention and development of Indigenous staff.

- CDU Indigenous Employment, Attraction and Retention Strategy 2013-2015; the RAP 2013-2015, the IL and TP 2013-2015; ITEP 2013-2015. The OPVC-IL held a range of consultative forums with staff across CDU campuses including rural and remote, to create each platform.
- The RAP, IL and TP and ITEP describe principles that underpin CDU's strategic intent to improve Indigenous employment and retention, under the direct oversight of VCAG and the Indigenous Tertiary Education Advisory Committee (ITEAC). The suite of Indigenous related policy documents have been released through the CDU Governing Council.

- The RAP is undergoing review with plans to increase commitment and implementation by embedding it the business of the University at strategic level where faculties will design their own methods to meet the RAP targets.
- The CDU and Union Enterprise Agreement 2013 (EBA) supports CDU's goal to be the preferred employer for Indigenous people.
<http://www.cdu.edu.au/ohrs/enterprise-agreement.html>
- The CDU Enterprise Agreement 2013 (at Clause 55), refers specifically to CDU's treatment and consideration of Indigenous employment under the following principles:
 - Respect for cultural/social and religious practices by Indigenous Australians;
 - Recognition of Indigenous Knowledges as a significant contributor to other bodies of knowledge;
 - Recognition of scholarship that Indigenous employees bring to the University;
 - Recognition of intellectual property of Indigenous communities; and
 - The importance of Indigenous ceremonial activities, cultural practices and identity.
- The CDU Enterprise Agreement 2013 (at Clause 55), permits eligible staff to access accrued leave or leave without pay to attend ceremonial or cultural activities and this allowance is promoted at orientation and induction and will include Union consultation into 2015;
- All CDU staff undertake mandatory Indigenous Cultural Awareness orientation and induction course within the first six months of employment at CDU. Participants gain a basic understanding of Australian Indigenous cultures locally and nationally.
- CDU has a strong focus on retaining existing Aboriginal and Torres Strait Islander staff through the delivery of initiatives such as the Indigenous Staff Network (ISN) with regular, informal ISN social gatherings to promote face-to-face engagement and peer support amongst Indigenous staff.
- Under the 2013 EBA CDU offers eight (8) Career Development Scholarships with at least one (1) reserved for an Indigenous staff member.

Table 1 : Permanent / Fixed Positions – 2015

Faculty/Institute/Section	Academic	Non-Academic	Position title
Indigenous Leadership	Academic		HEPPP Mentor & Enrichment Officer
Indigenous Leadership	Academic		Indigenous Academic Support Lecturer
Indigenous Leadership	Academic		Indigenous Academic Support Lecturer
Indigenous Leadership	Academic		Indigenous Academic Support Lecturer
Indigenous Leadership	Academic		Indigenous Academic Support Lecturer
Indigenous Leadership	Academic		Indigenous Academic Support Lecturer
Indigenous Leadership	Academic		Research /Evaluation Fellow
Indigenous Leadership	Academic		WCE Engagement Mentor & Enrichment Officer
Teaching-Higher Education	Academic		Lecturer – Indigenous Knowledges
Teaching-Higher Education	Academic		Lecturer in Psychology/Clinical
Teaching - Higher Education	Academic		Research Associate
Teaching - Higher Education	Academic		Senior Research Fellow-Northern Aust. Dev
Teaching - VET	Academic		Jabiru Centre Leader
Teaching - VET	Academic		Team Leader-Business & Info Technology (Central)
Teaching - VET	Academic		VET Lecturer/Wrkpce AssessorCS,C&ES ASP
Teaching - VET	Academic		VET Lecturer/Wrkpce Assessor-Chemical Accreditation

Teaching - VET	Academic		VET Lecturer/Wrkpce Assessor-Resource & Infrastructure/Engineering
Teaching - VET	Academic		VET Lecturer/Wrkpce Assessor-Community Services
Deputy Vice-Chancellor		Non-Academic	Research Degrees Administration Officer
Indigenous Leadership		Non-Academic	Admin Officer-Office of Indigenous Student Services
Indigenous Leadership		Non-Academic	Assistant Manager – Indigenous Grants
Indigenous Leadership		Non-Academic	Director of Operations-Indigenous Leadership
Indigenous Leadership		Non-Academic	Project Assistant – Away From Base
Indigenous Leadership		Non-Academic	Indigenous Academic Support Officer
Indigenous Leadership		Non-Academic	Senior Indigenous Policies & Programs Analyst
Indigenous Leadership		Non-Academic	Indigenous Policies & Programs Analyst
Indigenous Leadership		Non-Academic	Manager-Indigenous Student Services
Indigenous Leadership		Non-Academic	Project Officer – Tutorial Support
Indigenous Leadership		Non-Academic	Project Officer
Indigenous Leadership		Non-Academic	PVC Indigenous Leadership
Indigenous Leadership		Non-Academic	Student Academic Course Mentor
Pro Vice-Chancellor		Non-Academic	Administrative & Finance Officer
Pro Vice-Chancellor		Non-Academic	VET Quality Coordinator
Teaching - Higher Education		Non-Academic	Administrative Assistant-Health
Teaching - Higher Education		Non-Academic	Head of School-SIKPP
Teaching - Higher Education		Non-Academic	Lecturer in Nth Australian & Regional Studies
Teaching - Higher Education		Non-Academic	Placement Officer
Teaching - Higher Education		Non-Academic	Project Officer
Teaching - Higher Education		Non-Academic	School Administration Leader
Teaching - Higher Education		Non-Academic	School Administration Leader
Teaching - Higher Education		Non-Academic	Senior Research Fellow
Teaching - VET		Non-Academic	Customer Service Officer-Business & IT (Central)
Teaching - VET		Non-Academic	VET CSO Building/Draft-Construction
University Finance		Non-Academic	Administration & Purchasing Officer
University Finance		Non-Academic	Ledger Officer
University Finance		Non-Academic	Stores Supervisor
University Operations - COO		Non-Academic	Cleaner - ASP
University Operations - COO		Non-Academic	Environment Developer-Client Operating Environment
University Operations - COO		Non-Academic	HR Client Services Consultant (Group C)
University Operations - COO		Non-Academic	IT Support Officer
University Operations - COO		Non-Academic	Library Client Support Officer
Vice Chancellor		Non-Academic	Policy Officer
Sub-total:	18	34	
Total:		52	

Explanation:

Senior executive positions in the Office of the Pro-Vice Chancellor Indigenous Leadership increased in 2015 with the appointment of the three Indigenous staff as Director of Operations, Senior Policy Analyst and Indigenous Policies and Programs Analyst.

Table 2 : Casual positions

Faculty/Institute/Section	Academic	Non-Academic	Position title
Indigenous Leadership	Academic		Casual DEST (Higher Ed) Tutor
Indigenous Leadership	Academic		Casual DEST (Higher Ed) Tutor
Indigenous Leadership	Academic		Casual DEST (Higher Ed) Tutor
Indigenous Leadership	Academic		Casual DEST (Higher Ed) Tutor
Indigenous Leadership	Academic		Casual HEPPP Digital Strategic Advisor
Indigenous Leadership	Academic		Casual Researcher HEPPP
Indigenous Leadership	Academic		Co-Researcher & Community Facilitator HEPPP
Indigenous Leadership	Academic		HEPPP Casual Community Research Mentor
Indigenous Leadership	Academic		HEPPP Casual Community Researcher
Indigenous Leadership	Academic		HEPPP Casual Community Researcher
Indigenous Leadership	Academic		HEPPP Co-Researcher
Teaching - Higher Education	Academic		Casual Lecturer
Teaching - Higher Education	Academic		Casual Lecturer
Teaching - Higher Education	Academic		Casual Lecturer
Teaching - Higher Education	Academic		Casual Marker
Teaching - Higher Education	Academic		Casual Marker
Teaching - Higher Education	Academic		Casual Research Associate
Teaching - Higher Education	Academic		Casual Project Officer
Teaching - Higher Education	Academic		Casual Tutor
Teaching - Higher Education	Academic		Casual Tutor
Teaching - VET	Academic		Casual VET Lecturer
Indigenous Leadership		Non-Academic	Executive Administrative Assistant – PVC-IL
Indigenous Leadership		Non-Academic	HEPPP Community Liaison Officer
Indigenous Leadership		Non-Academic	Administrative Assistant
Indigenous Leadership		Non-Academic	Casual Receptionist
Indigenous Leadership		Non-Academic	HEPPP Casual Education Team Leader
Indigenous Leadership		Non-Academic	HEPPP Casual General Staff (Mentor)
Indigenous Leadership		Non-Academic	HEPPP Male Mentor
Teaching - Higher Education		Non-Academic	Casual – Mawul Rom Administration
University Operations - COO		Non-Academic	Casual Service Desk Staff
University Operations - DCOO		Non-Academic	Casual General Staff
Sub-total:	21	10	
Total:	31		

Explanation:

Honorary, UNPAY, Workers Compensation staff and NT DEST ITAS tutors are not included in this data.

There was a decrease in 21 casual part-time staff in 2015 (16 academic and 5 non-academic) reflecting the fluctuating demand for content-specific tutors, employment conditions of the Northern Territory's private sector and opportunities for employment.

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

Commencing Aboriginal and Torres Strait Islander students – Higher Education

Table 3a: EFTSL student data

	2014	2015
Aboriginal and Torres Strait Islander students	156	305
Non Aboriginal and Torres Strait Islander students (Domestic students only):	2229	5140

Commencing Aboriginal and Torres Strait Islander students – VET

Table 3b: EFTSL student data

	2014	2015
Aboriginal and Torres Strait Islander students	3009	2304
Non Aboriginal and Torres Strait Islander students (Domestic students only):	5665	5080

All student data – Higher Education

Table 4a:

	2014	2015
Aboriginal and Torres Strait Islander students	300	654
Non Aboriginal and Torres Strait Islander students (Domestic students only):	4392	9826

All student data – VET

Table 4b:

	2014	2015
Aboriginal and Torres Strait Islander students	4568	4027
Non Aboriginal and Torres Strait Islander students (Domestic students only):	11274	10409

Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
Indigenous Alternative Entry Program (IAEP)	Non-school leaver , mature-age students	A customised pathway to undergraduate studies, Preparation for Tertiary Success, Tertiary Enabling Program or VET	Numbers lowered in 2014 and Students will be encouraged to enrol in the Tertiary Enabling program better suited to life and study commitments
ATSI specific scholarships	Potential ATSI students	Promoted on the www, OISS newsletters, on-campus workshops, visits to organisations, emails, word-of-mouth.	A lower number of scholarship holders resulted from the Sunning Hill Bursary review in 2015.
School visits to ACIKE & CDU	Indigenous 10-12 students to campus.	Introduction to ACIKE – courses, facilities, support service for Indigenous students with a focus on living away from home to study in a HE institution.	Students stated these visits were very helpful towards decision-making for life and study after secondary school.

Outreach activities

The Office of Indigenous Student Services (OISS) continues to support Aboriginal and Torres Strait Islander students at six CDU campus Centres;

- The Centres are Gurinbey (Casuarina); Duwun (Palmerston); Yangan-garr (Katherine); Mila-Mila Jinjjalki at (Tennant Creek) and Akaltje (Alice Springs).
- OISS provides teaching and learning facilities for students and tutors in the ACIKE facility at Casuarina Campus including the computer lab with twenty (20) PCs; a large general study area; student lounge and fully equipped kitchen; a separate quiet study area and four (4) private tutorial rooms with state of the art technology. The regional and remote Centres have office space for staff and provide dedicated study and common room areas for Indigenous students.
- OISS offers a specific support program of personalised study pathways to undergraduate students, the Preparation for Tertiary Success (PTS) Program or VET for Indigenous students aspiring to enter higher education, through the Indigenous Alternative Entry Program (IAEP).
- In 2015 the OISS conducted an Indigenous Academic Skills Workshop targeting Aboriginal and Torres Strait Islander students who were enrolled at CDU for the first time, those enrolled students who were deemed to be “at risk” or had only completed a minimum set of units and who were considered to be entering into the “at risk” category – a total number of 15 students registered and attended the workshop. The workshop provided intense support and access to appropriate staff to assist students in the areas of time management, academic skills, accessing appropriate learning and teaching resources available at CDU, along with specialist advisors, tutors, etc.

Table 5: Scholarships details

Legend: G – Government; U – University; P – Private.

Scholarship details	* G	U	P	No. Allocated	Cost	No. Awarded	ASTI	
Cheers Indigenous Teaching and Learning scholarship			P	2	\$2,000	2		No
City of Palmerston Scholarship			P	5	\$1,000	1		No
Fuji Xerox Business Centre New Learning Scholarships			P	1	\$1,000	1	Yes	
Garth & Lorna Robertson Scholarship in Social Sciences			P	2	\$1,000	1		No
Office of Families & Children - Work Integrated Learning Scholarship	G			4	\$13,000	1		No
Karmi Dunn-Sceney Scholarship			P	1	\$5,000	1	Yes	
National Tertiary Education Union Morning Star Scholarship			P	2	\$2,000	2	Yes	
NBC Consultants Yolngu Scholarship			P	1	\$3,000	1	Yes	
Alice Springs Town Council Scholarship	G			3	\$2,000	2		No
CDU Equity Scholarship		U		19	\$500	4		No
CDU Foundation Equity Scholarship		U		7	\$500	1		No
IAS (Part A – New)	G			74	\$4,823	69	Yes	
I-CAS(Pt A-continuing)	G			8	\$5,087	2	Yes	
I-CAS(Pt A-New)	G			6	\$5,087	3	Yes	
I-CECS (Part A - continuing)	G			94	\$2,543	59	Yes	
I-CECS (Part A - New)	G			51	\$2,543	51	Yes	
IE-CAS (Part A - New)	G			8	\$5,087	7	Yes	
I-CECS (Part A - continuing)	G			13	\$2,543	8	Yes	
I-CECS (Part A - New)	G			40	\$2,543	35	Yes	
John Lugg Memorial Scholarship			P	1	\$1,450	1		No
Maddalozzo Engineering Scholarship			P	2	\$1,500	1		No
Minister for Women Scholarship - HE	G			1	\$5,000	1		No
Minister for Women Scholarship – VET	G			2	\$2,000	1		No

Pro Vice Chancellor's Scholarship for High Achievers		U		4	\$6,000	1		No
Solicitor for the NT WILS			P	1	\$5,000	1	Yes	
Toga Indigenous Construction Apprenticeship Scholarship			P	2	\$3,000	2	Yes	
Toga Indigenous Engineering Scholarship			P	3	\$3,000	3	Yes	
Total	12	3	12	357	\$88,206	262	15	12

Numbers of Indigenous support scholarships awarded reduced in 2015 as the Sunning Hill Bursaries benefactor requested a review of the governance of the scholarship.

- The OPVC-IL sponsors Indigenous secondary school education with an annual award given at the Northern Territory Board of Studies annual awards.
- The OPVC-IL sponsors the annual NT NAIDOC Higher Education Scholar & VET Student of the Year awards

Evidence to show these strategies and activities are working

- Scholarships are promoted on the CDU web site, through OISS newsletters, on-campus workshops, visits to organisations, student emails and word of mouth.
- Some new scholarships were added in 2015, i.e. the Toga Scholarships; the Minister for Women Scholarships and the Maddalozzo Scholarship.
- Non-Commonwealth scholarships were awarded based on academic excellence and specific criteria set by donors.
- National and local campaigns promoted VET as a viable alternative to Higher Education.

Constraints on the ability to achieve this goal

- Low levels of literacy and numeracy experienced by many, particularly remote, Indigenous people.
- Issues associated with remoteness, vast distance and the isolated environments of Central and Northern Australia.
- The number of Year 12 NT Indigenous students with an ATAR is increasing; however there is room for growth in proportion to the total Year 12 population.
- Fees and debt accumulation resulting from study;
- A buoyant employment market targeting Indigenous persons;

Plans for future improvement

The OPVC-IL is working to enrich educational access for Indigenous Territorians. Its plans include increasing the critical mass of activities greater efficiency, reducing duplication of administrative effort and delivery in remote locations and improved joint planning through each unit's individual Strategic Planning at the beginning of the year.

ACIKE delivered Higher Education programs in flexible mode in 2015, in consultation with communities and based on expressed needs.

Bachelor of Applied Social Sciences	Bachelor of Indigenous Languages and Linguistics
Associate Degree in Applied Social Sciences	Graduate Certificated in Sustainable Indigenous Partnerships
Diploma in Aboriginal and Torres Strait Knowledges	Diploma of Creative and Indigenous Writing
Bachelor of Teaching and Learning (Pre Service)	Bachelor of Nursing (co teaching CDU and BIITE)

Bachelor of Health Science	Graduate Diploma of Indigenous Policy Development
Bachelor of Teaching and Learning Early Childhood	Graduate Diploma of Indigenous Knowledges
Bachelor of Indigenous Cultures and Natural Resource Management	Grad. Cert. of Indigenous Education
Grad. Cert. In Yolŋu Studies	Master of Indigenous Knowledges (Mawul Rom)
Bachelor of Aboriginal and Torres Strait Islander Knowledges (Honours)	
Doctor of Philosophy (ACIKE)	Preparation for Tertiary Success (PTS) for Indigenous Australian students
Masters (Research)	

- The BASS program promotes the capacity of ATSI people, to provide accountable leadership, advocate for and empower people and communities in their aspirations for cultural maintenance and reclamation and effective participation in contemporary Australian social, cultural and economic life.
- The PTS program facilitates a smooth transition to undergraduate study. It prepares students for success in future studies. A dedicated Academic Enrichment Program is offered to all students regardless of their choice of learning mode or location.

The OPVCIL, ACIKE and the Office of Marketing and Planning improved marketing strategies in recognition of the need to target Indigenous students across Australia.

4. Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians. ** NB: Figures include both Higher Education & VET

Table 4 (a): The total number of Aboriginal and Torres Strait Islander student enrolments for 2014 and 2015 – Higher Education & VET:

VET	2014	2015
Aboriginal and Torres Strait Islander students:	4568	4027

Higher Education	2014	2015
Aboriginal and Torres Strait Islander students:	300	654

All student data

VET	2014	2015
Non Aboriginal and Torres Strait Islander students (Domestic students only):	11,274	10409

All student data

Higher Education	2014	2015
Non Aboriginal and Torres Strait Islander students (Domestic students only):	4392	9826

Strategies to address participation

The Office of Indigenous Student Services (OISS) delivers academic, ambassadorial, advocacy and pastoral support to students in HE and VET with trained and qualified staff capable of customising the support to address gaps in students' knowledge and skills, raise retention numbers and navigate paths to academic success.

- CDU negotiates specific programs with the Australian Government to support Indigenous achievement each year. CDU imbeds these programs into high level course and delivery planning.
- The Away From Base funding increases each year and has impacted positively to improve levels of progression and retention of Indigenous students.
- Study pathways between VET and Higher Education are formulated to assist all students, but with a focus on articulation that assists Indigenous students to move through the university. Students who undertake Diploma level VET qualifications at CDU receive automatic credit transfer (up to one full year) into the same field of study at undergraduate level.

Strategies	Outline	Constraints	Outcome
Academic writing workshops on campus	To support student requests for analyses of writing, time management, budgeting, scholarships, online learning.	Funding and time available Appropriate staff to deliver the program	Improved and more competent students with competent academic writing skills
Facilitated access to School of Academic Language and learning (ALLSP)	To develop skills in academic writing through multi-mode delivery.	Limitations on resources; student competence with technology.	An understanding of and capacity to use a range of technologies for academic study
Away from Base	To support eligible ATSI students taking mixed-mode studies	Mawul Rom did not continue in 2014 resulting in 68 Higher Education students not supported by AFB.	There were 758 new enrolments in 2014 and 74 continuing enrolments. Late Centrelink approvals in Abstudy applications delayed eligibility for AFB funding and participation in course activities.

- OISS – Academic Support has carriage of a range of support initiatives across all campuses including:
 - One-on-one support for Indigenous students at all stages of study.
 - State-of-the-art technology in facilities culturally safe for study in in a dual-sector environment.
 - Top-up printing costs for Higher Education students.
 - Referral to support agencies and other services on and off campus that provide ancillary support.
 - Provision of assistance to locate suitable accommodation on or off campus.
 - Provision of advocacy support for liaison with Course Coordinators/Lecturers to assist with study problems and Centrelink/Abstudy payments.
 - Personal and professional development for CDU Indigenous Student Ambassadors by way of encouraging their leadership skills as volunteers in the academy and in the community, including public speaking to promote academic achievement through tertiary education as a means to career and financial independence.
- OISS – Indigenous Grants has carriage of a range of supplementary assistance across all campuses including:
 - Administration of the Indigenous Tutorial Assistance Scheme (ITAS), an essential component of academic support for Indigenous students. Management includes: marketing to students and staff; recruitment and assessment of tutors; linking students with tutors; monitoring student progress; obtaining regular progress reports and high level reporting on outcomes.
 - Away From Base Funding
 - Scholarships and grants
- OISS coordinates the CDU Indigenous Student Ambassador Program that promotes the OPVC-IL, ACIKE and CDU and provides students with an opportunity to work in events and within the community to develop their events management, PR and marketing skills and self-confidence. The OISS Student Ambassadors are students who are successfully undertaking their academic studies

Plans for future improvement

- Retention of Indigenous students is being addressed through review of key CDU strategies, aided by the ITEP and RAP.
- The development of strategies to address challenges associated with Indigenous student retention and attrition at CDU was progressed within the OISS following the independent Henry Review (2011). Early identification, intervention and support of Indigenous secondary school students through the OISS and CDU's Indigenous Employment Programs, plus the introduction of specialised **support** strategies, such as workshops delivered on campus and the Indigenous Student Academic Skills workshop, ensured students were better prepared for the rigours of tertiary study and life at university.
- The University's capacity to engage with the Indigenous community; support Indigenous students and more effectively deliver a quadrant model of academic, pastoral, advocacy, and ambassadorial support to Aboriginal and Torres Strait Islander students is being based on alignment with the recommendations from the Henry Review.
- Implementation of a succession planning strategy for OISS staff also aligns with the Review's Recommendations.

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

Table 5(a): The total number of award course completions at Bachelor level and above in 2013 and 2014.

	2014	2015
Aboriginal and Torres Strait Islander students: (Higher Degree)	4	8
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	78	210
Aboriginal and Torres Strait Islander students: (Other postgraduate)	11	3
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	515	431
Aboriginal and Torres Strait Islander students: (Bachelor degree)	43	33
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	749	825
Aboriginal and Torres Strait Islander students: (VET level qualifications)	582	454
Non Aboriginal and Torres Strait Islander students: (VET level qualifications)	2436	2265

Support mechanisms

This increase reflects in part, the fundamental change to CDU's strategic approach developed through the ITEP, the CDU RAP and the CDU IL&TP, all of which are to be ratified for the period 2013–2015.

The development of a more streamlined approach to the engagement and relationship building between OISS staff and Aboriginal and Torres Strait Islander students across the VET & HE sectors.

Refer to the activities detailed under Section 1.3.

Constraints on the ability to achieve this goal and plans for future improvement,

Refer to activities detailed under Section 1.

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

The OPVC-IL monitors and seeks to increase opportunities to strengthen the University's key focus on Indigenous knowledge systems, cultures and protocols through a range of strategies including the work of the School of Indigenous Knowledges and Public Policy (SIKPP) which builds on the principles of:

- Intercultural learning and teaching (e.g. both ways)
 - Identity
 - Empowerment
 - Cultural Security
 - Community Engagement and seeks to "Create presence by respecting the past and looking to the future."
- CDU continues to deliver a compulsory, Indigenous Common Unit for all first year students with significant success in 2015.
 - CDU is involved in many seminars, forums, symposiums and workshops throughout the year to promote and support Indigenous studies, including showcasing research outcomes; highlighting current social issues and promoting best practice. Some of these forums included:
 - Healing Foundation *Our Men Our Healing*- White Ribbon Day Event
 - Canada-Australia Roundtable on Indigenous Economic Development – Canadian & Australian researchers provided insights into issues of shared concern in relation to Indigenous communities
 - Chamber of Commerce – Business at Sunset
 - *Engaging Respectfully with Indigenous Businesses* - October Business Month initiative
 - The OPVC-IL hosted and coordinated a formal Welcome to Country for the CDU Vice Chancellor – Prof Simon Maddocks by Traditional Custodians of country where CDU has its campuses and service delivery footprint – Tiwi, Larrakia, Kungarakung, Jawoyn, Wardaman, Dagomon, Waramungu and Arrernte nations
 - The OPVC-IL commissioned the restoration of three in situ Tiwi Pukumani Poles that also included the relocation and ceremonial installation of the poles in the ACIKE precinct area
 - OPVC-IL co-hosted a book launch – *The Intervention – An Anthology* - with Rosie Kunoth-Monks and Jeff McMullen
 - OPVC-IL hosted an author's talk for the book *Big Blue Sky: A Memoir* by Peter Garrett
 - The Annual Vincent Lingiari Memorial Lecture was delivered on August 6 2015 Mr. Jeff McMullen.

Mr. McMullen's lecture "*Custodianship in the 21st Century*" - focused on the fact that custodianship is one of the foundational concepts of the intellectual knowledge system of all of the First Peoples of this nation. As a senior lawman, Vincent Lingiari was drawing on his grandfather's connection to Gurindji country, reclaiming and asserting this core responsibility.

Mr McMullen, a journalist, author and film maker for over five decades, which saw him most notably as a foreign correspondent with the ABC, reporter for *Four Corners* and *Sixty Minutes*, anchor of the 33-part series on ABC Television, *Difference of Opinion* and hosted forums on *National Indigenous Television*.

In 2006, Mr McMullen was awarded an Order of Australia (AM) for services to journalism and efforts to raise awareness of economic, social and human rights issues in Australia and overseas, as well as services to charity.

He is the author of “*A life of extremes-journeys and encounters*”, and has contributed articles to “*In Black & White*” and “*Intervention: An Anthology*”.

- **Generations of Custodians** – 6 – 12th August 2015 – the OPVC-IL hosted and curated a visual arts exhibition in the ACIKE Café that provided twelve Gurindji artists – participants &/or descendants of the original 1966 Wave Hill Walk Off members. The exhibition provided the artists with an opportunity to display their knowledge of and association to country, bush foods and totemic icons. This knowledge is implicit in Gurindji peoples’ connections to country and culture. As custodians of this knowledge, the exhibition provided an insight into this knowledge and allowed the broader public to be educated as well regarding this insight into their experiences and world views.
- The provision of Indigenous names for regional and remote OISS centres is significant. They recognise the significance of Indigenous peoples and culture for CDU and ensure a culturally safe environment where Indigenous students can receive appropriate support during their learning journey.
- The naming of the Centres is conducted through the University’s observance of appropriate cultural protocol and extensive consultation with Traditional Custodians to include:
 - Casuarina – Gurinbey
 - Alice Springs – Akaltye
 - Katherine – Yangan.garr
 - Palmerston – Duwun
 - Tennant Creek – Mila- Mila Jinjalki
- The University through the OPVC-IL supported the Larrakia Garmalang Festival in 2015.
- All staff are required to attend cultural inclusiveness and competency workshops as part of the CDU staff induction process.
- A CDU Indigenous Cultural Competency Training Model has been developed in consultation and collaboration with a range of stakeholders who played a role in the delivery of Cultural Awareness and Cultural Diversity Programs. The Model establishes an implementation strategy, including the most appropriate training processes and procedures to heighten engagement and improve participant knowledge and skills. The Framework and its strategies have been included in the CDU Strategic Plan “Connect, Discover, Grow” – 2015-2025
- OPVC-IL & the HEPPP WCE team co-hosted the *Engagement at the Interface* –examining best practice approaches to Indigenous HE participation
- OPVC-IL & the HEPPP WCE team co-hosted the *Remote Indigenous Researcher Forum* in partnership with BIITE

Evidence to show these strategies and activities are working

- Higher education student retention increased in 2015.
- Increased enrolments and retention rates of VET-level Aboriginal and Torres Strait Islander students.
- Stronger support and engagement with Aboriginal and Torres Strait Islander community organisations seeking to conduct forums and functions at CDU and especially in the ACIKE precinct

Constraints on the ability to achieve this goal

- The great diversity of Indigenous cultures and languages presents the unique constraint of having to make resource allocation decisions about exactly which peoples, cultures and languages will be presented and learnt about in the formal learning context
- There are a relatively large number of providers in the VET educational marketplace in the Northern Territory with a specific Indigenous focus.

- There are a relatively large number of providers in the Higher Education marketplace in the Northern Territory targeting a limited pool of Indigenous people and communities.

Plans for future improvement

Future planning in all of the areas mentioned in this document and in particular the implementation of the ITEP and the RAP will take into account the mechanisms to achieve this goal.

- The ACIKE will significantly augment Indigenous education in the Northern Territory, contribute to closing the gap on Indigenous disadvantage and make a significant contribution to the development of the academic and social capital of Indigenous Australians.
- The Academy for Indigenous Futures, part of a world-class Research Institute for the Environment and Livelihoods (RIEL) is extending research partnerships with Indigenous stakeholders, government, industries and other natural resource managers in central and northern Australia. The vision for the Academy arose from CDU's commitment to Indigenous community engagement and to Indigenous futures. Implementation of the RIEL initiatives was ongoing into 2014.
- The incorporation of Indigenous knowledges, perspectives and strategies as part of the Whole of University approach to the achievement of the Strategic Plan goals. The development of KPIs within the various work units of CDU e.g. Faculties, Operations, HR, Corporate Services, etc. will assist CDU in achieving its goal of being recognised as both an employer of choice and learning institution of choice for Aboriginal and Torres Strait Islander peoples and the broader community.

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

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

University Officer	Indigenous Student Services Manager
Name: Wendy Ludwig	Name: Cheryl Godwell
Position Title: Director Operations - Indigenous Leadership	Position Title: Manager, Office of Indigenous Student Services – Office of the Pro Vice-Chancellor Indigenous Leadership
Phone Number: 61 8 8946 7758	Phone Number: 61 8 8946 7036
Email: wendy.ludwig@cdu.edu.au	Email: cheryl.godwell@cdu.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.