INDIGENOUS EDUCATION STATEMENT

OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to the 2014 outcomes and future plans to meet ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

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

The Indigenous Education Statement is used to determine University's eligibility for Indigenous

Support Programme (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other*

Grants Guidelines (Education) 2008 which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A Universities must demonstrate to PM&C that they:

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

Universities in receipt of ISP funding are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2014 ISP funds is included within this document.

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

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

In accordance with the Guidelines, the final, certified Indigenous Education Statement is due by latest 31 May 2015. Please ensure to leave sufficient time for follow up discussions between PM&C and the University to avoid any delay in the payment of the second ISP instalment due in early July 2014.

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

PM&C contact officers:

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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 2014 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.

CDU's commitment and aspirations are evidenced in:

- **CDU Strategic Plan 2015-2020**;

   CDU's vision positions tertiary education at the forefront of University activity with a strong emphasis in Goal Two*: To become a recognised national leader in tertiary education of Australian Indigenous students, and in the teaching, research and understanding of Indigenous knowledge systems.*

   http://www.cdu.edu.au/about/strategic-plan

- **CDU Reconciliation Action Plan 2012 – 2017** was launched in a corporate and extended version in December 2013 and 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)**

   Following re-alignment in 2013, the VCIAC has broader responsibilities to provide high-level advice across the dual sectors of the University.

   http://www.cdu.edu.au/governance/termsofreference/vicechancellorsindigenousadvisorycounciltor.pdf

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

   The Office of 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.

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

  The VCAG and VCIAC approved this Plan in 2013. It is included in CDU's governance documents and undergoing review to align to current trends and priorities.

  It forms part of 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. 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 across faculties.

  - Australian Centre for Indigenous Knowledges and Education (ACIKE).

  http://www.cdu.edu.au/search/cse/cdusearch.php?query=itep

- **ACIKE Executive Advisory Group**

  This group met in 2014 to provide advice to CDU and Batchelor Institute of Indigenous Tertiary Education (BIITE) on the ongoing relationship.

- A**CIKE**

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

  ACIKE is dedicated to the teaching and learning of Indigenous students and promotion of Indigenous knowledges across all schools of teaching and learning:

  - 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);

  - The Faculty of Engineering, Health, Science and the Environment (EHES) which oversees Nursing and Health program delivery.

  In 2014 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 - 2016**

  CDU's Indigenous Tertiary Education Plan 2013 – 2015 includes a guiding principle that '*CDU will ensue 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'. The Framework has been endorsed with minor amendments.

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

- **Office of Indigenous Academic Support**

    The Office of Indigenous Academic Support provides a range of support initiatives to Aboriginal and Torres Strait Islander students studying at CDU. OIAS offers culturally appropriate facilities and supportive learning environments that recognise and value individual learning styles to support students to reach their full potential. The OIAS team assists students in mapping their educational and career pathways and provides advice to students regarding their learning journey and future aspirations.

    OIAS supports students in accessing and adapting to the university environment, to meet academic requirements and is able to link students to unit-specific tutors and mentors.

    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 on the Governance Council, the Academic Board, the Learning and Teaching Committee, the Research and Research Training Committee and the Human Research Ethics Committee.

- 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 issues concerning policies, programs and issues.

- The Pro-Vice Chancellor Indigenous Leadership 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.

    This position has additional responsibilities including:

    - Ensuring Indigenous perspectives are incorporated into the University's mainstream core business;
    - 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 2014, Professor Sigmund Gronmo, University of Bergen, Norway.

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

    - BeyondBlue (Board member);
    - The Healing Foundation (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 Consortium (Executive member);
- Aboriginal and Torres Strait Islander Higher Education Advisory Council (ATSIHEAC)
- 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/Finders 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 Education and Training and Employment (formerly DIISRTE) provide evidence the University is meeting targets concerning Indigenous peoples in institutional decision-making processes. Further evidence includes:

- 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, Professor Michael Christie and John Greatorex.

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

- There is a plan to deliver non-accredited, fee-for-service Yolŋu programs from semester 2 in 2015 as part of the Mawul Rom program.

- Strategies to implement the 2012 *Henry Review* Report recommendations relating to Indigenous student support at CDU are in process and being considered under the broader governance at CDU.

- *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 enables 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 establishes a mutual agreement to share resources and networks towards accessing and increasing Indigenous participation in VET programs offered through CDU and the AILC.

- *Larrakia People and CDU Memorandum of Understanding*

    This 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 an Academic Larrakia Elder in Residence with recruitment from 2014 continuing into 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*

    This Memorandum of Understanding supports Indigenous youth from Northern Territory communities develop and aspire to study and work. It 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.

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

In 2014 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.

    http://www.cdu.edu.au/governance/

- CDU delivers the Indigenous Work Experience Program (WEP) where an average 40 Indigenous Secondary school students visit CDU annually and through short-term, supervised work experience placements in a range of disciplines across the University. The placement raises awareness of the employment opportunities, support initiatives and courses offered at CDU as the preferred place to work and study.

- 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 through 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 - 2014

Faculty/Institute/Section	Academic	Non-Academic	Position title
Indigenous Leadership	Academic		Community Research Leader
Indigenous Leadership	Academic		Lecturer
Indigenous Leadership	Academic		Lecturer
Indigenous Leadership	Academic		Lecturer
Indigenous Leadership	Academic		Lecturer
Indigenous Leadership	Academic		Mentor and Enrichment Officer
Indigenous Leadership	Academic		Mentor and Enrichment Officer
Indigenous Leadership	Academic		Senior Analyst
Indigenous Leadership	Academic		Senior Projects Officer
Indigenous Leadership	Academic		Teacher's Liaison Leader
Teaching - Higher Education	Academic		Lecturer
Teaching - Higher Education	Academic		Lecturer
Teaching - Higher Education	Academic		Lecturer
Teaching - Higher Education	Academic		Research Associate
Teaching - Higher Education	Academic		Senior Research Fellow
Teaching - VET	Academic		Centre Leader
Teaching - VET	Academic		Team Leader
Teaching - VET	Academic		VET Lecturer
Teaching - VET	Academic		VET Lecturer
Teaching - VET	Academic		VET Lecturer
Indigenous Leadership		Non-Academic	PVC
Indigenous Leadership		Non-Academic	Director of Operations
Indigenous Leadership		Non-Academic	Administrative Assistant
Indigenous Leadership		Non-Academic	Indigenous Academic Support Officer
Indigenous Leadership		Non-Academic	Indigenous Policies & Programs Analyst
Indigenous Leadership		Non-Academic	Manager
Indigenous Leadership		Non-Academic	Manager
Indigenous Leadership		Non-Academic	Project Officer
Indigenous Leadership		Non-Academic	Student Academic Course Mentor
Non-Academic Division		Non-Academic	Administrative Assistant
Non-Academic Division		Non-Academic	Cashier

Faculty/Institute/Section	Academic	Non-Academic	Position title
Non-Academic Division		Non-Academic	Cleaner
Non-Academic Division		Non-Academic	Developer
Non-Academic Division		Non-Academic	IT Support Officer
Non-Academic Division		Non-Academic	Client Services Officer
Non-Academic Division		Non-Academic	Policy Officer
Non-Academic Division		Non-Academic	Quality Coordinator
Non-Academic Division		Non-Academic	Administration Officer
Non-Academic Division		Non-Academic	Stores
Teaching - Higher Education		Non-Academic	Administrative Assistant
Teaching - Higher Education		Non-Academic	Administrative Assistant
Teaching - Higher Education		Non-Academic	Administrative Assistant
Teaching - Higher Education		Non-Academic	Head of School
Teaching - Higher Education		Non-Academic	Lecturer
Teaching - Higher Education		Non-Academic	Placement Officer
Teaching - Higher Education		Non-Academic	Project Officer
Teaching - Higher Education		Non-Academic	School Administrative Leader
Teaching - Higher Education		Non-Academic	Senior Consultant
Teaching - Higher Education		Non-Academic	Senior Research Fellow
Teaching - VET		Non-Academic	Administration Support Officer
Teaching - VET		Non-Academic	Customer Service Officer
Teaching - VET		Non-Academic	Customer Service Officer
Teaching - VET		Non-Academic	Customer Service Officer
Sub-total:	**20**	**33**	
Total:		**55**	

Explanation:

Senior executive positions in the Office of the Pro-Vice Chancellor Indigenous Leadership increased in 2014 with the appointment of the three Indigenous staff as Director of Operations, Senior Policy Analyst and Indigenous Policies and Programs Analyst.

There was a decrease in seven academic positions at the end of 2014 with program funding closing. There was a decrease in seven (7) non-academic positions also from programs reaching their termination period.

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 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 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 DEST (VET) Tutor
Indigenous Leadership	Academic		Casual DEST (VET) Tutor
Indigenous Leadership	Academic		Casual DEST (VET) Tutor
Indigenous Leadership	Academic		Casual DEST (VET) Tutor

Indigenous Leadership	Academic		Casual DEST (VET) Tutor
Indigenous Leadership	Academic		Casual DEST (VET) Tutor
Indigenous Leadership	Academic		Casual Research Staff
Indigenous Leadership	Academic		Casual Research Staff
Indigenous Leadership	Academic		Casual Research Staff
Indigenous Leadership	Academic		Casual Research Staff
Teaching - Higher Education	Academic		Casual Academic
Teaching - Higher Education	Academic		Casual Academic
Teaching - Higher Education	Academic		Casual Academic
Teaching - Higher Education	Academic		Casual Academic
Teaching - Higher Education	Academic		Casual Academic
Teaching - Higher Education	Academic		Casual Academic
Teaching - Higher Education	Academic		Casual Academic
Teaching - Higher Education	Academic		Casual Academic
Teaching - Higher Education	Academic		Casual Academic
Teaching - Higher Education	Academic		Casual Project Officer
Teaching - Higher Education	Academic		Casual Research Assistant
Teaching - Higher Education	Academic		Casual Research Assistant
Teaching - Higher Education	Academic		Casual Research Staff
Teaching - Higher Education	Academic		Casual Support
Teaching - VET	Academic		Casual Academic
Indigenous Leadership		Non-Academic	Administrative Assistant
Indigenous Leadership		Non-Academic	Administrative Assistant
Indigenous Leadership		Non-Academic	Administrative Assistant
Indigenous Leadership		Non-Academic	Casual General Staff
Indigenous Leadership		Non-Academic	Indigenous Academic Support Officer
Teaching - Higher Education		Non-Academic	Casual General Staff
Teaching - Higher Education		Non-Academic	Casual General Staff
Teaching - Higher Education		Non-Academic	Casual General Staff
Teaching - Higher Education		Non-Academic	Casual General Staff
Teaching - Higher Education		Non-Academic	Casual General Staff
Teaching - Higher Education		Non-Academic	Casual General Staff
Teaching - Higher Education		Non-Academic	Casual General Staff
Teaching - Higher Education		Non-Academic	Casual General Staff
Teaching - Higher Education		Non-Academic	Casual Research Assistant
Teaching - Higher Education		Non-Academic	Casual Research Assistant
Sub-total:	**37**	**15**	
Total:		**52**	

Explanation:

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

There was a decrease in 19 casual part-time staff in 2014 (14 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.

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

Commencing Aboriginal and Torres Strait Islander students

Table 3: EFTSL student data

	2013	2014
Aboriginal and Torres Strait Islander students	166	156
Non Aboriginal and Torres Strait Islander students (Domestic students only):	2217	2229

Table 4: All student data

	2013	2014
Aboriginal and Torres Strait Islander students	363	300
Non Aboriginal and Torres Strait Islander students (Domestic students only):	4561	4392

The Office of Indigenous Academic Support (OIAS) 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); Akaltye (Alice Springs); and Nuwul (Yirrkala).

- OIAS provides teaching and learning facilities for students and tutors in the ACIKE facilities 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.

- OIAS 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). Nine (9) students were offered undergraduate entry or pathways to university with seven (7) currently enrolled and no deferrals. The IAEP provides a personalised study pathway to either undergraduate studies, the Preparation for Tertiary Success (PTS) Program or VET programs.

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, OIAS newsletters, on-campus workshops, visits to organisations, emails, word-of-mouth.	A lower number of scholarship holders resulted from the Sunning Hill Bursary undergoing a major review in 2014.
HEPPP into Uni	High school students (Kormilda College, Centralian Senior College, Centralian Middle School).)	Develop student aspirations to HE, organise events for students to experience university, mentoring/study centre for students, engagement with family and community	Engaged with students applying for University with campus visits. Family involvement and awareness of university.
CDU Indigenous Work Experience	NT High school students, years 9 to 12.	School students participate in a buddy system where they are paired with university role models who help familiarise them with university life and study.	Groups attended the University to familiarise themselves with potential VET and HE study.

St John's College visit to ACIKE	Indigenous 10-12 boarding 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.
ACIKE Learning Journey Series	To inspire the ACKE cohort of students	Multi-media presentations with Indigenous role models. The presentations focus on the juxtaposition of mainstream education and traditional culture.	To change and raise student's aspirations about how and what they can do academically.

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	1	$2,000	1	Yes	
Department of Families & Children - Work Integrated Learning Scholarship	G			4	$15,000	4	Yes	
Department of Infrastructure Indigenous Engineering Scholarship	G			1	$67,500	1	Yes	
Karmi Dunn-Sceney Scholarship			P	1	$5,000	1	Yes	
National Tertiary Education Union Morning Star Scholarship				1	$2,000	1	Yes	
NBC Consultants Yolŋu Scholarship			P	1	$3,000	1	Yes	
Vystan Interiors Indigenous Scholarship			P	1	$500	1	Yes	
Alice Springs Town Council Scholarship	G			1	$2,000	1		No
Barbara Singer Environmental Studies Scholarship			P	1	$3,000	1		No
CDU Equity Scholarship		U		2	$500	2		No
CDU Equity Scholarship		U		1	$500	1		No
The Garth & Lorna Robertson Scholarship in Social Sciences			P	1	$1,500	1		No
Total	**3**	**2**	**6**	**16**	**$102,500**	**16**	**10**	**6**

Numbers of Indigenous support scholarships awarded, reduced in 2014 as the Sunning Hill Bursaries benefactor requested a review of the governance of the scholarship.

- The OPVIL also sponsors Indigenous secondary school education with an annual award given to the Northern Territory Board of Studies.

Evidence to show these strategies and activities are working

- Scholarships are promoted on the CDU web site, through OIAS newsletters, on-campus workshops, visits to organisations, student emails and word of mouth.
- Some new scholarships were added in 2014, i.e. the Karmi Dunn-Sceney Scholarship; Barbara Singer Environmental Studies Scholarship; The Garth & Lorna Robertson Scholarship in Social Sciences.
- Non-Commonwealth scholarships were awarded based on academic excellence and specific criteria set by donors. Low intake uptake of donor scholarships, resulted from too specific and rigid eligibility criteria.

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 2014, in consultation with communities and based on expressed needs.

Bachelor of Aboriginal and Torres Strait Islander Advocacy (BATSIA)	Bachelor of Indigenous Languages and Linguistics
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)	Commenced 2011
Doctor of Philosophy (ACIKE)	Preparation for Tertiary Success (PTS) for Indigenous Australian students Masters (research)

- The BATSIA 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 with a major delivery of ACIKE Roadshows throughout 2014 to States and the ACT in Australia.

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

Table 4 (a): The <u>total</u> number of Aboriginal and Torres Strait Islander student enrolments for 2013 and 2014:

	2013	2014
Aboriginal and Torres Strait Islander students:	**335**	**329**
Non Aboriginal and Torres Strait Islander students (Domestic students only):	**4782**	**4914**

All student data

	2013	2014
Aboriginal and Torres Strait Islander students:	**693**	**641**
Non Aboriginal and Torres Strait Islander students (Domestic students only):	**9660**	**9755**

Strategies to address participation

The Office of Indigenous Academic Support (OIAS) 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.

- OIAS 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.
  - 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.
  - Top-up printing costs for Higher Education students.
  - Referral to support agencies and other services on and off campus who 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.

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 OIAS following the independent Henry Review (2011). Early identification, intervention and support of Indigenous secondary school students through the OIAS and CDU's Indigenous Employment Programs, plus the introduction of specialised *support* strategies, such as workshops delivered on campus and the Indigenous Student Orientation Retreat, 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 OIAS staff also aligns with the Review's Recommendations.

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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.

	2013	2014
Aboriginal and Torres Strait Islander students: **(Higher Degree)**	2	4
Non Aboriginal and Torres Strait Islander students: **(Higher Degree)**	85	78
Aboriginal and Torres Strait Islander students: **(Other postgraduate)**	3	11
Non Aboriginal and Torres Strait Islander students: **(Other postgraduate)**	447	515
Aboriginal and Torres Strait Islander students: **(Bachelor degree)**	20	43
Non Aboriginal and Torres Strait Islander students: **(Bachelor degree)**	667	749

Support mechanisms

The total number of Indigenous graduates at Bachelor level and above increased by 29, with 25 completions in 2013 and 58 in 2014.

This increase reflects in part, the fundamental change to CDU's strategic approach developed through the ITEP,

the CDU RAP, the CDU IL&TP, all of which are to be ratified for the period 2013–2015.

- OPVCIL and the Director of ACIKE-CDU presented custom made stoles, depicted in Aboriginal and Torres Strait Islander colours, as well as lapel pins to all Indigenous HE and VET graduands at two (2) Valedictory ceremonies in 2014.

- The Indigenous stole is a symbolic gesture to recognise the achievements of the University's Indigenous graduates and to celebrate the cultural richness they contribute to the University community.

Support mechanisms in place for Aboriginal and Torres Strait Islander students.

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 delivers a compulsory, Indigenous Common Unit for all first year students revised cooperatively with Indigenous staff (from ACIKE) and community members during 2013 and taught with significant success in 2014.

- CDU hosts the United Nations University – Institute of Advanced Studies Centre of Traditional Knowledge and provides opportunities to promote the recognition of the value of traditional knowledge systems. The current project is being conducted under the North Australian Indigenous Land and Sea Management Alliance (NAILSMA) funding research into Savannah Burning.

- 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.

- The Annual Vincent Lingiari Memorial Lecture was delivered on August 6 2014 by retired Assistant Vice-Chancellor Māori of the University of Canterbury and former long-serving Chairman of the Ngāi Tahu Māori Trust Board, Sir Tipene O'Regan who still holds positions as Adjunct Professor in the Ngāi Tahu Research Centre at the University of Canterbury and as a Fellow of the University of Auckland where he chairs Ngā Pae o Te Maramatanga, the Centre for Māori Research Excellence.

- The provision of Indigenous names for regional and remote OIAS 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 Owners to include:
  - Casuarina – Gurinbey
  - Alice Springs – Akaltye
  - Katherine – Yangan.garr

- Palmerston – Duwun
- Tennant Creek – Mila- Mila Jinjjalki (yet to be officially named by ceremony)
- Yirrkala – Nuwul (yet to be officially named by ceremony).

- The University through the OPVC-IL supported the Larrakia Garrmalang Festival in 2014.

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.

Evidence to show these strategies and activities are working

- Higher education student retention increased in 2014.

- Increased enrolments and retention rates of VET-level Aboriginal and Torres Strait Islander students.

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 offered.

- 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 consolidating and 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 on-going into 2014.

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 Education Support Unit Officer
Name: Wendy Ludwig	**Name**: Trudy Avlonitis
Position Title: Director Operations Indigenous Leadership	**Position Title:** Senior Projects Officer, Office of Indigenous Leadership - Pro Vice-Chancellor Indigenous Leadership
Phone Number: 61 8 8946 7758	**Phone Number:** 61 8 8946 7432
Email: wendy.ludwig@cdu.edu.au	**Email**: Trudy: Avlonitis@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.

FINANCIAL ACQUITTAL

Organisation	Charles Darwin University
Postal Address	Darwin, Northern Territory 0909
Contact Person	Andrew Borneman **Title** Mr
Phone	08 8946 6622 **Fax** 08 8946 7070 **E-mail** Andrew.Borneman@cdu.edu.au

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Financial Acquittal

This financial acquittal proforma is designed to acquit all ISP Funds provided in 2014, including all interest or royalties/income derived from ISP Funds during 2014.

Attachment		Checklist
1	Indigenous Support Program (ISP)	☐

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

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

Certification

Complete this certification after *you have completed the Financial Acquittal for any ISP funding which you have received in 2014 and after you have entered all relevant information in the Assets Register.*

ISP FUNDING RECIPIENT'S CERTIFICATION

I, | Professor Steven Larkin |
<div align="center">(print name of chief officer or equivalent)</div>

| Pro Vice Chancellor Indigenous Leadership |
<div align="center">(print position title)</div>

certify that:

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

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

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

I understand that:

(i)   in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and

(i)   it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Signed: | _(signature)_ | Date: | 28 May 2015

ATTACHMENT 1 - Indigenous Support Program

Provider Name:

For the 2014 funding year (1 January - 31 December 2014).

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

1. If applicable, GST received by you in 2014 as part of the Indigenous Support Programme funding under the *Higher Education Support Act 2003*. This amount is stated on your Recipient Created Tax Invoices (RCTIs).	$0
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	$0

Amount remitted: $	Amount remitted: $	Amount remitted: $
Date remitted: / /	Date remitted: / /	Date remitted: / /

PART B - Acquittal Summary Details (excluding GST):

INCOME

	1. Unexpended Indigenous Support Programme funds from 2013 which were committed for expenditure prior to 31/12/2013.	$0
(+)	2. Unexpended and uncommitted Indigenous Support Programme funds from 2013 which were approved for expenditure in 2014.	$0
(+)	3. Indigenous Support Programme funds provided in 2014. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	$1,169,000
(+)	4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2014.	$0
(=)	5. Total Indigenous Support Programme funds to be acquitted in 2014.	$1,169,000

EXPENDITURE

	6. Total Indigenous Support Programme expenditure in 2014, <u>excluding any GST</u>.	$1,179,032
(+)	7. Unexpended Indigenous Support Programme funds which were committed for expenditure prior to 31/12/2014.	$0
(+)	8. Requested carryover into 2014 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2014 – written approval date /…/2014.[1]	$0
(=)	9. Total Indigenous Support Programme funds which by 31/12/2014 were fully expended and/or committed for expenditure.	$1,179,032
	10. Returns of 2014 Indigenous Support Program Funds by 31/12/2014.	$0
	11. Balance of Funds for 2014 (Unexpended/uncommitted Indigenous Support Programme funds to be returned or recovered from 2014 entitlements).	$0

12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2014.	**$(10,032)**

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

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

Salary and on costs	$875,049
Student Sponsorships	$ 91,600
Administration costs	$212,383
	$
	$
	$
	$
	$
	$
(=) Total 2014 ISP Program Expenditure	$1,179,032

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

	$
	$
	$
	$
	$
	$
	$
	$
	$
	$
(=) Total of 2014 Non-ISP expenditure	$