



INDIGENOUS EDUCATION STATEMENT - OVERVIEW

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

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

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

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

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

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

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

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

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

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

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FORMAT FOR INDIGENOUS EDUCATION STATEMENT

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

CHARLES DARWIN UNIVERSITY

OFFICE OF THE PRO VICE CHANCELLOR – INDIGENOUS LEADERSHIP

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

Please provide evidence of:

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

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

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

OVERVIEW

Charles Darwin University (CDU) continues to maintain its commitment to build an organisational culture and environment that aspires to the continuous growth and best practice in Indigenous access and engagement that was established over the past 50 years. CDU aspires to be a nationally and internationally renowned centre for excellence in Indigenous tertiary education (Vocational Education and Training (VET) and Higher Education (HE)), Indigenous research, Indigenous knowledges and a university of choice for Indigenous people as both students and/or staff.

As a dual sector institution, CDU plays a significant role in the delivery of education and training opportunities to Indigenous peoples across VET and HE sectors throughout the Northern Territory with an ever increasing presence both interstate and overseas. Whilst the reporting template focuses on HE activity and efforts, the approach does not allow dual sector institutions to accurately record and/or report on the duality of our functions, institutional activity/targets and outcomes. As such, a range of slight modifications have been made to allow for reporting on the performance of our institution in both the VET and HE sectors as they are not exclusive to each other in our core business and/or engagement approaches.

CDU's commitment and aspirations to achieve continuous growth in Indigenous outcomes are evidenced by:

- **"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. Throughout 2016 a wide range of consultations and collaborations were held with CDU staff and stakeholders to further progress conceptualisation, development and design of “Connect, Discover, Grow” with implementation achieved by January 2018.

- **CDU Reconciliation Action Plan 2012 – 2017** – continues to be reviewed and reassessed by an internal process with a plan to integrate any approaches to Reconciliation into strategic level governance. The preferred approach will equally be informed by a wide range of consultations and collaborations with internal and external stakeholders not limited to CDU’s Senior Executives, VCIAC Members, Indigenous Traditional Owners and Custodians.
- **CDU/NT Government Partnership Agreement 2012 – 2021** – commits to the ‘Increased participation in CDU by Indigenous Territorians’ and continues to be assessed alongside of CDU’s Enterprise Bargaining Agreement and negotiations - <http://www.cdu.edu.au/government/partnershipagreement.html>
- **Vice Chancellor’s Indigenous Advisory Council (VCIAC)** – has primary responsibility for provision of high level strategic policy, program and stakeholder advice across CDU’s Indigenous VET and HE sectors in direct consultation and collaboration with the Vice Chancellor (VC) and Pro Vice-Chancellor for Indigenous Leadership (PVCIL).
- **Office of the Pro-Vice Chancellor, Indigenous Leadership (OPVCIL)** – the Office of the Pro Vice-Chancellor for Indigenous Leadership has a lead responsibility for driving and influencing Indigenous targets and aspirations throughout the VET and HE sectors of CDU including via a wide range of systemic and institutional reforms. Throughout 2016 a range of interim acting arrangements were introduced following the resignation of the former PVCIL, Professor Steven Larkin in May 2016 with Ms Wendy Ludwig, Acting PVCIL for the majority of 2016.
- **CDU Indigenous Tertiary Education Plan 2014-2015 (ITEP)** – The ITEP is included in CDU’s governance documents and continues to be under internal review and reassessment in order to align its activity and aspirations to the University’s trends and priorities in accordance with “Connect, Discover, Grow” 2015 -2025. In accordance with the aspirations of the ITEP, the following CDU policies continued to undergo a range of internal reviews and reassessments including (but not limited to) the:
 - Indigenous Employment, Attraction and Retention Strategy (IEARS);
 - Indigenous People’s Policy (IPP); and
 - Indigenous Research Strategy (IRS).
- **ACIKE Executive Advisory Group** – CDU and BIITE commissioned a review into the ACIKE partnership in 2016 conducted by NOUS Consulting. The final report and a number of recommendations were presented to CDU’s VC, the CEO of Batchelor Institute (BI) and their respective Council’s for consideration.
- **ACIKE Partnership Arrangements** – maintained delivery of discrete undergraduate courses that aim to ensure the teaching and learning of Indigenous students and the promotion of Indigenous knowledges via the:
 - Faculty of Law Education Business and Arts (LEBA), Bachelor of Education;
 - Faculty of Engineering, Health, Science and the Environment (EHES), Bachelor of Nursing; and
 - Batchelor and CDU Preparation for Tertiary Success (PTS) program.

Throughout 2016 ACIKE programs continued to be delivered in:

- Darwin – Casuarina (CDU) and Waterfront Campuses (CDU);
- Alice Springs – Desert People’s Centre (BI) and Alice Springs Campus (CDU); and
- Batchelor – Batchelor Institute of Indigenous Tertiary Education.

In late 2016 both entities agreed to discontinue to the use of and/or reference to ACIKE as a standalone brand, with a preference to reassert the co-ownership/co-branding of the three courses offered under the ACIKE partnership.

- **CDU Indigenous Cultural Competency Framework 2013 - 2015** – was reviewed and reassessed alongside of the targets and aspirations set forth by “Connect, Discover, Grow”. Subsequently, a strategic initiative was developed and endorsed by CDU’s Senior Executive for development and implementation in 2017 as a Whole-of-University approach and commitment to ensure that all CDU staff *‘are provided professional development to meet acceptable standards of cultural competence’* on an ongoing basis. The aspirations rely upon a shared definition of cultural competence and an agreed benchmark for the behaviours (i.e. cultural responsiveness of staff) 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’*.

- **Office of Indigenous Student Services (OISS)** – As a result of a substantial internal review and reassessment in 2015, the OISS was established in 2016 (i.e. merging the former Office of Indigenous Academic Support (OIAS) and the Away From Base (AFB) funding support team) to provide streamlined services and support to all Indigenous VET and HE students enrolled in CDU courses and programs. OISS offers culturally safe facilities, learning environments, advocacy and support that recognises and values individual and collective needs of Indigenous students in their efforts to reach their full potential and aspirations for lifelong learning and social change.

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

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

- The number of Aboriginal and Torres Strait Islander people involved in institutional governance and decision-making bodies and processes and the nature of their involvement, i.e. memberships on boards, committees etc.
- If there is **no** Aboriginal and Torres Strait Islander membership on key governance and decision making bodies, please **provide an explanation**.
- The **roles and responsibilities** of Aboriginal and Torres Strait Islander leaders within your institution.

Indigenous representation exists at the highest levels of institutional and educational decision making throughout CDU including (but not limited to) the:

- CDU Council;
 - Academic Board;
 - Vice Chancellor's Advisory Group;
 - Learning and Teaching Committee;
 - Research and Research Training Committee; and
 - Human Research Ethics Committee.
- **Vice Chancellor's Indigenous Advisory Committee (VCIAC)** – has a total of eight (8) Indigenous members who provide high level strategic advice to the VC, PVCIL and broader University on matters central to Indigenous policies, programs and issues.
- **PVCIL** – 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; and
 - CDU-BIITE (ACIKE) Working Group (Chair).

In addition to the above, the PVCIL retains a wide range of 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) both within the context of the ACIKE Partnership Agreement and beyond; and
- Hosting a wide range of events throughout the year in collaboration with local, national and international stakeholders.

At a Territory and national level the former PVCIL – held membership on the following boards prior to his resignation and interim Acting PVCIL arrangements undertaken by Ms Wendy Ludwig:

- 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 Consortium (NATSIHEC);
- The previous PVC-IL was recognised as a senior Indigenous research academic; and
- Innovative Research Universities (IRU) Aboriginal and Torres Strait Islander Network (Co-

chair).

Throughout 2016, senior OPVIL staff served in key roles on internal and external committees/working groups including (but not limited to):

- CDU Student Services Scholarships Selection Panels and Committees;
- CDU Library Indigenous Reference Group;
- CDU/Flinders Indigenous Reference Group, Northern Territory Medical program;
- CDU Indigenous Staff Network (exclusive to Indigenous staff members only);
- Interagency Youth Working Group;
- Bilata Legal Pathways Working Group; and
- National Aboriginal and Torres Strait Islander Higher Education Consortium.

Roles and Responsibilities:

The University reports to the Departments of the Prime Minister and Cabinet and Education and Training to meet the targets of Indigenous people's involvement in institutional decision-making processes.

Further evidence of our roles and responsibilities as leaders within our institution include:

- The participation of OPVIL senior staff in the development of CDU Common Units to ensure Indigenous perspectives are embedded in the curriculum.
- The Graduate Certificate in Yolŋu Studies as guided by a team of Yolŋu advisors and led by four University lecturers including Wayamba Gaykamangu, Betty Marrnganyin and Professor Michael Christie.
- Active engagement by OPVIL senior staff in the development of Whole-of-University approaches to embedding Stream Two strategic initiatives into CDU's "Connect, Discover, Grow".
- Ongoing development, review and reassessment of the preferred and applicable approaches to a wide range of internal and external partnerships, MOU's, SLA's and agreements that strengthen our approaches to community engagement, consultation and collaboration with the:
 - Larrakia People;
 - Australian Indigenous Leadership Centre (AILC); and
 - CareerTrackers.

Constraints on Capacity to Achieve Goals:

- Throughout 2016, a range of internal reviews were undertaken to project future growth and aspirations in accordance with ongoing activity, resourcing and funding constraints. Whilst the institutional vision has been announced and established (i.e. "Connect, Discover, Grow"), CDU and the OPVIL are continuing to rationalise all activity and efforts to achieve Indigenous targets, aspirations and outcomes alongside of ongoing institutional and systemic change.
- Indigenous staff with demonstrated expertise in working across both western and Indigenous cultures often have greater expectations placed on them and are frequently sought after for their ability to lead both Indigenous and non-Indigenous staff (i.e. at all levels), typically with little/no formal recognition of their time, energy and efforts (i.e. above and beyond their core roles and responsibilities). As a result, Indigenous staff are at a heightened risk of burnout and/or turnover due to the range of complex and sensitive matters they are expected to engage in and/or show leadership on.

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

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

- An outline of your current **Aboriginal and Torres Strait Islander Employment Strategy** including details on its current status, who has responsibility for its implementation, how is progress measured, how and when is progress reviewed or evaluated.
- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander staff employed at your University. (Please provide a link to your Employment statement).
- The **number of Indigenous-specific positions** at your University, detailed by occupation and level.
- The **current number of Aboriginal and Torres Strait Islander staff at your University** and their roles across the University (including numbers in academic and non-academic roles, and by level).

During 2016, CDU's participation rates for Indigenous employees exceeded the sector average, with CDU recording a participation rate of 4.6% compared to the sector average of 1.1% (Source: *Universities HR Benchmarking Program 2017*, for the period 2012 – 2016).

In 2016, the University reviewed its approach and strategy to increase the number of Aboriginal and Torres Strait Islander employees with a number of its initiatives under evaluation to ascertain their effectiveness. The search for a new Pro Vice Chancellor Indigenous Leadership commenced following the resignation of the previous PVCIL, Professor Steve Larkin, in 2016.

The University's IEARS 2013-2015 was reviewed and a new draft strategy was developed and consulted on in 2016 with a view of full implementation occurring in 2017. As part of the review of the IEARS in 2016, discussions were held with VCIAC regarding recommendations on future actions and strategies.

The new draft strategy is focussed on CDU being recognised as an employer of choice for Indigenous people locally, regionally and nationally. The overarching objectives will include increasing the number of Indigenous employees at all levels of the organisation and amongst a diversity of job roles, as well as increasing levels of attraction, retention and engagement. The updated Strategy will be underpinned by the following principles:

- *Respect* for the cultural/social and religious practices of 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.

Initiatives for increasing Indigenous participation in CDU's workforce are supported by the Indigenous Employment Policy (<http://www.cdu.edu.au/governance/doclibrary/pol-047.pdf>) and in 2016 these included:

- Utilisation of targeted job search boards to increase the awareness of CDU as an employer of choice amongst Indigenous people;
- Review of past programs to identify successes and points of failure (such as the Indigenous Apprentice and Trainee Program);
- Strategies to utilise Indigenous-specific media and networks to gain more exposure for CDU as an employer of choice; and
- Collaborative partnerships with the Northern Territory Government to develop Indigenous-specific leadership programs were discussed and explored in 2016, with further activity expected in 2017/2018.

CDU's "Connect, Discover, Grow" 2015-2025 prioritises global recognition for Indigenous leadership and asserts that staff are supported to develop the cultural competency skills necessary to ensure that the knowledge and leadership they impart is raising the profile of Indigenous knowledges and their equivalence and appropriate to our cultural context. In 2016, CDU held 13 one-day cross-cultural training workshops "Working with Aboriginal and Torres Strait Islander Cultural Difference" for staff. This program

is designed to ensure all staff working at CDU have a base level understanding of Indigenous culture and practices.

CDU's Enterprise Agreement 2013 continues to support CDU's goal to be a preferred employer for Indigenous people (<http://www.cdu.edu.au/ohrs/enterprise-agreement.html>):

- The University has set an aspirational target for Indigenous employment, that being equivalent to 80 FTE;
- Making use of one of the Early Career Development Fellowships, specifically for Indigenous staff members;
- Payment of a language allowance to employees who are required to use an Indigenous language as part of their day-to-day duties; and
- Provision of Aboriginal and Torres Strait Islander Cultural Leave to Indigenous employees, up to five days paid leave and an additional ten days unpaid leave during any calendar year.

Two positions were identified as Indigenous-specific during 2016:

- Receptionist, Human Resources – HEW 4; and
- CDU Larrakia Academic-in-Residence – HEW 6.

Table 1 – Permanent positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Higher Education	Academic A	Research Associate
Indigenous Leadership	Academic A	Indigenous Academic Support Lecturer
Indigenous Leadership	Academic A	Indigenous Academic Support Lecturer
Indigenous Leadership	Academic A	Indigenous Academic Support Lecturer
Indigenous Leadership	Academic A	Indigenous Academic Support Lecturer
Vocational Education & Training	Academic A	Centre Leader
Vocational Education & Training	Academic A	VET Lecturer / Workplace Assessor
Vocational Education & Training	Academic A	VET Lecturer / Workplace Assessor
Vocational Education & Training	Academic A	VET Lecturer / Workplace Assessor
Vocational Education & Training	Academic A	VET Lecturer / Workplace Assessor
Higher Education	Academic B	Lecturer
Higher Education	Academic B	Lecturer
Indigenous Leadership	Academic B	Mentor and Engagement Officer
Indigenous Leadership	Academic B	Research/Evaluation Fellow
Vocational Education & Training	Academic B	Team Leader
Vocational Education & Training	Academic B	VET Lecturer / Workplace Assessor
Higher Education	Academic C	Head of School
Higher Education	Academic C	Lecturer
Higher Education	Academic C	Lecturer
Higher Education	Academic C	Senior Research Fellow
Higher Education	Non-Academic: Level 3	Administrative Assistant
Indigenous Leadership	Non-Academic: Level 3	Administration Assistant
Finance	Non-Academic: Level 4	Administration & Purchasing Officer
Finance	Non-Academic: Level 4	Stores Supervisor
Higher Education	Non-Academic: Level 4	Administration Assistant
Higher Education	Non-Academic: Level 4	Placement Officer
Operations	Non-Academic: Level 4	Customer Service Officer
Operations	Non-Academic: Level 4	Library Client Services Officer
Operations	Non-Academic: Level 4	Receptionist
Vocational Education & Training	Non-Academic: Level 4	Customer Service Officer

Education & Student Success	Non-Academic: Level 5	Administration and Finance Officer
Finance	Non-Academic: Level 5	Finance and Administration Support Officer
Higher Education	Non-Academic: Level 5	School Administrative Leader
Higher Education	Non-Academic: Level 5	School Administrative Leader
Indigenous Leadership	Non-Academic: Level 5	Executive Assistant
Indigenous Leadership	Non-Academic: Level 5	Executive Assistant
Indigenous Leadership	Non-Academic: Level 5	Project Officer
Operations	Non-Academic: Level 5	IT Support Officer
Higher Education	Non-Academic: Level 6	Project Officer
Indigenous Leadership	Non-Academic: Level 6	CDU Larrakia Academic in Residence
Indigenous Leadership	Non-Academic: Level 6	Project Officer
Operations	Non-Academic: Level 6	Customer Relationship Management Officer
Operations	Non-Academic: Level 6	Environment Developer
Research & Research Training	Non-Academic: Level 6	Administration Officer
Indigenous Leadership	Non-Academic: Level 7	Indigenous Academic Support Officer
Operations	Non-Academic: Level 7	HR Client Services Consultant
Charles Darwin University	Non-Academic: Level 8	Policy Officer
Education & Student Success	Non-Academic: Level 8	Quality Coordinator
Indigenous Leadership	Non-Academic: Level 8	Assistant Manager
Higher Education	Non-Academic: Level 10	Indigenous Liaison Officer
Indigenous Leadership	Non-Academic: Level 10	Policies and Programs Analyst
Indigenous Leadership	Non-Academic: Level 10	Senior Analyst
Indigenous Leadership	Non-Academic: Level Director	Director of Operations
Indigenous Leadership	Non-Academic: Level PVC	PVC Indigenous Leadership
Sub-totals:	20 (Academic) - 34 (Non-Academic)	
Total:	54	

Table 2 - Casual Positions

Faculty/Institute/Section	Academic / Non-Academic - by level	Position title
Higher Education	Academic	Marker
Higher Education	Academic	Marker
Higher Education	Academic	Research Associate
Indigenous Leadership	Academic	Community Research Mentor
Indigenous Leadership	Academic	Community Researcher
Indigenous Leadership	Academic	Community Researcher
Indigenous Leadership	Academic	Co-Researcher & Community Facilitator
Indigenous Leadership	Academic	Indigenous Education Community Researcher
Indigenous Leadership	Academic	Mentor
Indigenous Leadership	Academic	Tutor
Vocational Education & Training	Academic	Lecturer
Indigenous Leadership	Non-Academic	Project Officer
Media, Advancement & Community Engagement	Non-Academic	Events Officer
Operations	Non-Academic	Library Staff
Sub-totals:	11 (Academic) - 3 (Non-Academic)	
TOTAL:	14	

3. Ensure equitable access of Aboriginal and Torres Strait Islander students to VET and HE.

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

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

Commencing Aboriginal and Torres Strait Islander students – VET

Table 3(a): EFTSL student data – VET

	2015	2016
Aboriginal and Torres Strait Islander students	528	503
Non Aboriginal and Torres Strait Islander students (Domestic students only):	1957	1777

Table 3(b): All student data – VET

	2015	2016
Aboriginal and Torres Strait Islander students	2304	2019
Non Aboriginal and Torres Strait Islander students (Domestic students only):	5080	4388

Commencing Aboriginal and Torres Strait Islander students – Higher Education

Table 3(c): EFTSL student data – HE

	2015	2016
Aboriginal and Torres Strait Islander students	135	163
Non Aboriginal and Torres Strait Islander students (Domestic students only):	1778	1688

Table 3(d): All student data – HE

	2015	2016
Aboriginal and Torres Strait Islander students	299	315
Non Aboriginal and Torres Strait Islander students (Domestic students only):	3562	3340

Programs to improve access

Program Name	Target Audience	Outline of Program	Outcomes
ACIKE Preparation for Tertiary Success (PTS) Program	Indigenous early school leavers and/or mature-age students.	A specialised pathway program into Batchelor and CDU's VET/HE studies through an intensive program and support.	Indigenous enrolments continue to increase and rates of successful transition into Batchelor and/or CDU VET and HE courses remain conservative.
OISS Indigenous Academic Skills Workshop (IASW)	Indigenous first year students and/or students 'at-risk'.	Intensive Indigenous academic skills workshop hosted by the OISS staff in consultation and collaboration with CDU wide staff and stakeholders	In 2016 over 39 Indigenous students registered and attended the IASW.
ATSI specific scholarships	ATSI enrolled students	Promoted on the CDU internet, via OISS newsletters/emails/print campaigns, via on-campus workshops and word-of-mouth.	The total number of Indigenous Scholarships awarded in 2016 has dropped slightly as a result of recent changes and/or withdrawal of philanthropic scholarships and/or bursaries.
OPVCIL Community and Schools Engagement	Prospective Indigenous students (i.e. school leavers and/or mature aged students)	General promotion and advocacy of ACIKE and CDU courses, facilities, and support services available to Indigenous students.	Anecdotal evidence and community feedback suggests that the range of OPVCIL major events and approaches are well received and highly regarded.

Outreach Activities

The Office of Indigenous Student Services (OISS) actively supports prospective, enrolled and ongoing Indigenous students at CDU's Campuses via:

- Fully staffed Indigenous Student Services (OISS) centres based at Casuarina Campus (*Gurinbey*); Katherine (*Yangan-garr*); and Alice Springs (*Akaltje*). OISS Academic Support conduct highly efficient and effective regional and remote engagement strategic with students enrolled in mixed-mode/external studies via regular phone calls, emails and face-to-face meetings/interactions.
- In 2016 OISS conducted its annual Indigenous Academic Skills Workshop (IASW) targeting Indigenous first year students enrolled at CDU in first semester and additional placements were offered to Indigenous students deemed to be "at greatest risk" and/or who had only completed a limited number of units. Whilst a total of 45 students registered their interest to attend, a total of 39 Indigenous students attended the OISS IASW for 2016 held in partnership with CDU's Orientation Week. The IASW provides intensive support and streamlined access to CDU staff, teams and areas that offer specialised expertise in building Indigenous students' academic skills and expertise in areas such as: time management; reading, writing and referencing; accessing appropriate learning and teaching resources; tutorial support; equity services etc.

Table 5: Scholarships details

Scholarship details	G	U	P	No. Allocated	Cost	No. Awarded	ATSI Awarded	ATSI Only
Alice Springs Town Council Scholarship			P	2	\$2,000	2	1	N
CDU Equity Award		U		15	\$500	15	2	N
CDU Foundation Equity Award		U		7	\$500	7	1	N
Cheers Indigenous Teaching and Learning Scholarship			P	1	\$2,000	1	1	N
City of Palmerston Scholarship			P	3	\$1,000	3	1	N
Department Infrastructure Engineering WILS	LG			7	\$15,000	7	1	N
Department of Treasury and Finance WILS Accounting/Economics	LG			4	\$5,000	3	1	N
Fuji Xerox Business Centre New Learning Scholarship			P	1	\$1,000	1	1	Y
Fuji Xerox Business Centre NT Students Scholarship			P	1	\$1,000	1	1	N
Garth and Lorna Robertson Scholarship in Social Sciences			P	1	\$1,000	1	1	N
IAS (Part A - new)	FG			74	\$4,904	49	49	Y
I-CAS (Part A - continuing)	FG			5	\$5,199	2	2	Y
I-CAS (Part A - new)	FG			6	\$5,199	8	8	Y
I-CECS (Part A - continuing)	FG			109	\$2,599	68	68	Y
I-CECS (Part A - new)	FG			44	\$2,599	41	41	Y
IE-CAS (Part A - new)	FG			11	\$5,199	5	5	Y
IE-CECS (Part A - new)	FG			59	\$2,599	32	32	Y
Karmi Dunn-Sceney Scholarship			P	2	\$5,000	2	2	Y
Minister for Womens Scholarships - Higher Education	LG			2	\$5,000	2	1	N
Minister for Womens Scholarships - VET	LG			2	\$2,000	2	1	N
NBC Consultants Yolngu Scholarship			P	1	\$3,000	1	1	Y
NEC Regional Information Technology Scholarship			P	2	\$2,500	2	1	N
Newmont Tanami Indigenous Scholarship			P	2	\$8,000	2	2	Y
Northern Territory Education Union Scholarship			P	1	\$2,000	1	1	Y
Toga Indigenous Construction Apprenticeship Scholarship			P	1	\$3,000	1	1	Y
Total (25):	11	2	12	363	\$87,798	259	226	13

Legend: G – Government (L – Local / F – Federal); U – University; P – Private.

Evidence to show these strategies and activities are working

- Scholarships are actively promoted on the CDU website and throughout the OPVCIL and OISS via newsletters, emails, print promotions, on-campus info sessions/workshops and word of mouth.
- Some new scholarships were added in 2016 including the: Fuji Xerox Business Centre NT Students Scholarship; NEC Regional Information Technology Scholarship; and Newmont Tanami Indigenous

Scholarship.

- Private scholarships are awarded on a range of criteria typically set by the donors - including and not limited to: Indigeneity; course/field of study; study progression (i.e. 2nd, 3rd or 4th year students) and academic excellence.

Plans for future improvement

- The OPVCIL is working to enrich educational access for Indigenous Territorians. Its plans include: increasing the critical mass of activities undertaken by a range of areas throughout the university (i.e. OPVCIL, OISS, SAES, OMP and others); achieving greater efficiencies and rationalisation of effort; reducing duplication of administrative effort; and achieving improved collaboration and strategic planning.

4. Achieve the participation of Aboriginal and Torres Strait Islander students in VET and HE, at rates commensurate with those of all other Australians.

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

- The **total number** of Aboriginal and Torres Strait Islander student **enrolments** for 2016, compared to 2015 (please provide an all student comparison).
- Details of your Universities' **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education / Support Unit's role.**

Table 4 (a): The total number of Aboriginal and Torres Strait Islander student enrolments for 2015 and 2016 – VET & Higher Education:

EFTSL student data:

VET	2015	2016
Aboriginal and Torres Strait Islander students:	730	798
Non Aboriginal and Torres Strait Islander students:	3026	2989

Higher Education	2015	2016
Aboriginal and Torres Strait Islander students	327	348
Non Aboriginal and Torres Strait Islander students (Domestic students only):	4481	4383

All student data:

VET	2015	2016
Aboriginal and Torres Strait Islander students:	4027	4551
Non Aboriginal and Torres Strait Islander students:	10,409	10,503

Higher Education	2015	2016
Aboriginal and Torres Strait Islander students:	638	659
Non Aboriginal and Torres Strait Islander students (Domestic students only):	8811	8534

Strategies to Address Participation

CDU's "Connect, Discover, Grow" offers a mandate to the OPVCIL in driving a Whole-of-University approach to Indigenous aspirations, targets and outcomes. OISS delivers academic, ambassadorial, advocacy and pastoral support to prospective and enrolled students undertaking VET and/or HE studies at CDU. Appropriately trained and qualified OISS Academic support staff work in consultation and collaboration with a wide range on internal and external stakeholders in order to offer appropriate services and support that fit needs of Indigenous VET and HE students including:

Strategies	Outline	Constraints	Outcome
One-on-one Pastoral Support	Tailored support for Indigenous student requests including student admissions and administration;	Resource constraints and/or funding to match levels of support sought from Academic Support staff i.e. fully exhausted on day-to-day matters with limited capacity to innovation and/or growth projects.	Heightened engagement, consultation and responsiveness to student needs in partnership and collaboration with a wide range of internal and external stakeholders.
Away from Base Funding Program	Supports Indigenous students undertaking mixed-mode/external VET and HE studies with funding to support meals, travel and accommodation related expense	Complex AFB eligibility confirmation and/or approval processes impede efficient and effective program administration/delivery e.g.: aspirations of 'continuous growth' cannot be applied to AFB in the absence of concurrent growth in <i>eligible</i> AFB approved activity or students and late receipt of Centrelink approvals in Abstudy applications continue to impede AFB funding and participation in approved courses/activities.	Whilst continuing to be enormously valuable program, rates of AFB eligible and approved courses/students have plateaued for the past three years.

Tutorial Support	Provision of one-on-one and group tutorial support to Indigenous students across both VET (i.e. NTG funded) and HE (i.e. federally funded) units/courses.	Availability of suitably skilled and/or qualified tutors; timeliness of matching tutors and students; managing student and staff expectations (i.e. as independent learners and/or in the absence of any adult language, literacy and numeracy support.	Improved rates of Indigenous student satisfaction and course completions.
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- CDU's OISS Academic Support team has primary carriage of a wide range of initiatives to support Indigenous students enrolled in CDU VET and HE courses including (but not limited to):
 - One-on-one support for Indigenous students at all stages of study;
 - Access to a state-of-the-art ICT infrastructure and support including dedicated computer labs, printers, and laptops;
 - Ongoing referral to other services, support, agencies and providers internally and externally that provide ancillary support;
 - Provision of assistance to locate suitable accommodation on or off campus;
 - Advocacy support and liaison with Course Coordinators/Lecturers to assist with study problems; and
 - Personal and professional development opportunities for all Indigenous students including opportunities to act as Indigenous Student Ambassadors promoting the operations of the OPVCIL, OISS and CDU via voluntary work at events and throughout the community to develop events management skills, public relations skills and marketing and promotional skills whilst building increased levels of self-awareness and self-confidence.
- CDU's OISS Indigenous Grants team has principle carriage of all supplementary funding programs, support and assistance available to eligible Indigenous VET and HE students including:
 - Away From Base funding and support with meals, travel and accommodation whilst undertaking eligible and approved courses/placements/practicums;
 - ISSP Tutorial Support (i.e. formerly ITAS) including: promotion, marketing and advocacy; recruitment and assessment of tutors; matching of students to tutors; monitoring of student progress, risk and success including regular progress reports; and high level reporting on student/tutor success and outcomes; and
 - Advocacy and promotion of internal and external scholarships, grants, internships, traineeships, bursaries, allowances and awards etc.

5. Enable Aboriginal and Torres Strait Islander students to attain the same completion rates from award courses in VET and HE as for other Australians.

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

- The **total number** of Aboriginal and Torres Strait Islander student **completions** at VET and Bachelor level and above in 2016, compared to 2015 (please provide an all student comparison).
- **Support mechanisms** you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
- **Indigenous Education / Support Unit's role.**

Table 5(a): The total number of award course completions at VET and HE levels in 2015 and 2016.

	2015	2016
Aboriginal and Torres Strait Islander students: (VET level qualifications)	426	566
Non Aboriginal and Torres Strait Islander students: (VET level qualifications)	2005	2153
Aboriginal and Torres Strait Islander students: (Higher Degree)	8	4
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	83	99
Aboriginal and Torres Strait Islander students: (Other postgraduate)	3	5
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	423	253
Aboriginal and Torres Strait Islander students: (Bachelor degree)	32	29
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	715	731

Support mechanisms

For the majority, Indigenous award completions at the VET and HE levels has continued to grow and this growth in part reflects the fundamental reforms and aspirations for continuous growth and/or student-centric approaches that CDU, the OPVCIL and OISS continued to progress in 2016.

The development of a rationalised and streamlined approach to OPVCIL and OISS core business, resourcing and student engagement continues to gain traction and momentum consistently demonstrated throughout the IES report.

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

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

- Details of how and to what extent **Indigenous perspectives are reflected in curriculum at your University.**
- How the University addresses the **cultural competency** of its staff and students.
- The **University's involvement with Indigenous community** members in working toward this goal.
- **Indigenous Education / Support**
- **Unit's role.**

- The OPVCIL 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. In 2016, the OPVCIL worked in close partnership and collaboration with the Office of Learning and Teaching to conceptualise, develop and implement the CDU Graduate Attributes which include a specific attribute addressing Indigenous histories, contemporary issues and knowledges.
- CDU continues to deliver a compulsory Indigenous Common Unit for all first year students with significant success in 2016.
- CDU is involved in many seminars, forums, symposiums and workshops each year to promote and support Indigenous studies, showcase Indigenous research outcomes and promote best practice in cultural competency and community engagement including:
 - Anniversary of National Apology Breakfast;
 - Gurindji Freedom Day 50 Year Anniversary;
 - Garrmalang Festival;
 - Remote Indigenous Youth Leadership Summit;
 - Indigenous Adult Language, Literacy and Numeracy Forum;
 - Jinparrak Indigenous Art Exhibition;
 - Maningrida Careers Expo;
 - Midpul Art Installation and Restoration Project;
 - NAIDOC Week – National Host and Sponsor;
 - Nugget Coombs Lecture in partnership with the Australian National University;
 - Indigenous Valedictory Ceremonies; and
 - Vincent Lingiari Memorial Lecture delivered on 11th August 2016 by Professor Larissa Behrendt titled "Fifty Years since Wave Hill: Vincent Lingiari and the Heartland Legacy".
- VET and HE Indigenous student attraction, retention and completion rates continued to increase in 2016.
- 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.
- 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)

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

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

SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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

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

University Officer	Indigenous Student Services
Name: Wendy Ludwig	Name: Cheryl Godwell
Position Title: A/g Pro Vice-Chancellor – Indigenous Leadership	Position Title: A/g Director of Operations
Phone Number: 08 8946 7758	Phone Number: 08 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. The documents are required to be externally accessible to the public. Please provide PM&C with a link to these statements.



Australian Government

Department of the Prime Minister and Cabinet

FINANCIAL ACQUITTAL

Organisation	Charles Darwin University		
Postal Address	Ellengowan Drive, Darwin, NT0909		
Contact Person	Anne Coulter	Title	Chief Financial Officer
Phone	08 8946 6200	Fax	08 8946 7070
	E-mail	Anne.Coulter@cdu.edu.au	

Financial Acquittal		
This financial acquittal proforma is designed to acquit all ISP Funds provided in 2016, including all interest or royalties/income derived from ISP Funds during 2016.		
Attachment		Checklist
1	Indigenous Support Program (ISP)	<input checked="" type="checkbox"/>
For each Attachment:		
<ul style="list-style-type: none">Part A seeks information on the GST component of funding provided to you under that element, if applicable.<ul style="list-style-type: none">If GST is paid to you, the amount of GST funding which is included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. You must state whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.If GST is <i>not</i> paid to you, <i>do not complete Part A.</i>Part B seeks information about the funding received and expenditure and commitments, exclusive of any GST. Do not include the GST component of any expenditure in this part.		

Certification

Complete this certification after you have completed the Financial Acquittal for any ISP funding which you have received in 2016 and after you have entered all relevant information in the Assets Register.

ISP FUNDING RECIPIENT'S CERTIFICATION

I,
(print name of chief officer or equivalent)

(print position title)

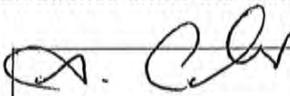
certify that:

- (i) the details shown in this financial acquittal form and the accompanying pages - including the details of assets acquired and disposed of - represent a complete, true and correct summary of transactions that took place during the funding year under the Indigenous Education Program (ISP);
- (ii) Funds were spent on activities and initiatives to achieve the outcomes/targets indicated in the *Higher Education Support Act 2003*;
- (iii) any interest earned or royalties/income derived from these Funds was expended on activities to advance the objects of the *Higher Education Support Act 2003*; and

I understand that:

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

Signed:



Date:

Privacy Notice

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

ATTACHMENT 1 - Indigenous Support Program

Provider Name: Charles Darwin University

For the 2016 funding year (1 January - 31 December 2016).

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

1. If applicable, GST received by you in 2016 as part of the Indigenous Support Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$
Amount remitted: \$ / / Amount remitted: \$ / / Amount remitted: \$ / /	
Date remitted: / / Date remitted: / / Date remitted: / /	

PART B - Acquittal Summary Details (excluding GST):

INCOME

1. Unexpended Indigenous Support Programme funds from <u>2015</u> which were committed for expenditure prior to 31/12/2015.	\$0
(+) 2. Unexpended and uncommitted Indigenous Support Programme funds from <u>2013 or 2014</u> which were approved for expenditure in 2016.	\$0
(+) 3. Indigenous Support Programme funds provided in <u>2016</u> . These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$1,173,000.00
(+) 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2016.	\$ 2,411.39
(=) 5. Total Indigenous Support Programme funds to be acquitted in 2016.	\$1,175,411.39

EXPENDITURE

6. Total Indigenous Support Programme expenditure in 2016, <u>excluding any GST</u> .	\$1,248,733.36
(+) 7. <u>Unexpended</u> Indigenous Support Programme funds which were <u>committed</u> for expenditure prior to 31/12/2016.	\$0
(+) 8. Requested <u>carryover</u> into 2016 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2016 – written approval date /.../2016. ¹	\$0
(=) 9. Total Indigenous Support Programme funds which by 31/12/2016 were fully expended and/or committed for expenditure .	\$1,248,733.36
10. Returns of 2016 Indigenous Support Program Funds by 31/12/2016.	\$0
11. Balance of Funds for 2016	\$1,248,733.36
12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2016.	(\$73,321.97)

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

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

Staffing Cost	\$1,057,601.72
Student Sponsorships	\$ 32,091.82
Travel Cost	\$ 43,544.12
Professional & Consultants	\$ 6,731.01
Advertising & Communication	\$ 13,428.81
Student related Expenses	\$ 14,846.64
Rental, Lease & Hire	\$ 25,421.58
Printing, Stationery & Consumables	\$ 46,800.76
Equipment, Repairs & Maintenance	\$ 8,266.90
(=) Total 2016 ISP Program Expenditure	\$1,248,733.36

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

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

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

STAFFING COSTS - eg

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

TRAVEL COSTS – eg

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

SERVICES RENDERED – eg

Description	Internal/external cost	Cost
IT assistance – hotline	Internal expense	\$1,600
Room hire to hold 0-Week activities	Internal expense	\$250
Contractor to fix damages to centre	External expense	\$950

Position Description	Indigenous Centre/Faculty staff	Cost \$	Remarks
2x Director level	Office of PVC Indigenous Leadership	261,724.54	pro-rata'd
4x Managerial level	Office of PVC Indigenous Leadership	254,018.54	pro-rata'd
6 x Indigenous Academic Support Lecturer	Office of PVC Indigenous Leadership	210,499.91	pro-rata'd
2x Indigenous Academic Support staff	Office of PVC Indigenous Leadership	66,669.14	pro-rata'd
7 x Admin support staff	Office of PVC Indigenous Leadership	144,531.32	pro-rata'd
1x Finance Support staff	Office of PVC Indigenous Leadership	17,139.59	pro-rata'd
1x Co-ordinator & 1 Admin Leader	Office of PVC Indigenous Leadership	103,018.68	pro-rata'd
	Total	1,057,601.72	

Travel Cost

Description	Details	Cost \$
Conferences & courses relating to Indigenous affairs	Airfare–Melbourne, Canberra, Brisbane, Perth, Alice Springs etc.	15,497.03
Conferences & courses relating to Indigenous affairs	Registration, accommodation, meals, cab charges and car hire	28,047.09
Total		\$43,544.12

Sponsorships

Description	Cost \$
Sponsorship for attending the National Student Leadership Forum	2,497.73
Sponsorship for two indigenous students to attend the Asian Science Camp in 2016	10,000.00
Sponsorship for NAIDOC event	7,500.00
Sponsorship to participate in the 2016 Aurora Indigenous Scholars Inter-nation	4,500.00
Sponsorship for Indigenous Allied Health Australia	4,500.00
2017 Barunga Festival Silver Sponsorship	2,500.00
ATAR Top Student Award	500.00
Academic Skills Workshop	94.09
Total	\$32,091.82

Services Rendered

Professional / Consultants	Internal/external Cost	Cost \$
Professional Consultancy - ACIKE Pukamani Poles & Restoration	External	2,737.50
Welcome to Country for the Indigenous Valedictory Ceremony	External	892.50
Facilitating services for the Indigenous Academic Skills Workshop	External	1,276.91
Orientation Week	External	316.82
Mentor support at Kormilda College Into Uni Program	External	990.00
Indigenous Pathways, Transitions and Participation in Higher Education	External	517.28
Total		\$6,731.01