



**Australian Government**

**Department of the Prime Minister and Cabinet**

## **INDIGENOUS EDUCATION STATEMENT 2016**



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

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

- 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.

#### Committees with Aboriginal and Torres Strait Islander Representation

| Committee   | Number of Staff | Role                  |
|---|-----------------|-----------------------|
| Aboriginal and Torres Strait Islander Education, Culture and Student Engagement Committee | 6               | 1 Chair and 5 Members |
| Academic Board  | 1               | Member                |
| University Research Committee   | 1               | Member                |
| Indigenous Research Ethics Advisory Panel   | 1               | Chair                 |
| Human Research Ethics Committee   | 1               | Member                |
| Faculty of Education and Arts Board   | 1               | Member                |
| Faculty of Law and Business Board   | 1               | Member                |
| Faculty of Health Sciences Board  | 1               | Member                |
| Course and Academic Quality   | 1               | Member                |
| Aboriginal and Torres Strait Islander Employment Reference Group                          | 2               | Members               |
| Standards and Compliance Committee  | 1               | Member                |
| Campus Management Advisory Committees (on six campuses)                                   | 3               | Members               |
| Campus planning committees for Orientation and Open Day (on six campuses)                 | 4               | Members               |
| Taskforce for Student Achievement and Retention   | 1               | Members               |
| Executive Planning Group  | 1               | Members               |
| Student, Learning & Teaching Executive  | 1               | Member                |
| National Tertiary Education Union (ACU branch)  | 1               | Member                |

- If there is no Aboriginal and Torres Strait Islander membership on key governance and decision making bodies, please provide an explanation.
  - University Senate: Aboriginal or Torres Strait Islander people did not nominate.
  - Senior Executive Group: In 2015 Aboriginal or Torres Strait Islander people were not employed at this level.
  - ACU Staff Consultative Committee: Aboriginal or Torres Strait Islander people did not nominate.

- The roles and responsibilities of Aboriginal and Torres Strait Islander leaders within your institution.

Key roles held by Aboriginal and Torres Strait Islander leaders at ACU include:

- Director of First Peoples and Equity Pathways Directorate
- Coordinators of Indigenous Higher Education Units (located at Sydney, Melbourne, Canberra and Brisbane campuses)
- Manager, Aboriginal and Torres Strait Islander Employment (HR)
- Associate Professor, Indigenous Education/ School of Education (NSW)/ Faculty of Education and Arts
- Professor, Institute of Positive Psychology and Education/Faculty of Health Sciences and
- Management Accountant, Finance Directorate.

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

- An outline of your current Aboriginal and Torres Strait Islander Employment Strategy. Information on your strategies for increasing numbers of Aboriginal and Torres Strait Islander staff employed at your University. (Please provide link to your Employment statement.)

ACU's [Aboriginal and Torres Strait Islander Peoples Employment Strategy](#) (Strategy) has been developed and implemented by ensuring alignment with the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islanders* (Australian Government, 2012), the Mission Based Compact 2014 - 2016, and the [University's Statement of Commitment to Reconciliation](#),

The Strategy aims to ensure a safe and welcoming workplace for Aboriginal and Torres Strait Islander people while fostering a whole of University approach to increasing, developing and retaining Aboriginal and Torres Strait Islander people. The three key objectives of the Strategy are as follows:

- Embed a positive workplace culture that values the knowledge, experiences and diversity of Aboriginal and Torres Strait Islander peoples
- Attract Aboriginal and Torres Strait Islander staff across all levels and roles through innovative recruitment strategies.
- Engage and develop Aboriginal and Torres Strait Islander staff through fostering a sense of community, communicating clear career pathways and providing professional development opportunities.

To facilitate the Strategy's implementation and measuring of progress the Manager, Aboriginal and Torres Strait Islander Employment works closely with ACU's Aboriginal and Torres Strait Islander Employment Reference Group (ATSIERG), the Aboriginal and Torres Strait Islander Education, Culture and Student Engagement Committee (ATSIECSEC) and the Aboriginal and Torres Strait Islander Staff Network (ATSISN).

- The number of Indigenous-specific positions at your University, detailed by occupation and level.

The University currently has 16 Aboriginal and Torres Strait Islander specific positions. These include:

- Director of First Peoples and Equity Pathways Directorate
- Administrative Officer, First Peoples and Equity Pathways
- Manager Aboriginal and Torres Strait Islander Employment
- Five Staff Research Scholarship recipients, two of which are currently vacant, one completed with the remaining two in Level A and Level B academic roles
- Four Indigenous Higher Education Unit (IHEU) Coordinator roles in Brisbane, Strathfield, Melbourne and Canberra Campuses
- Four Equity Pathways Indigenous Officer roles at Brisbane, Strathfield, Melbourne and Canberra Campuses

- 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).

**Table 1 – Permanent positions**

| Faculty/ Institute/Section                    | Academic (A) Non-Academic (P) | Level        | Position Title   |
|---|-------------------------------|--------------|--|
| First Peoples and Equity Pathways Directorate | P                             | Senior Staff | Director   |
|   | P                             | HEW 5        | Administrative Officer                                 |
|   | P                             | HEW 8        | IHEU Coordinator Brisbane                              |
|   | P                             | HEW 7        | IHEU Student Support Officer Brisbane                  |
|   | P                             | HEW 5        | IHEU Administrative Officer Brisbane                   |
|   | P                             | HEW 3        | IHEU Administrative Assistant Brisbane                 |
|   | P                             | HEW 8        | IHEU Coordinator Strathfield                           |
|   | P                             | HEW 7        | IHEU Student Support Officer Strathfield               |
|   | P                             | HEW 5        | IHEU Administrative Officer Strathfield                |
|   | P                             | HEW 3        | IHEU Administrative Assistant Strathfield              |
|   | P                             | HEW 8        | IHEU Coordinator Melbourne                             |
|   | P                             | HEW 7        | IHEU Student Support Officer Melbourne                 |
|   | P                             | HEW 4        | IHEU Administrative Officer Melbourne                  |
|   | P                             | HEW 7        | IHEU Student Support Officer Canberra                  |
|   | P                             | HEW 7        | Equity Pathways Officer Brisbane                       |
|   | P                             | HEW 7        | Equity Pathways Officer Strathfield                    |
|   | P                             | HEW 7        | Equity Pathways Officer Melbourne                      |
|   | P                             | HEW 7        | Equity Pathways Officer Canberra                       |
| Libraries Directorate                         | P                             | HEW 4        | Library Technician Brisbane                            |
|   | P                             | HEW 3        | Trainee Library Assistant Strathfield                  |
| Properties and Facilities Directorate         | P                             | HEW 4        | Campus Concierge North Sydney                          |
| Information Technology Directorate            | P                             | HEW 5        | Service Desk Officer Brisbane                          |
| Marketing and External Relations              | P                             | HEW 6        | Media Coordinator Brisbane                             |
|   | P                             | HEW 8        | Manager Aboriginal and Torres Strait Islander Brisbane |
| Finance Directorate                           | P                             | Senior Staff | Management Accountant Brisbane                         |
| Faculty Education and Arts                    | A                             | D            | Associate Professor North Sydney                       |
|   | A                             | C            | Senior Lecturer Strathfield                            |
|   | A                             | B            | Lecturer Melbourne                                     |
|   | A                             | A            | Research Associate Brisbane                            |
| Faculty Health Science                        | A                             | E            | Professor Strathfield                                  |
|   | A                             | D            | Associate Professor Strathfield                        |
|   | A                             | B            | Lecturer Strathfield                                   |
|   | A                             | B            | Post-Doctoral Research Fellow Strathfield              |
|   | A                             | B            | Lecturer Strathfield                                   |
|   | A                             | B            | Lecturer Brisbane                                      |
|   | A                             | B            | Lecturer Melbourne                                     |
|   | P                             | HEW 5        | Technical Officer Nurse Laboratories Canberra          |
| Faculty Law & Business                        | A                             | B            | Lecturer Brisbane                                      |
| Faculty Theology & Philosophy                 | A                             | A            | Associate Lecturer Brisbane                            |

|              |                           |  |           |
|--------------|---------------------------|--|-----------|
| <b>TOTAL</b> | <b>Academic Roles</b>     |  | <b>13</b> |
| <b>TOTAL</b> | <b>Professional Roles</b> |  | <b>26</b> |
| <b>TOTAL</b> |                           |  | <b>39</b> |

**Table 2 Casual Position**

| <b>Faculty/ Institute/Section</b> | <b>Academic (A) Non-Academic (P)</b> | <b>Level</b>       | <b>Position Title</b> |
|-----------------------------------|--------------------------------------|--------------------|-----------------------|
| First Peoples and Equity Pathways | P                                    | HEW7               | Cultural Mentor       |
| First Peoples and Equity Pathways | P                                    | HEW7               | Cultural Mentor       |
| Faculty of Education and Arts     | A                                    | Sessional Academic | Academic              |
| Faculty of Education and Arts     | A                                    | Sessional Academic | Academic              |
| Faculty of Education and Arts     | A                                    | Sessional Academic | Academic              |
| Faculty of Law and Business       | A                                    | Sessional Academic | Academic              |
| <b>TOTAL</b>                      | 6                                    |                    |                       |

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

- Commencing Aboriginal and Torres Strait Islander student numbers for 2015 (access rate) as compared to 2014

#### Commencing Aboriginal and Torres Strait Islander students

|  | 2014   | 2015   |
|--|--------|--------|
| Aboriginal and Torres Strait Islander students                               | 198    | 169    |
| Non Aboriginal and Torres Strait Islander students (Domestic students only): | 11,677 | 11,743 |

- Programs run, by the University, to improve access by Aboriginal and Torres Strait Islander students.

#### Programs to Improve Access

| Program Name   | Target Audience                      | Outline of Program   | Outcome  |
|--|--------------------------------------|--|--|
| Come to Dinner (C2D)   | Indigenous secondary school students | An event hosted by ACU whereby Indigenous secondary school students and ACU Indigenous staff and students are invited to a formal dinner. Secondary school students are provided with the opportunity to listen to presentations from ACU Indigenous staff and students, and engage in conversation. The goals of this program intersect with those of ACUgate's Awareness and Aspirations programs. This event was conducted in Broulee, Canberra, Strathfield, Mildura and Brisbane in 2015. | Increase interest in further education at ACU. This aligns with ACUgate's Awareness and Aspirations programs.<br><br>425 Aboriginal and Torres Strait Islander students participated |
| Associate Degree in Business Administration (Aboriginal and Torres Strait Islander Studies) ADBAAT | Potential students Australia wide    | Subjects offered via mixed mode. Online learning and four residential blocks per year.   | Commencing: 0<br>Continuing: 1<br>Course Completes: 0  |
| Associate Degree in Business Administration (Indigenous Studies) ADBAIN                            | Potential students Australia wide    | Subjects offered via mixed mode. Online learning and four residential blocks per year.   | Commencing: 5<br>Continuing: 9<br>Course Completes: 3  |
| Associate Degree in Early Childhood Education ADECH  | Potential students Australia wide    | Subjects offered via mixed mode. Online learning and four residential blocks per year.   | Commencing: 0<br>Continuing: 3<br>Course Completes: 1  |

|  |                                      |  |  |
|--|--------------------------------------|--|--|
| Associate Degree in Indigenous Education<br>ADINED                   | Potential students<br>Australia wide | Subjects offered via mixed mode. Online learning and four residential blocks per year. | Commencing: 42<br>Continuing: 40<br>Course Completes: 19 |
| Bachelor of Education (Early Childhood)<br>BEDECP                    | Potential students<br>Australia wide | Subjects offered via mixed mode. Online learning and four residential blocks per year. | Commencing: 0<br>Continuing: 3<br>Course Completes: 2    |
| Bachelor of Midwifery<br>BMIDWN                                      | Potential students<br>Australia wide | Subjects offered via mixed mode. Online learning and four residential blocks per year. | Commencing: 8<br>Continuing: 12<br>Course Completes: 1   |
| Bachelor of Education (Primary) (Indigenous Studies)<br>BPRIND       | Potential students<br>Australia wide | Subjects offered via mixed mode. Online learning and four residential blocks per year. | Commencing: 42<br>Continuing: 38<br>Course Completes: 14 |
| Bachelor of Education (Secondary) (Indigenous Studies)<br>BEDIND     | Potential students<br>Australia wide | Subjects offered via mixed mode. Online learning and four residential blocks per year. | Commencing: 0<br>Continuing: 1<br>Course Completes: 0    |
| Bachelor of Teaching/Bachelor of Arts (Indigenous Studies)<br>BTBAIS | Potential students<br>Australia wide | Subjects offered via mixed mode. Online learning and four residential blocks per year. | Commencing: 0<br>Continuing: 4<br>Course Completes: 0    |

- Details on outreach activities and their effectiveness, in attracting Aboriginal and Torres Strait Islander students.

#### **Outreach Activities**

| <b>Outreach Activity</b>   | <b>Target Audience</b>  | <b>Outline of Program</b>  | <b>Outcome</b>   |
|--|---|--|--|
| Careers and Tertiary study options exhibition.   | Aboriginal and Torres Strait Islander secondary school leavers and community members. | Pathways support and advice on entry requirements and courses.   | Potential student enquiries and future students.                     |
| On Campus Open Day activities including: Indigenous Games Day, Come to Dinner/Lunch events, Aspirations Day. | Secondary school students.  | Pathways support and advice on entry requirements and courses.   | Potential student enquiries and future students.                     |
| School Visits  | Primary and secondary school students.  | Promote ACU and Aboriginal and Torres Strait Islander education. | Potential student enquiries and future students.                     |
| Recognition of significant Aboriginal and Torres Strait Islander events, including Reconciliation            | ACU community and local Aboriginal and Torres Strait Islander communities.            | Promote cultural awareness.                                      | Increased awareness of Aboriginal and Torres Strait Islander events. |



|   |  |  |   |
|---|--|--|---|
| Week, NAIDOC Week, Corroboree, Harmony Day and National Apology.  |  |  |   |
| Collaboration with local tertiary institutions and TAFE's.  | Staff and education stakeholders.                        | Joint recruitment activities.  | Increasing Aboriginal and Torres Strait Islander students' retention. |
| Sponsorship and attendance at Indigenous Sporting events including Dubbo Knock Out Rugby League carnival, Redcliffe Murri Rugby League carnival and Bendigo Netball carnival. | Aboriginal and Torres Strait Islander community members. | Promote ACU and Aboriginal and Torres Strait Islander education.                                   | Potential student enquiries and future students.                      |
| Planning and Development of a Cultural Garden at ACU Brisbane.  | Local community and Elders.                              | Regular meetings with ACU staff including architects, landscape designers to establish the garden. | Community involvement and ACU recognition of Traditional Peoples.     |

- Details of Indigenous-specific and other scholarships offered by your university.

#### **Scholarships details – 2015**

##### **Aboriginal and Torres Strait Islander Students only**

| <b>Scholarship details</b>  | <b>Government/Private/University</b> | <b>No. Allocated</b> | <b>Cost</b>                                    | <b>No. Awarded</b> | <b>Comments</b> |
|---|--------------------------------------|----------------------|--|--------------------|-----------------|
| Commonwealth Accommodation Scholarship  | Government                           | 1                    | \$4,939 (for up to 4 years) – indexed annually | 0                  |                 |
| Commonwealth Education Costs Scholarship  | Government                           | 5                    | \$2,469 (for up to 4 years) – indexed annually | 14                 |                 |
| Indigenous Access Scholarship   | Government                           | 1                    | \$4,659  | 1                  |                 |
| Strathfield Campus Student Association Aboriginal and Torres Strait Islander Assistance Bursary | University                           | 1                    | \$1,000  | 1                  |                 |
| Nano Nagle Scholarship  | Private                              | 1                    | \$2,500 per annum paid per semester            | 1                  |                 |
| Pratt Foundation  | Private                              | 1                    | \$2,500 paid in one lump sum                   | 1                  |                 |

|   |         |   |                              |   |  |
|---|---------|---|------------------------------|---|--|
| Bursary   |         |   |                              |   |  |
| St Vincent de Paul Society (Broken Bay) Indigenous Students Scholarship                           | Private | 3 | \$2,000 paid in one lump sum | 3 |  |
| St Vincent's Private Hospital Melbourne Aboriginal and Torres Strait Islander Nursing Scholarship | Private | 1 | Up to \$15,000               | 1 |  |
| Wexford Senate Bursary  | Private | 1 | \$3,000 paid in one lump sum | 1 |  |
| Mary Mackillop  | Private | 1 | \$2,500                      | 1 |  |
| Gill Family Aboriginal and Torres Strait Islander Bursary   | Private | 1 | \$2,500                      | 1 |  |

#### All Students scholarships

| Scholarship details                                    | Government/Private/University | No. Allocated | Cost  | No. Awarded | Comments                                     |
|--|-------------------------------|---------------|---|-------------|--|
| ACU Academic Excellence Scholarship                    | University                    | 60            | Valued at \$5,000 each, paid in one lump sum.                         | 62          |  |
| ACU Canberra Rural Placement Scholarships              | University                    | 20            | Valued at \$1,500 each, paid in one lump sum.                         | 14          |  |
| ACU Equity Bursaries                                   | University/External Donor     | 70            | Valued at \$2,000 each, paid in one lump sum.                         | 70          | 69 funded by ACU, 1 funded by external donor |
| ACUNSA Student Travel and Training Scholarship         | University                    | 60            | 60 valued at \$500 each, paid in one lump sum.                        | 60          |  |
| Anne Lyons Memorial Travel Scholarship (Postgraduate)  | External donor                | 1             | One scholarship valued at up to \$6000.                               | 0           |  |
| Anne Lyons Memorial Travel Scholarship (Undergraduate) | External donor                | 1             | One scholarship valued at up to \$6000.                               | 1           |  |
| Archdiocese of Brisbane Theology Scholarship           | External donor                | 2             | 2 valued at \$2500 each, total value of \$5000. Paid in one lump sum. | 1           |  |
| Australian Catholic Superannuation                     | External donor                | 2             | 2 valued at \$5000 each, total value of \$10,000. Paid in             | 1           |  |

|   |                |    |  |    |  |
|---|----------------|----|--|----|--|
| and Retirement Fund - Honours and Postgraduate Scholarship  |                |    | one lump sum.  |    |  |
| Australian Catholic University International Student Scholarship  | University     | 20 | 20 Scholarships valued at 50% of tuition fees  | 20 |  |
| Bob and Margaret Frater Travel Scholarship  | External donor | 1  | 1 valued at \$10,000, paid in one lump sum.  | 0  |  |
| Catherine McAuley Scholarship   | External donor | 2  | 2 valued at \$2500 each. Paid annually for the duration of the recipient's course.           | 2  |  |
| Co-op Bookshop Scholarship  | External donor | 4  | 4 valued at \$2,500, paid in one lump sum.   | 4  |  |
| DOOLEYS Lidcombe Catholic Club Postgraduate Bursary   | External donor | 1  | 1 valued at \$5000, paid in one lump sum.  | 1  |  |
| DOOLEYS Lidcombe Catholic Club Undergraduate Bursaries  | External donor | 8  | 8 valued at \$2500 each, paid in one lump sum.   | 8  |  |
| Edmund Rice Education Australia & St Joseph's College, Gregory Terrace – Equity Scholarship             | External donor | 1  | 1 valued at \$15,000 paid as instalments over the duration of the course.                    | 1  |  |
| Edmund Rice Education Australia & St Joseph's College, Gregory Terrace – Student Leadership Scholarship | External donor | 1  | 1 valued at \$5,000 paid in one instalment per semester for first year of study.             | 1  |  |
| Emergency Nursing Advocacy Bursary  | External donor | 1  | 1 valued at \$2,500 per annum, paid as one instalment annually for a maximum of three years. | 1  |  |
| Fethullah Gulen International   | University     | 1  | Valued at 50-100% of tuition fees for  | 0  |  |

|   |                |    |   |    |  |
|---|----------------|----|---|----|--|
| Scholarship   |                |    | duration of course.   |    |  |
| Francis Carroll Scholarship                                 | External donor | 1  | 1 valued at \$2500, paid in one lump sum.   | 1  |  |
| George Alexander Foundation Bursary                         | External donor | 10 | 10 valued at \$2500 each, paid in one lump sum.   | 20 |  |
| George Alexander Foundation Scholarship                     | External donor | 5  | 5 valued at \$15,000 each and paid in instalments per semester.                             | 5  |  |
| Gill Family Bursary   | External donor | 1  | 1 valued at \$2,500 paid in one lump sum.   | 1  |  |
| Gill Family Excellence in Nursing and Midwifery Scholarship | External donor | 1  | 1 valued at \$2,500 paid in one lump sum.   | 1  |  |
| John F Slowey Memorial Bursary                              | External donor | 1  | 1 valued at \$2,500, paid in one lump sum.  | 1  |  |
| John F Slowey Memorial Scholarship                          | External donor | 1  | 1 valued at \$2,500, paid in one lump sum.  | 1  |  |
| Laurie Daniels Scholarship                                  | External donor | 1  | 1 valued at \$2,000, paid annually for the second and third year of the recipient's course. | 1  |  |
| Mary Curran Scholarship                                     | External donor | 1  | 1 valued at \$2,500, paid in one lump sum.  | 1  |  |
| Peter W Sheehan Scholarship                                 | University     | 1  | 1 valued at \$1,000, paid in one lump sum.  | 1  |  |
| Philip Malouf Perpetual Scholarship                         | External donor | 2  | 2 valued at \$2500 each, paid in one lump sum.  | 1  |  |
| QIEC Super Scholarship                                      | External donor | 3  | 3 valued at \$2000 each, paid in one lump sum.  | 3  |  |
| Richard Charles Carroll Scholarship                         | External donor | 1  | 1 valued at \$2500, paid in one lump sum.   | 1  |  |
| Sister Assumption Neary Bursary                             | External donor | 1  | 1 valued at \$2500, paid in one lump sum.   | 1  |  |
| Sister Cecily Dunne Scholarship                             | External donor | 1  | 1 valued at \$2500, paid in one lump sum.   | 1  |  |
| Sisters of Mercy Scholarship                                | External donor | 1  | 1 valued at \$1000 per annum, paid as one instalment  | 1  |  |

|  |                |         |  |   |  |
|--|----------------|---------|--|---|--|
|  |                |         | annually for a maximum of three years.   |   |  |
| Social Work Rural Placement Scholarship                    | External donor | Several | Several scholarships valued at up to \$1,500 in total, paid in one lump sum.           | 2 |  |
| Sophia Scholarship   | University     | Several | Several scholarships valued at up to \$5000 in total.                                  | 1 |  |
| Sue Mitchell Nursing Scholarship                           | External donor | 1       | 1 valued at \$1000, paid in one lump sum.  | 1 |  |
| Thomas More Academy of Law Academic Excellence Scholarship | University     | 2       | 2 valued at \$20,000 each, paid as one instalment per semester for duration of course. | 2 |  |

**Note: Number awarded refers to new scholarships awarded in 2015 and does not include on-going scholarships.**

- Promotion of scholarships to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.

Promotion of all ACU Scholarships and Bursaries is conducted through the ACU Marketing Team in collaboration with First Peoples and Equity Pathways. This marketing and promotion includes:

- Emails to students
  - Social media posts
  - Open Day and Orientation
  - Student recruitment conducting school visits
  - Integration of Scholarship information and application process included on ACU website
- Indigenous Education/Support Unit's role.

Indigenous Higher Education units promote and market scholarships and bursaries to financially support students through:

- Emails to students
- Information sessions for on campus and away from base students
- Scholarship application workshops
- Liaison with the ACU Enrolment, Fees and Scholarships team
- Interview potential applicants

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

- The total number of Aboriginal and Torres Strait Islander student enrolments for 2015, compared to 2014 with an all student comparison is as follows:

All student data

|  | 2014   | 2015   |
|--|--------|--------|
| Aboriginal and Torres Strait Islander students:                              | 454    | 444    |
| Non Aboriginal and Torres Strait Islander students (Domestic students only): | 26,109 | 29,036 |

- Details of your institution’s strategies to address Aboriginal and Torres Strait Islander student participation.

**Strategies to Address Participation**

| Strategies   | Outline of Strategies  | Constraints   | Outcome   |
|--|--|---|---|
| Flexible multi-mode courses in Indigenous Education, Business and Midwifery to meet the needs of Aboriginal and Torres Strait Islanders. | Courses are available to Aboriginal and Torres Strait Islander student cohorts.<br><br>Review course content especially online content to meet the needs of Indigenous students.         | Greater support is required for students studying in mixed mode, particularly those from remote communities.<br><br>Challenges include finding ITAS tutors and small numbers of students in courses may impact on course viability. | Widening participation of students from rural and remote communities.<br><br>Targeted additional online support for AFB midwifery students. |
| Teaching in Core Curriculum Units inclusive of Aboriginal and Torres Strait Islander experiences.  | Collaborate with faculties to embed Aboriginal and Torres Strait Islander perspectives to ensure that delivery and content is culturally appropriate.                                    | Availability of Aboriginal and Torres Strait Islander staff including academics.  | Contributing to graduate outcomes.  |
| ACU Smart  | Two day course designed to assist the transition from school to university and prepare new students for university. The course is delivered in a supportive and interactive environment. | No constraints have been identified at this time.   | It aims to build confidence and a peer support system.  |

- Indigenous Education / Support Unit’s role.

Indigenous Higher Education Units operate from four campuses to coordinate and deliver community engagement programs with Aboriginal and Torres Strait Islander community groups. In addition the units provide; a culturally safe place on campus for students and community members, provide student support and

academic support and referrals, manage key external stakeholder engagement for student recruitment and promotion of ACU to the Aboriginal and Torres Strait Islander community and collaborate with faculties to support alternative entry requirements.

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

- The total number of Aboriginal and Torres Strait Islander student completions at Bachelor level and above in 2015, compared to 2014

|   | 2014 | 2015 |
|---|------|------|
| Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>          | 4    | 8    |
| Non Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>      | 832  | 942  |
| Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>     | 6    | 4    |
| Non Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b> | 1192 | 1082 |
| Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>        | 30   | 46   |
| Non Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>    | 3569 | 3898 |

- Support mechanisms you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.

| Support Mechanisms  | Description   | Constraints  | Outcome  |
|---|---|--|--|
| On campus students are encouraged to participate in the following:  |   |  |  |
| Academic Skills, Peer Assisted Study Sessions, Disability Services, Counselling Services, Legal Advocacy, Career Development, Campus Ministry, AskACU, ACUSmart | Support services offered by Office of Student Success, Student Administration, Directorate of Identity and Mission, First Peoples and Equity Pathways Directorate.  | Staff availability                                       | Increased support and success of Aboriginal and Torres Strait Islander students. |
| ACU Orientation Week and Open Day   | Encourage all students to access information on university services.  | Orientation Week does not coincide with AFB Residentials | Improved student confidence and increased awareness of university services.      |
| Success at ACU  | The <i>Success at ACU</i> program aims to check in with students early before they face the risk of failing a unit and to assist them address factors that may be impacting their progress. Through phone calls and emails to students the program provides a referral service to ACU support services. | Students not engaging with the program.                  | Increased awareness of ACU support services.                                     |
| Library Assistance  | Library staff provide sessions to assist Away From Base and on  | Staff availability                                       | More efficient use of Library services by Aboriginal and Torres                  |



|                                       |  |  |   |
|---------------------------------------|--|--|---|
|                                       | campus students to utilise the library services.   |  | Strait Islander students.   |
| Indigenous Tutorial Assistance Scheme | Tutoring available to all Aboriginal and Torres Strait Islander students.  | Availability of tutors with suitable qualifications and suitable tutors for Away from Base students. | 158 students applied for ITAS tutoring in 2015. 136 students accessed ITAS tutoring in 2015.  |
| Leadership opportunities              | Participation in key community engagement, leadership or course related events at international, national, state or regional levels. | Funding and student availability to participate.   | Students supported to engage in: ACU Student Ambassador program, ACU Jobs on Campus, Golden Key International Honour Society, ACU National Student Association (ACUNSA), Indigenous Education Consultative groups, Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM) Conference, Indigenous Business Enterprise and Corporations (IBEC) Conference, National Indigenous Tertiary Education Student Games, National Aboriginal and Torres Strait Islander Catholic Council. National Performing and Creative Arts Festival. |

- Indigenous Education / Support Unit's role.

Indigenous Higher Education Units are available on four campuses. They provide academic, cultural and personal support to Aboriginal and Torres Strait Islander undergraduate and post graduate students.

IHEU staff, in collaboration with staff from faculties, monitor students' progress to support academic success.

Aboriginal and Torres Strait Islander community groups and Elders are involved in campus life through Elders Advisory groups, Elders in Residence and Cultural Mentor activities.

First Peoples and Equity Pathways staff coordinate the ITAS program across ACU.

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

- Details of how and to what extent Indigenous perspectives are reflected in curriculum at your University.

Partnerships continued across faculties to facilitate the involvement of Aboriginal and Torres Strait Islander peoples in teaching, course development and course review. Faculty initiatives included:

- Bachelor of Midwifery (Indigenous) Program reviewed their interview process and online content to facilitate increased success
  - Faculty of Health Sciences have reviewed the inclusion of Indigenous perspectives across courses and developed new culturally inclusive teaching resources
  - Core Curriculum Units inclusive of Aboriginal and Torres Strait Islander perspectives and experiences
  - Inclusion of a compulsory unit on Aboriginal and Torres Strait Islander perspectives in Undergraduate teacher education courses
  - Elective units on Aboriginal and Torres Strait Islander histories and contemporary issues are available in some undergraduate courses
  - Development of the Master of Educational Leadership course with a specialisation in Indigenous Leadership.
  - Aboriginal and Torres Strait Islander representation on high level University committees including Academic Board and Faculty Boards.
- How the University addresses the cultural competency of its staff and students.

The Aboriginal and Torres Strait Islander Peoples Employment Strategy details ACU's commitment to providing culturally inclusive and proficient (competent) workspaces by providing Cultural Awareness Workshops on each campus annually and providing the opportunity to tailor these workshops to suit work areas' needs. Working in conjunction with the Cultural Awareness Workshops ACU provides a range of information sessions titled Aboriginal and Torres Strait Islander Perspectives that are delivered by Aboriginal and or Torres Strait Islander academics or subject matter experts.

The Cultural Awareness Workshops were developed in partnership between the Manager Aboriginal and Torres Strait Islander Employment and First Peoples and Equity Pathways Directorate with strong contributions from each of the Coordinators of the Indigenous Higher Education Units. This ensured:

- Inclusion of local community content for each campus
- Involvement of local Elders for each campus
- Content delivery to suit both professional and academic staff in their workspaces

Aboriginal and Torres Strait Islander staff were supported in professional development activities and leadership opportunities to build cultural understanding, including the following:

- National Aboriginal and Torres Strait Islander Higher Education Consortium
- Indigenous Education Consultative Groups – regional and state initiatives
- Victorian Aboriginal Education Incorporated – National Aboriginal and Torres Strait Islander Education Conference 2015
- National Aboriginal and Torres Strait Islander Catholic Congress
- International Indigenous Social Workers Conference.

The University's commitment in working toward this goal includes:

- Welcome to Country or Acknowledgement of Country protocol is delivered at all ACU formal events, including Graduation Ceremonies, Graduation Masses and senior level meetings
- An Acknowledgement of Country statement is included on campus maps on each campus
- Aboriginal and Torres Strait Islander community groups and Elders are involved in campus life through Elders Advisory groups, Elders in Residence and Cultural Mentor activities
- ACU policy is that the Aboriginal and Torres Strait Islander flags fly daily on each campus.

- The University's involvement with Indigenous community members in working toward this goal.
  - ACU is committed to working in partnership with Aboriginal and Torres Strait Islanders community members. The ACU Strategic Plan 2015-2020 acknowledges the importance of community engagement and ACU seeks to work collaboratively with the Aboriginal and Torres Strait Islander peoples at local and national levels.
  - ACU has established the Indigenous Research Ethics Advisory Panel to recommend Ethics applications with Indigenous elements to the University's key ethics committee.
- Indigenous Education / Support Unit's role.
  - Working in partnership across ACU to develop a deeper understanding of Aboriginal and Torres Strait Islander cultural protocols, histories and contemporary issues impacting on Aboriginal and Torres Strait Islander peoples
  - Coordinate and deliver community engagement programs with Aboriginal and Torres Strait Islander community groups.
  - Provide a culturally safe place and welcoming environment on campus for Aboriginal and Torres Strait Islander students and community members.
  - Manage key external stakeholder engagement for student recruitment and promotion of ACU to the Aboriginal and Torres Strait Islander communities.
  - Collaborate with faculties and Student Admissions to support alternative entry requirements to ACU.
  - Provide information and advice to ACU staff on engagement with Aboriginal and Torres Strait Islander communities, including cultural knowledges and protocols, the development and implementation of cultural competency programs for staff, and events and activities which engage Aboriginal and Torres Strait Islander students and/or staff and the wider university community.
  - Assist students with scholarship, traineeship and cadetship opportunities.
  - First Peoples provide advice and support to ACU departments including Marketing and External Relations, Alumni and Scholarships to facilitate culturally inclusive and appropriate representation of Aboriginal and Torres Strait Islander peoples.

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



**Australian Government**  
**Department of the Prime Minister and Cabinet**

**FINANCIAL ACQUITTAL**

|                       |                                 |               |                        |
|-----------------------|---------------------------------|---------------|------------------------|
| <b>Organisation</b>   | Australian Catholic University  |               |                        |
| <b>Postal Address</b> | PO Box 456, Virginia, QLD, 4014 |               |                        |
| <b>Contact Person</b> | Alex Graham                     | <b>Title</b>  | Mr                     |
| <b>Phone</b>          | 07 3623 7228                    | <b>Fax</b>    |                        |
|                       |                                 | <b>E-mail</b> | Alex.graham@acu.edu.au |

**Financial Acquittal**

This financial acquittal proforma is designed to acquit all ISP Funds provided in 2015, including all interest or royalties/income derived from ISP Funds during 2015.

| Attachment                         | Checklist |
|------------------------------------|-----------|
| 1 Indigenous Support Program (ISP) | X         |

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.

## ATTACHMENT 1 - Indigenous Support Program

**Provider Name: Australian Catholic University**

*For the 2015 funding year (1 January - 31 December 2015).*

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

|  |  |
|--|--|
| 1. If applicable, GST received by you in 2015 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). | \$118,100.00   |
| 2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)  | \$118,100.00   |
| Amount remitted: \$59,050<br>Date remitted: 21/02/15   | Amount remitted: \$59,050<br>Date remitted: 21/08/15 |
|  | Amount remitted: \$<br>Date remitted: / /            |

**PART B - Acquittal Summary Details (excluding GST):**

**INCOME**

|   |                       |
|---|-----------------------|
| 1. Unexpended Indigenous Support Programme funds from 2014 which were committed for expenditure prior to 31/12/2014.                                  | \$                    |
| (+) 2. Unexpended and uncommitted Indigenous Support Programme funds from 2013 which were approved for expenditure in 2015.                           | \$                    |
| (+) 3. Indigenous Support Programme funds provided in 2015. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters. | \$1,181,000.00        |
| (+) 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2015.  | \$18,489.77           |
| (=) 5. Total Indigenous Support Programme funds to be acquitted in 2015.  | <b>\$1,199,489.77</b> |

**EXPENDITURE**

|  |                       |
|--|-----------------------|
| 6. Total Indigenous Support Programme expenditure in 2015, <u>excluding any GST</u> .  | \$1,199,489.77        |
| (+) 7. Unexpended Indigenous Support Programme funds which were committed for expenditure prior to 31/12/2015.   | \$                    |
| (+) 8. Requested carryover into 2014 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2015 – written approval date /.../2015. <sup>1</sup> | \$                    |
| (=) 9. Total Indigenous Support Programme funds which by 31/12/2015 were fully expended and/or committed for expenditure.  | <b>\$1,199,489.77</b> |
| 10. Returns of 2015 Indigenous Support Program Funds by 31/12/2015.  | \$                    |
| 11. Balance of Funds for 2015 (Unexpended/uncommitted Indigenous Support Programme funds to be returned or recovered from 2014 entitlements).  | \$                    |
| <b>12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2015.</b>  | <b>\$0.00</b>         |

<sup>1</sup> The Department will only approve the rollover of unspent funds in exceptional circumstances.

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

|   |                       |
|---|-----------------------|
| Staff salaries                                | \$842,631.42          |
| Domestic travel                               | \$87,887.91           |
| Consultancy                                   | \$18,977.41           |
| Meetings & entertainment                      | \$36,663.70           |
| Equipment                                     | \$23,001.76           |
| Postage, Stationery & Utilities               | \$53,214.79           |
| Promotions & publicity                        | \$137,112.77          |
|   | \$                    |
|   | \$                    |
| <b>(=) Total 2015 ISP Program Expenditure</b> | <b>\$1,199,489.77</b> |

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

|  |           |
|--|-----------|
|  | \$        |
|  | \$        |
|  | \$        |
|  | \$        |
|  | \$        |
|  | \$        |
|  | \$        |
|  | \$        |
|  | \$        |
|  | \$        |
|  | \$        |
| <b>(=) Total of 2015 Non-ISP expenditure</b> | <b>\$</b> |

If your Institution lists items such as staffing costs, travel costs, services rendered, please provide a detailed description in the below table. Content of table below is an example only.

#### STAFFING COSTS

| Position                   | Indigenous Centre/Faculty staff | Cost         |
|----------------------------|---------------------------------|--------------|
| First Peoples Senior Staff | Indigenous Centre               | \$527,677.90 |
| Office Manager             | Indigenous Centre               | \$90,519.26  |
| Executive Assistant        | Indigenous Centre               | \$90,724.99  |
| Administrative support x2  | Indigenous Centre               | \$133,709.27 |

#### TRAVEL COSTS

| Description        | Destination & details | Cost        |
|--------------------|-----------------------|-------------|
| Subsistence        |                       | \$2,260.86  |
| Accommodation      |                       | \$29,322.75 |
| Airfares           |                       | \$33,163.56 |
| Taxis              |                       | \$14,514.64 |
| Other travel costs |                       | \$9,228.72  |
| Travel advances    |                       | \$-602.62   |

#### PROMOTIONS & PUBLICITY

| Description          | Internal/external cost | Cost        |
|----------------------|------------------------|-------------|
| Conference           | External expense       | \$9,545.45  |
| External expo        | External expense       | \$14,112.73 |
| Indigenous week      | External expense       | \$8,437.27  |
| Marketing collateral | External expense       | \$98,900.05 |

|                        |                  |            |
|------------------------|------------------|------------|
| Open day               | External expense | \$600.00   |
| Sorry day              | External expense | \$790.00   |
| Student dinner         | External expense | \$2,727.27 |
| Unit promotional event | External expense | \$2,000.00 |

## Certification

Complete this certification after you have completed the Financial Acquittal for any ISP funding which you have received in 2015 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.



### SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

|   |   |
|---|---|
| <b>University Officer</b>                           | <b>Indigenous Higher Education Unit Coordinator</b> |
| Name: Jane Ceolin                                   | Name: Kate Wragge                                   |
| Position Title: Director                            | Position Title: Unit Coordinator Brisbane           |
| Phone Number: 07 3623 7735                          | Phone Number: 07 3623 7701                          |
| Email: jane.ceolin@acu.edu.au                       | Email: kate.wragge@acu.edu.au                       |
| <b>Indigenous Higher Education Unit Coordinator</b> | <b>Indigenous Higher Education Unit Coordinator</b> |
| Name: Linc Yow Yeh                                  | Name: Danielle Dent                                 |
| Position Title: Unit Coordinator Melbourne          | Position Title: Unit Coordinator Sydney             |
| Phone Number: 03 9953 8178                          | Phone Number: 02 9701 4723                          |
| Email: linc.yowyeh@acu.edu.au                       | Email: Danielle.dent@acu.edu.au                     |

### SECTION 4 PUBLICATION OF THE STATEMENT

[IES documents](#)