



Australian Government

Department of the Prime Minister and Cabinet

INDIGENOUS EDUCATION STATEMENT 2017



SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2016 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.
 - 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.

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.

Committee	#	Role
Aboriginal and Torres Strait Islander Education, Culture and Student Engagement Committee (ATSIECSEC)	7	1 – Co-chair 6 Members
Aboriginal and Torres Strait Islander Employment Reference Group	2	members
Academic Board	1	member
Courses and Academic Quality Committee	1	member
Indigenous Research Ethics Advisory Panel	1	chair
Executive Planning Group	1	member
Faculty of Education and Arts Board	1	member
Faculty of Health Sciences Board	1	member
Faculty of Law and Business Board	1	member
Human Research Ethics Committee	1 2	Co Chair External members
Indigenous Perspectives in Curriculum Working Group – Faculty of Health Sciences	5	members
Indigenous Research Ethics Advisory Panel	1 2	Convenor External members
Literacy and Numeracy Test Strategy Working Group – Faculty of Education and Arts	2	member
Management Advisory Committee – Brisbane Campus	1	member
National Tertiary Education Union (ACU branch)	1	member
ACU Queensland Chapter	1	member
Sustainability Reference Group	1	member
Standards and Compliance Committee	1	member
Student Learning and Teaching Executive (SLATE)	1	member
Taskforce for Student Achievement and Retention (TSAR)	1	member
Orientation and Open Day Campus Planning committees on six campuses	1 x 6	members
University Research Committee	1	member

If there is no Aboriginal and Torres Strait Islander membership on key governance and decision making bodies, please provide an explanation.

In 2016, there was no Aboriginal and Torres Strait Islander membership on the following key decision making bodies for ACU:

- University Senate: Aboriginal and Torres Strait Islander people did not nominate.
- Senior Executive Group: Aboriginal or Torres Strait Islander people are not employed at the DVC, Provost or Vice Chancellor levels.
- 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.

- Director, 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** 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.
- The **current number of Aboriginal and Torres Strait Islander staff at your University** and their roles across the University (including numbers in academic and professional).

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).

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.

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 Indigenous Staff Research Scholarship recipients, three of which are currently vacant, two completed
- 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 Professional).

Table 1 – Permanent positions

Faculty/Institute/Section	Academic / Professional	Position title
First Peoples and Equity Pathways Directorate	P	Director
	P	Administrative Officer
	P	IHEU Coordinator Brisbane
	P	IHEU Student Support Officer Brisbane
	P	IHEU Student Support Officer Brisbane
	P	IHEU Administrative Officer Brisbane
	P	IHEU Administrative Assistant Brisbane
	P	IHEU Coordinator Strathfield
	P	IHEU Student Support Officer Strathfield
	P	IHEU Administrative Officer Strathfield
	P	IHEU Administrative Assistant Strathfield
	P	IHEU Coordinator Melbourne
	P	IHEU Student Support Officer Melbourne
	P	IHEU Administrative Officer Melbourne
	P	IHEU Student Support Officer Canberra
	P	Equity Pathways Officer Brisbane
	P	Equity Pathways Officer Strathfield
	P	Equity Pathways Officer Melbourne
	P	Equity Pathways Officer Canberra
Libraries	P	Library Technician
Properties and Facilities Directorate	P	Campus Concierge North Sydney
Information Technology Directorate	P	Service Desk Officer Brisbane
Marketing and External Relations	P	Media Coordinator Brisbane
Human Resources	P	Manager Aboriginal and Torres Strait Islander Employment Brisbane
Finance Directorate	P	Management Accountant Brisbane
Student Administration	P	Ask ACU Service Officer Melbourne

Faculty of Education and Arts	A	Associate Professor North Sydney
	A	Research Associate
	A	Senior Lecturer Strathfield
	A	Lecturer Melbourne
Faculty of Health Science	A	Professor Strathfield
	A	Associate Professor
	A	Lecturer Strathfield
	A	Lecturer Strathfield
	A	Post-Doctoral Research Fellow Strathfield
	A	Lecturer Brisbane
	A	Lecturer Melbourne
Faculty of Law & Business	A	Lecturer Brisbane
Faculty of Theology and Philosophy	A	Lecturer Brisbane
Total	Total Academic: 13 Total Professional: 26	

Table 2 - Casual positions

Faculty/Institute/Section	Academic / Professional	Position title
First People and Equity Pathways	P	Cultural Mentor
	A	Academic
	A	Academic
Faculty of Education and Arts	A	Academic
	A	Academic
	A	Academic
	A	Academic
	A	Academic
	A	Academic
	A	Academic
	A	Academic
Faculty of Theology and Philosophy	A	Academic
ACUCom	A	Academic
Faculty of Health Science	A	Academic
	A	Academic
	A	Academic
	A	Academic
	A	Academic
	A	Academic
	A	Academic
	A	Academic
Faculty of Law and Business	A	Academic
	A	Academic

Total	Total Academic:22 Total Professional: 1	
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3. Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.

- **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 Appendix A).
- **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

	2015	2016
Aboriginal and Torres Strait Islander students	169	223
Non Aboriginal and Torres Strait Islander students (Dom. students only)	11,517	11,320

Programmes run, by the University, to improve access by Aboriginal and Torres Strait Islander students

The First Peoples and Equity Pathways Directorate has two key responsibility areas:

Supporting the implementation of ACU's Aboriginal and Torres Strait Islander education and employment objectives.

- Coordinate and deliver community engagement programs with Aboriginal and Torres Strait Islander community groups
- 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 communities
- Collaborate with Faculties 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.
- Provide advice and support to ACU in understanding and engaging with Aboriginal and Torres Strait Islander culture and knowledges.

Supporting the implementation of ACU's Equity Pathways objectives through facilitating delivery of the Higher Education Access and Participation Program.

- Establish, develop and implement collaborative partnerships with low socio-economic primary and secondary schools and communities, Aboriginal and Torres Strait Islander communities and other community groups to create awareness, build aspirations and increase access pathways to higher education.
- Promote attainment and success through partnerships with ACU faculties and units for low socio economic students at ACU.

Program Name	Target audience	Outline of Program	Outcome
Strategic Plan 2015–2020: Strength to Strength	ACU senior managers	The University’s Strategic Plan 2015–2020 has five Strategic Goals and 19 KRAs with a number of associated Portfolio targets. ACU prioritises the success of Aboriginal and Torres Strait Islander students through this process. Enrolment targets for Aboriginal and Torres Strait Islander students identified in the Enrolment Plan and Postgraduate Strategy Implementation Framework.	ACU faculties and directorates report against the targets each quarter.
Alternative entry and special entry processes	Student Admissions, First Peoples and Equity Pathways and Faculty representatives.	The Special Entry Scheme is part of the admissions process. It enables Aboriginal and Torres Strait Islander applicants who self-identify to attend an interview with staff from Faculty and the Indigenous Higher Education Unit (IHEU).	Builds the applicants’ sense of belonging. Improves transparency and efficacy of processes.
Increased collaboration with Equity programs	Aboriginal and Torres Strait Islander primary and secondary school students and their communities	To work closer with Equity Pathways (EP) teams to promote the support offered through IHEUs and pathways to ACU for Aboriginal and Torres Strait Islander peoples and low SES communities, including the ‘Come to Dinner’ events.	IHEU and EP staff collaborate in delivering access and aspiration programs

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

Outreach activity	Target audience	Outline of Program	Outcome
Support local Aboriginal and Torres Strait Islander communities	Local Aboriginal and Torres Strait Islander communities at Melbourne, Ballarat, Canberra, Sydney and Brisbane.	FPEP and IHEU teams continue to develop partnerships and increase connections with local communities at Melbourne, Ballarat, Canberra, Sydney and Brisbane.	Sponsored and/or supported NAIDOC and community events. Contributed to activities of Toorong Marnong in Victoria. Sponsored two peak community Indigenous Rugby League carnivals at

			Dubbo NSW and Redcliffe, Qld.
Increased collaboration with ACU's Marketing and External Relations	ACU Marketing and External Relations teams	<p>Cultural inclusion in MER student recruitment activities and marketing strategies to ensure targeted information to Aboriginal and Torres Strait Islander students and communities.</p> <p>This includes development of digital technology including website and student portal.</p>	<p>Design Indigenous specific merchandise and marketing collateral.</p> <p>Cultural inclusion in development of ACU website and student portal.</p> <p>Develop success stories that promote ACU pathways to university.</p>

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 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.**

The total number of Aboriginal and Torres Strait Islander student enrolments for 2016, compared to 2015

	2015	2016
Aboriginal and Torres Strait Islander students:	444	475
Non Aboriginal and Torres Strait Islander students (Dom. students only):	29,036	29,611

Details of your Universities' strategies to address Aboriginal and Torres Strait Islander student participation.

Strategies	Outline of strategies	Constraints	Outcome
The University's retention and success rates of Aboriginal and Torres Strait Islander students are above the sector benchmark.	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander students' retention and success rates increase annually. 		
To develop and grow partnerships with Aboriginal and Torres Strait Islander agencies and Catholic education and health care.	<ul style="list-style-type: none"> • To sponsor the Qld Indigenous Catholic Education Conference • To sponsor the 2016 Dubbo and Redcliffe Rugby League Carnivals 		<p>ACU Aboriginal Academic invited to be the keynote speaker.</p> <p>Promoted the new Masters of Educational Leadership program to QLD Indigenous Catholic education staff</p> <p>Provided information and support to community on pathways to ACU.</p>
To improve access through Special Entry and Alternative Entry processes.	<ul style="list-style-type: none"> • To Work with Student Admissions team to implement continuous improvements in entry process. 	Challenges with Multi states across seven campuses.	Identified need for a continuous improvement.
Improve collaboration with Equity program.	<ul style="list-style-type: none"> • The University also offers ACU Smart, a HEPPP program designed to ease the transition from school to university and to help prepare new students for university studies. 		Increased collaboration between IHEU and HEPPP teams
To work with ACU Marketing to increase cultural capacity and enable targeted marketing to Aboriginal and Torres Strait Islander peoples.	<ul style="list-style-type: none"> • To work closer with ACU Marketing and External Relations for inclusive marketing. 	Challenges with multi states across seven campuses	Increased engagement in targeted marketing opportunities.

	<ul style="list-style-type: none"> To provide Aboriginal and Torres Strait Islander perspectives in University branding. 	<p>Increased presence in University working groups. This includes development of ACU brand strategy, Student portal and ACU public website.</p> <p>Improved quality and consistency of IHEU collateral.</p>
<p>To increase scholarship opportunities.</p>	<ul style="list-style-type: none"> To work closer with Scholarships team in developing and promoting scholarship s for Aboriginal and Torres Strait Islander students. 	<p>New Scholarships offered by St John of God Hawkesbury Hospital, in collaboration with three NSW hospitals for students aspiring to be nurses.</p> <p>ACU's Francis Xavier Conaci Scholarship will support a student to undertake the core curriculum unit at ACU's Rome Centre.</p>

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 completion 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 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.**

The total number of Aboriginal and Torres Strait Islander student completions at Bachelor level and above in 2016, compared to 2015

	2015	2016
Aboriginal and Torres Strait Islander students: (Higher Degree)	8	5
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	942	1,150
Aboriginal and Torres Strait Islander students: (Other postgraduate)	4	8
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	1,082	836
Aboriginal and Torres Strait Islander students: (Bachelor degree)	46	39
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	3,898	3,897

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

Support mechanisms	Description	Constraints	Outcome
Supporting a culture of excellence in learning for Aboriginal and Torres Strait Islander students.	Develop stronger partnerships with ACU services including Office of Student Success, Scholarships, Student Engagement and Services, Library and Faculties to support Aboriginal and Torres Strait Islander students. Review the uptake and outcomes of tuition support to better analyse the pattern of tuition	Challenges working across states and six main campuses	Students encouraged to access student support and enrichment programs.
Increasing the sense of "belonging" of Aboriginal and Torres Strait Islander students	Provide a culturally safe space for Aboriginal and Torres Strait Islander students and community members on six ACU campuses.		Opportunities for current students to be Ambassadors and role models to commencing students.
Supporting student readiness for university life.	This program builds confidence of commencing students for a successful start at ACU. Students are invited to participate. This is not a mandated program	Delivering consistent programs across six main campuses. The Away from Base residential program does not align with on campus orientation and ACU Smart programs.	Improved alignment with orientation and ACUSmart programs. Elements of the programs align with commencing students in Away from Base program.
Building staff capacity in cultural practices	Collaborate with HR in the development and delivery of cultural awareness programs to all staff.	Low numbers of Aboriginal and Torres Strait Islander Academics.	Improved collaborations with HR.

	Collaborate with Faculties to provide Indigenous Knowledges and cultural understanding in the review curricula and resources.	Challenges in engagement with local Elders and community groups. Increased requests for embedding of Indigenous Knowledges and cultural practices.	Increased understandings and valuing of Aboriginal and Torres Strait Islander peoples, histories and cultures.
Enriching the university experiences of Aboriginal and Torres Strait Islander students.	Students are encouraged to participate in the broad range of student engagement and leadership opportunities. This includes Student Ambassadors, Student Association activities, University Games and Indigenous Games. Students are also supported to attend discipline specific programs, community engagement opportunities, and student placement and practicums.		Students participated in the following: Student engagement programs; College of Midwives Student Conference; Congress of Aboriginal and Torres Strait Islander Nursing and Midwifery National forum; Aboriginal and Torres Strait Islander Education forums; More Aboriginal and Torres Strait Islander Indigenous Teachers Conference; Association of Southeast and East Asian Catholic College and Universities Conference Broome, and ACU World Youth Day Pilgrimage to Greece and Turkey and Poland.
Providing additional cultural support for students.	Cultural Mentor programs were piloted at Strathfield and Brisbane campuses primarily to support Away from Base students.	For cultural reasons, both male and female Mentors are required.	The cultural mentor roles were well received by students. Increased cultural understanding of staff through guided onsite cultural visits led by the Cultural Mentors.
Increasing Alumni and leadership opportunities for ACU Graduates.	To include Aboriginal and Torres Strait Islander peoples in ACU Alumni activities.		The inaugural recipient of the ACU Alumni Award for Community Engagement was a Central Arrente

woman and
Aboriginal midwife.

High achieving
Indigenous
students became
members of the
Golden Key
International
Honour Society.

ACU Masters
graduate student
received an Aurora
Indigenous Scholar
Study Tour.

The second
graduate of the
ACU Indigenous
Staff Research
Scholarships
Program
completed her
PhD.

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.**
- 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.**

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

- There has been a deliberate shift within the University to acknowledge and value the importance of embedding Aboriginal and Torres Strait Islander Knowledges and cultural perspectives in learning and teaching. ACU continues to review courses and learning outcomes and has developed culturally responsive teaching curricula and inclusive teaching practices. This includes:
 - Creating opportunities for cultural immersion experiences for staff and students;
 - Providing Aboriginal and Torres Strait Islander Knowledges and cultural perspectives in course reviews and course development and in the development of teaching and learning resources and content;
 - Increased opportunities to partner with Aboriginal and Torres Strait Islander practitioners and clinicians, and
 - Delivering cultural awareness workshop opportunities for all staff including teaching staff.
- The Away from Base (AFB) Midwifery team from the School of Nursing, Midwifery and Paramedicine (QLD) was awarded the Vice-Chancellor's Staff Excellence Award for Excellence in Student Experience for their outstanding work in developing online culturally inclusive support for Aboriginal and Torres Strait Islander midwifery students and graduates. Changes to online support has contributed to the improved retention of commencing students.
- The second graduate of the ACU Indigenous Staff Research Scholarships Program graduated with doctoral qualifications. Her doctoral thesis, 'Wani-Nonyin: Come walk with us through the experience of Postnatal Depression' was positively received and is making a significant contribution to scholarship. This high performing doctoral student was also awarded a Churchill Scholarship to travel in 2017.
- Collaborative work commenced with Faculty of Education and Arts and FPEP to improve the AFB Teacher Education program, exploring bridging course opportunities and the establishment of an AFB Professional Learning Community Working Group.

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 in providing culturally inclusive and proficient (competent) workspaces through Cultural Awareness Workshops for staff on each campus annually. The workshops are tailored to suit work area's needs. The Workshops were developed in partnership between the Manager Aboriginal and Torres Strait Islander Employment and First Peoples and Equity Pathways Directorate with strong contributions 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

Complementing the Cultural Awareness Workshops ACU offers a diverse range of information sessions on Aboriginal and Torres Strait Islander Perspectives that are delivered by Aboriginal and or Torres Strait Islander academics or subject matter experts.

A whole of University approach to increasing cultural competency of staff and students and promotes cultural understandings. This includes:

- Embedding the Acknowledgement of Country protocol at the commencement of important internal meetings.
- Requesting a local Traditional Owner provide a Welcome to Country, at significant University events including Graduation ceremonies. In 2016 the playing of the didgeridoo was introduced at the Melbourne Graduation.
- Engaging Aboriginal and Torres Strait Islander peoples in the University key consultative processes, course reviews, working groups, regular dialogue and guest lectures. This included:
 - TESQA External Reporting Program Consultation
 - Review of Higher Education Standards Framework (HESF) Implementation Plan 2016-2017
 - Review of ACU policies and procedures. This included Student Conduct and Discipline Policy, Policy on Students with Disabilities,
 - Universities Australia – Draft Indigenous Strategy
 - Universities Australia – Review of 2011 Indigenous Cultural Competency Framework
 - Prime Minister and Cabinet – draft Indigenous Student Success Programme guidelines
- Developing a draft ACU Reconciliation Action Plan 2017-2020, with the aim of approval by Reconciliation Australia in 2017.
- Establishing an Aboriginal or Torres Strait Islander art committee to work with the University's Art Curator to input into purchasing and selecting visual art and cultural representations across the University.
- Contributing to the development and delivery of cultural awareness training which was offered to all ACU staff.
- Elevating the profile, branding and reputation of First Peoples and Equity Pathways Directorate (FPEP) within ACU. In 2016, FPEP successfully hosted the Aboriginal and Torres Strait Islander Tertiary Education Student Games at Brisbane campus in June 2016. Over 400 students and 100 staff from 25 Australian universities participated in the sporting and cultural events. FPEP Directorate worked collaboratively across ACU directorates to deliver a successful 2016 Indigenous Games event. The outcomes to ACU included:
 - Increased national profile of ACU within the higher education sector;
 - Increased community engagement with Aboriginal and Torres Strait Islander agencies and stakeholders;
 - Enhanced networking and engagement with local community and sporting associations and local Indigenous communities;
 - Stronger partnerships within ACU with Student Enrichment Services, Faculties, Marketing and External Relations
 - Increased collaboration with ACU's Sports, Health and Well-being teams; HR Directorate, Finance Directorate, Properties and Facilities, and Student Association;
 - Opportunity for 25 ACU physiotherapy students to gain practicum experience and community engagement; and
 - Opportunity for Allied health research on the preparation of Aboriginal and Torres Strait Islander people and management of injury in an organised sporting activity.
- IHEUs in collaboration with faculties and community members organised on-campus events to increase cultural understanding and engagement between ACU staff and local Aboriginal and Torres Strait Islander communities and Elders. ACU's commitment to supporting and elevating Aboriginal and Torres Strait Islander cultural practices includes:
 - Engaging with local Aboriginal or Torres Strait Islander Elders to speak on campus;
 - Developing and hosting with Campus Ministry a culturally inclusive Liturgy;
 - Developing visual Recognition and Acknowledgement of the traditional custodians on ACU campuses;
 - Hosting a variety of Aboriginal and Torres Strait Islander dancers, musicians and artists to demonstrate culture and spiritual understandings;
 - Engaging Indigenous sportspeople to be involved at ACU. Two Aboriginal coaches coached the ACU rugby league team at Brisbane campus;
 - Profiling four high profile male and female Ambassadors to support the Indigenous Games;

- Engaging Aboriginal or Torres Strait Islander Elders for smoking ceremonies on Campus, and
- Valuing of the Aboriginal or Torres Strait Islander flags by flying both flags daily on all campuses. Recognising and respecting the passing of significant Elders or community members with flags flown at half-mast.

The University's involvement with Indigenous community members in working toward this goal.

- Partnerships developed with local community advisory groups and local Elders;
- A student organised Reconciliation Dinner was held on Canberra campus for ACU community and community representatives and Elders;
- IHEUs hosted BBQs and luncheons encouraging community members and Elders to visit all campus;
- Organised local visits for staff to Aboriginal sites of cultural significance or interest;
- Developed a draft Protocol to guide faculty staff in protocols in working with Aboriginal and Torres Strait Islander Elders and community representatives, and
- Convened three Campfire Yarn events at Strathfield and North Sydney campuses to engage the ACU community with the traditional methods of sharing Indigenous cultural knowledges with local Aboriginal and Torres Strait Islander community members.

Indigenous Education / Support Unit's role.

- The IHEU is a welcoming, culturally safe and supportive place for Aboriginal and Torres Strait Islander students. It is a hub for students and staff to meet, make friends and get information, advice and support on a wide range of academic, cultural and personal matters to help enrich their university life. Each ACU campus has an IHEU at Ballarat, Banyo, Canberra, Melbourne, North Sydney and Strathfield campuses.
- IHEUs promote strength based support for Aboriginal and Torres Strait Islander students. Students are encouraged to participate in student leadership activities for ACU students.
- In addition to offering free academic individual tutorial assistance, group tuition sessions are available.
- The IHEU teams develop meaningful partnerships and connect with their respective local Aboriginal and Torres Strait Islander communities.
- The University delivers Away from Base programs allowing Aboriginal and Torres Strait Islander students to live, work and study in their own community, and visit ACU's Brisbane or Strathfield campus for four weeks a year for face-to-face course lectures.



Australian Government

Department of the Prime Minister and Cabinet

FINANCIAL ACQUITTAL

Organisation	Australian Catholic University		
Postal Address	PO Box 456, Virginia, QLD 4014		
Contact Person	Alex Graham	Title	Management Accountant
Phone	07 3623 7228	Fax	
		E-mail	Alex.graham@acu.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)	X
<p>For each Attachment:</p> <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: Australian Catholic University
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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).	\$121,300
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$121,300
Amount remitted: \$60,650 Date remitted: 18/03/2016	Amount remitted: \$60,650 Date remitted: 19/08/2016
	Amount 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.	\$
(+) 2. Unexpended and uncommitted Indigenous Support Programme funds from <u>2013 or 2014</u> which were approved for expenditure in 2016.	\$
(+) 3. Indigenous Support Programme funds provided in <u>2016</u> . These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$1,213,000
(+) 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2016.	\$0
(= 5. Total Indigenous Support Programme funds to be acquitted in 2016.	\$1,213,000

EXPENDITURE

6. Total Indigenous Support Programme expenditure in 2016, <u>excluding any GST</u> .	\$
(+) 7. <u>Unexpended</u> Indigenous Support Programme funds which were <u>committed</u> for expenditure prior to 31/12/2016.	\$
(+) 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	\$
(= 9. Total Indigenous Support Programme funds which by 31/12/2016 were fully expended and/or committed for expenditure .	\$
10. Returns of 2016 Indigenous Support Program Funds by 31/12/2016.	\$
11. Balance of Funds for 2016	\$
12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2016.	\$

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

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

Staff Salaries	\$924,440.08
Domestic Travel	\$66,373.34
Meetings	\$33,486.10
Equipment	\$14,440.15
Postage, Stationery, Utilities	\$61,872.23
First Peoples Promotions & Publicity	\$80,885.62
Advertising	\$14,346.83
Appointment Costs	\$2,850.00
Computer Software	\$448.64
Hire of Equipment & Facilities	\$1,782.08
Maint – Furn & Fittings	\$2,522.19
Motor Vehicles	\$5 752.38
Training & Staff Development	\$1,104.09
Rubbish removal	\$488.59
Student Grants	\$1,629.87
Donations	\$577.81
(=) Total 2016 ISP Program Expenditure	\$1,213,000

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	First Peoples Directorate	Cost
Senior Staff	Indigenous Centre	\$590,314.92
Admin Support	Indigenous Centre	\$334,125.16
TOTAL		\$924,440.08

TRAVEL COSTS – eg

Description	Destination & details	Cost
Subsistence Domestic		\$3,913.62
Accommodation Domestic		\$21,251.42
Airfares Domestic		\$23,657.12
Taxi Domestic		\$9,594.75
Other Domestic		\$7,956.44
TOTAL		\$66,373.35

Promotions & Publicity – eg

Description	Internal/external cost	Cost
ACU Event		\$828
Community Elder		\$400
Cultural Engagement		\$1,274.64
Indigenous Week		\$3,177.27
Marketing collateral		\$43,258.08
NAIDOC		\$2,331.37
NITESG		\$17,637.39
Open Day		\$62.18
R U Okay Day		\$297.88
Reconciliation Dinner		\$227.27
Stationery		\$8,886.37
Student Dinner		\$1,688.91
Teaching		\$724.46
Unit resources		\$91.80
TOTAL		\$80,885.62

SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

University Officer	Indigenous Higher Education Unit Coordinator
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
Indigenous Higher Education Unit Coordinator	Indigenous Higher Education Unit Coordinator
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](#)

Appendix A

Aboriginal and Torres Strait Islander Scholarships and Bursaries - 2016

Scholarship Name	Government/Private /University
ACU Academic Excellence Scholarship	University
ACU Canberra Rural Placement Scholarships	University
ACU Centre for Liturgy Postgraduate Scholarship	University
ACU Equity Bursaries	University/External donor
ACU Law - Aboriginal and Torres Strait Islander Equity Scholarship	University
ACU Law - Equity Scholarship	University
ACU Law – Refugee and Humanitarian Bursary	University
ACU National Student Association - Student Travel and Training Scholarship (STTS)	University
Albert Coates/Australian Legion of Ex Servicemen and Women Scholarship	External donor
Andrew Aitken Memorial Nursing Scholarship	External donor
Anne Lyons Memorial Travel Scholarship (Postgraduate)	External donor
Anne Lyons Memorial Travel Scholarship (Undergraduate)	External donor
Archdiocese of Brisbane Theology Scholarship	External donor
Australian Catholic Superannuation and Retirement Fund - Postgrad Scholarships	External donor
Australian Catholic University International Student Scholarship	University
Bennelong Foundation Scholarship	External donor
Bob and Margaret Frater International Travel Scholarship	External donor
Calvary John James Hospital Excellence in Nursing/Paramedicine Scholarships	External donor
Catherine McAuley Scholarship	External donor
Co-op Scholarship	External donor
DOOLEYS Lidcombe Catholic Club Postgraduate Bursary	External donor
DOOLEYS Lidcombe Catholic Club Undergraduate Bursaries	External donor
Edmund Rice Education Australia & St Joseph's College, Gregory Terrace - Equity Scholarship	External donor
Edmund Rice Education Australia & St Joseph's College, Gregory Terrace - Student Leadership Scholarship	External donor
Emergency Nursing Advocacy Bursary	External donor
Fernanda de Carvalho Memorial Jarjum Scholarship	External donor
Francis Carroll Scholarship	External donor
George Alexander Foundation Bursaries	External donor
George Alexander Foundation Scholarships	External donor
Gill Family Aboriginal and Torres Strait Islander Bursary	External donor
Gill Family Bursary	External donor
Gill Family Excellence in Nursing and Midwifery Scholarship	External donor
Indigenous Access Scholarship (IAS)	Government
Indigenous Commonwealth Accommodation Scholarship (ICAS)	Government
Indigenous Commonwealth Education Costs Scholarship (ICECS)	Government
John F Slowey Memorial Bursary	External donor
John F Slowey Memorial Scholarship	External donor
Laurie Daniels Scholarship	External donor
Mary Curran Scholarship	External donor
Mary MacKillop Scholarship	External donor
Master of Public Health Scholarship	University
Mercy Scholarship	University
Nano Nagle Scholarship	External donor
Peter Faber MBA Executive Scholarship (Brisbane)	University
Peter W. Sheehan Scholarship	University
Philip Malouf Perpetual Scholarship	External donor
Pratt Foundation Bursary	External donor
QIEC Super Scholarship	External donor

Robert and Richard Charles Carroll Scholarship	External donor
Rotary District 9780 Ballarat Scholarship	External donor
Sister Assumption Neary Bursary	External donor
Sister Cecily Dunne Scholarship	External donor
Sisters of Mercy Scholarship	External donor
Social Work Rural Placement Scholarship	External donor
St Cecilia Choir Scholarship	University
St Vincent de Paul Society (National Council) Indigenous Student Scholarship	External donor
St Vincent de Paul Society-Broken Bay Central Council Aboriginal and Torres Strait Islander Scholarships	External donor
St Vincent's Private Hospital Melbourne Aboriginal and Torres Strait Islander Nursing Scholarship	External donor
Strathfield Campus Student Association Aboriginal and Torres Strait Islander Assistance Bursary	University
Sue Mitchell Nursing Scholarship	External donor
Teachers Mutual Bank Teacher Scholarships	External donor
Thomas More Law School Academic Excellence Scholarship	University
Veolia Mulwaree Trust Scholarships	External donor