

## 4. INDIGENOUS EDUCATION STATEMENT

### OVERVIEW

The Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE) requires information from higher education providers relating to their 2012 outcomes and future plans to meet ongoing responsibilities for Indigenous student achievement in higher education.

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

The Indigenous Education Statement is also used to determine providers' eligibility for Indigenous Support Program (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A providers must demonstrate to DIICCSRTE that they:

1. Have implemented strategies for improving access, participation, retention and success of Indigenous Australian students
2. Have increased participation of Indigenous people in the provider's decision-making processes and
3. Have an Indigenous employment strategy.

Providers in receipt of ISP funding are also required to provide DIICCSRTE with a report on the expenditure of the grant amount. The expenditure report for 2012 ISP funds must be included in this Indigenous Education Statement.

The Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (Behrendt Report) was publicly released in September 2012 and presented Government with a roadmap for real and lasting change and its 35 recommendations are supported by extensive evidence. The Behrendt Report says that significant reform can be achieved within existing funding. Realising the vision of the Behrendt Report will require a concerted and collaborative effort from Government, universities, Indigenous communities, industry, business, the professions and the community sectors, but it is achievable.

The Government is making a substantial investment in the sector, university leadership is committed to making the required change, and the Behrendt report provides the knowledge base for making it happen. The new Aboriginal and Torres Strait Islander Higher Education Advisory Council will have a significant focus on providing advice on how to drive the systemic change outlined in the Behrendt Report.

Higher Education Provider: UNIVERSITY OF CANBERRA  
Indigenous Education Unit: NGUNNAWAL CENTRE

**SECTION 1: OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION**

1.1 Your approach to improve higher education outcomes for Indigenous Australians and how this

issues throughout 2012 and also provides an update on the University's review of its Reconciliation Action Plan, undertaken in 2013; our review of the Ngunnawal Centre, undertaken in 2013; and our ongoing commitment to Aboriginal and Torres Strait Islander students and staff members, as detailed in our (draft) Compact with the Commonwealth for the period 2014-2016.

**1.3 If you have developed an Indigenous education strategy, we invite you to include a copy in this statement, or provide the web address.**

The University of Canberra's Indigenous Education Strategy: <http://www.canberra.edu.au/ngunnawal/atsi-employment>

*See Section 2.2 below for further details.*

## **SECTION 2: ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2012 AND PLANS FOR FUTURE YEARS**

### **2.1 Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making**

The University encourages Indigenous input into decision-making and welcomes active engagement in decision-making processes, and the committees, boards and groups responsible for major University policy, administrative and academic decisions, and agreements with government and other institutions.

In 2012, specific examples of Indigenous input into decision-making included:

Dr Tom Calma AO was appointed as the Deputy Chancellor in 2012 and was Chair of the University's Step One Group, which included representatives from other higher education institutions and relevant government and community agencies. As Deputy Chancellor, Dr Calma assumed a key role in the University's strategic decision-making. The Step One Group was established under the terms of the University's Strategic Plan (2008-2012) to "[e]nsure that respect for Australian Indigenous traditional owners and concern for their current circumstances influence our plans and actions".

Associate Professor Wendy Brady, Director of the Ngunnawal Centre in 2012, served on a number of decision-making bodies within the University as well as on inter-agency groups on behalf of the University. Dr Brady fulfilled the following roles on key University groups and committees, including as:

- x Chair, UC Reconciliation Action Plan Action Group
- x Member, UC Academic Board
- x Member, UC Step One Group
- x Member, UC Admissions Committee
- x Member, UC Equity and Diversity Planning Group
- x Member, UC Indigenous Employment Plan Group

Assistant Professor Kerrie Doyle was very active in facilitating Indigenous perspectives within the Health Faculty, providing guidance to staff and students alike. Her leadership and commitment to promoting excellence in the Nursing and Midwifery Disciplines led to her winning a Charles Perkins Memorial Scholarship for further study at Oxford University, which she undertook in 2013. UC

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

The University of Canberra's Indigenous Employment Plan (IEP) was approved in December 2010 and is still the current strategy of the University to increase the number of Aboriginal and Torres Strait Islander employees. It was developed through the University's Human Resources Unit, the Office of the Deputy Vice-Chancellor (Education) and the Ngunnawal Centre and included an Indigenous Employment Strategy Consultative Group. The Plan is publicly available on the University of Canberra Website: <http://www.canberra.edu.au/ngunnawal/atsi-employment>

The IEP has a number of measures to identify broad areas that relate to:

- x the growth of employment opportunities for Aboriginal and Torres Strait Islander people across the University;
- x the policies and practices that hinder or support Indigenous employment; and
- x other initiatives that can support Indigenous employment.

The following strategic areas of action have been identified in the IEP:

1. Indigenous Representation in Decision-Making/Governance
2. Recruitment and Development Policies and Procedures
3. Recruitment and Development Practices
4. Supporting and Assisting in the Workplace
5. Co-

**x Table 1 – Permanent positions**

<b>Faculty/Institute/Section</b>	<b>Academic</b>	<b>Non-Academic</b>	<b>Role</b>
Health	2	1	Lecturers Administrative Officer
Information Technology	0	1	IT Officer
Ngunnawal Centre	1	2	Director Student Support Officer Administrative Assistant
<b>Totals</b>	<b>3</b>	<b>4</b>	

**Table 1**

2





*UC-4-Yourself*  
Indigenous Student  
Aspirations Program.

Students experience  
firsthand what it is like to  
be a UC student for a  
day through an  
organised program of

- o 90% believe that after camp they are more confident in their ability at school
- o 96% think it is important to go to university
- o 97% feel that their state coordinator encourages them to push themselves at school
- o 95% feel that their state coordinator helps them do better at school







	efforts of NAIDOC week.	various programs offered at the University of Canberra and our reconciliation activities.	reconciliation in the ACT region and provide information to the often hard to reach Indigenous non-school leaver market for tertiary education options.
Maitland NAIDOC Education and Careers Expo.	100 high school students who identify as Aboriginal and/or Torres Strait Islander from the Hunter Region.	The University of Canberra had a stall at this event and students visited in groups to discuss their specific interests in regards to careers and further education.	Students were able to receive personal advice about how best to gain access to the various pathways for them to reach their future employment and study goals.

		activity. Ngunnawal Centre staff and student meet and greet. University Campus Accommodation Tour. UC FIT Sport, Health, and Fitness Centre Tour.	
Parkees NSW Origin Legends Jobs Market.	Approximately 500 high school students who identify as Aboriginal and/or Torres Strait Islander from the local region.	The University of Canberra had a stall at this event and students visited to discuss their specific interests in regards to careers and further education.	These students were provided with exposure to popular areas of study, our Indigenous student support programs, and other important aspects of the University.

### Scholarships

Students studying at the University of Canberra have access to a range of scholarships, including Indigenous-specific scholarships for particular purposes, or for study in particular disciplines. Many of these can be accessed concurrently, and students are assisted by the Student Support Officer at the Ngunnawal Centre to investigate and apply for all possibilities.

The partnership with the Aurora Project's *The Aspiration Initiative*, established in 2012, has, amongst other things, a focus on providing information about scholarships available for higher education study. This provides an additional resource for potential students and is actively promoted to potential students.

### Scholarship details - 2012

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
<b>Commonwealth scholarships (commencing students)</b>					
Indigenous Commonwealth Education Cost Scholarships	Government	12	\$28,524	8	
Indigenous Enabling Commonwealth Education Cost Scholarships	Government	12	\$28,524	5	
Indigenous Commonwealth Accommodation Scholarships	Government	6	\$28,524	2	
Indigenous Enabling Commonwealth Accommodation Scholarships	Government	10	\$47,540	2	
Indigenous Access Scholarships	Government	26	\$116,610	19	
<b>Commonwealth scholarships (continuing students)</b>					
Indigenous Commonwealth Education Cost Scholarships	Government	45	\$106,965	26	

indigenous Commonwealth Accommodation Scholarships	Government	45	\$213,930	20	
<b>Other scholarships</b>					
Charles Perkins Scholarship for Undergraduate Aboriginal and Torres Strait Islander Students	Government and University	3	\$4,000	3	2 Scholarships @ \$1,500 and 1 bursary at \$1,000
UC Foundation Scholarship for Indigenous Students	University	4	\$10,000	4	
UC and the ABC Scholarship for Indigenous Students in Journalism and Media Arts and Production	Private and University	1	\$3,000	1	\$3,000 financial component plus 12 weeks paid work experience via ABC
UC St Vincent de Paul Scholarships	Government and University	6	\$10,000	6	4 Scholarships @ \$2,000 and 2 Bursaries @ \$1,000
<b>Staff scholarships</b>					
Indigenous Staff Scholarship	Government	1	\$37,655	1	\$25,000 stipend and \$12,655 tuition fee payment

### Ngunnawal Indigenous Higher Education Centre

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

The total number of Aboriginal and Torres Strait Islander enrolments for 2011 and 2012 is as follows:

	2011	2012
--	------	------

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

**Number of award course completions by**

	<b>2011</b>	<b>2012</b>
Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	0	2

Welfare Support  
(additional to support  
provided by IEU):





**Indigenous Education Unit's role.**

As mentioned earlier, the Ngunnawal Centre's Foundation Program provides an opportunity for Aboriginal and Torres Strait Islander people who did not complete Year 12 or who have not studied for some time, to gain university entry. It is also suitable for those who may have successfully completed high school but do not feel confident about studying at University.

In addition to delivering the Foundation Program, in 2012 the Ngunnawal Centre coordinated all ITAS tutoring and provided a home-base for students. The staff members in the Centre provided a range of academic and pastoral support and advice to students. The Centre includes a dedicated computer lab, tutorial/resource room (with lending library) and the common room (with kitchen facilities), which is accessible twenty-four hours each day. Students were supported by staff and also supported each other through social events and mentoring.

In 2012, the Centre had an Elder in Residence and an Indigenous Student Support Officer who was available to assist students with administrative matters, personal and financial problems, study and academic skills training options, one-to-one tutoring and relocation and housing issues.

In addition to all the support provided to students directly, the Ngunnawal Centre liaised with support units and faculties across the University to provide holistic support to Aboriginal and Torres Strait Islander students. All of these initiatives are still available to students.

**2.6 To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures.**

The University of Canberra undertook a number of initiatives and commitments in 2012 to fulfil our

**The Ngunnawal Indigenous Higher Education Centre**

Ngunnawal Centre academic



with the Ngunnawal Centre to support this updated policy. In conjunction with this initiative, cross cultural training will be conducted for the broader University community.

- x *Financial Assistance and Study Opportunities for Staff:* The University provides a range of incentives for all staff to undertake further study. These programmes include the Study Assistance Programme, the Outside Studies Programme, and the Certificate IV Programme.
- x *Support Programmes and Initiatives for Staff:* The University offers a range of support programmes and initiatives for staff including the Early Career Researchers' Programme, mentoring and leadership initiatives, promotion and career development opportunities, and clear performance and development review processes.
- x *Promotion and career development:* The University has strong policies and practices to support staff in seeking and gaining promotion and career development. In particular, our Academic Staff Promotions Policy is very clear about supporting diversity.

**SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT**

A report on the expenditure of the provider’s ISP grant for 2012.

**Indigenous higher education expenditure 2012**

INCOME from Indigenous Support Program 2012

1	2012 ISP grant	\$355,000
2*	Unspent 2011 ISP funds, to be carried over to 2012	\$0
3	T 638.0638.642n3(og e)-1(n)1(r)ome10(e) too2	

#### **SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION**

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

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

##### **University Officer**

Name: Michele Fleming

Position Title: Dean of Students

Phone Number: 6201 5653

Email: Michele.Fleming@canberra.edu.au

##### **Indigenous Education Unit Officer\***

Name: Sharon Payne\*

Position Title: Director, Ngunnawal Centre

Phone Number: 6201 5894

Email: Sharon.Payne@canberra.edu.au

*\*Note that Ms Payne leaves the University of Canberra on 5 July 2013.*

#### **SECTION 5 PUBLICATION OF THE STATEMENT2(ber)-6(r)-18(a44( S)-4f1 TD [6-0.002e6 O)-3(F**