



INDIGENOUS EDUCATION STATEMENT

OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from higher education providers relating to their 2013 outcomes and future plans to meet ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

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

The Indigenous Education Statement is 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 PM&C that they:

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

Providers in receipt of ISP funding are also required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2013 ISP funds is included within this document.

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

The Indigenous Education Statement is **due by 31 May 2014**.

Please submit electronic documents by email at scholarships@pmc.gov.au

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FORMAT FOR INDIGENOUS EDUCATION STATEMENT

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

University of Technology, Sydney

[Indigenous Education Unit Name] Jumbunna Indigenous House of Learning

SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2013 AND PLANS FOR FUTURE YEARS

Please provide evidence of:

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

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

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

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

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

- The number of Aboriginal and Torres Strait Islander people involved in institutional **decision-making 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 decision making bodies, please **provide an explanation**.
- The **roles and responsibilities** of Aboriginal and Torres Strait Islander leaders within your institution.

With the introduction of the IEEP at UTS; UTS has established effective arrangements for Indigenous education and training priorities across the university through the comprehensive committee system outlined below:

- Indigenous research
- Indigenous studies and content in curricula
- Indigenous recruitment and outreach
- Indigenous student services
- Indigenous employment (Wingarra)
- Vice Chancellors Indigenous Advisory Committee

The committee structure comprises both Indigenous and Non Indigenous people from key functional areas. Quorum is reached in the committee with the participation of key Indigenous people.

Other key committees where Indigenous representation and participation occurs are:

- UTS has an Indigenous Education Support Unit, [Jumbunna Indigenous House of Learning](#) or Jumbunna IHL;
- Indigenous Programs have been established in the Faculty of Arts, Social and Sciences, Faculty of Business;
- UTS has [an Indigenous person](#) on its governing Council. Mr Russell Taylor, a Kamilaroi man, was appointed as member for a fixed term - 2012-2015; Mr Taylor has also been appointed as Adjunct Professor to UTS to help develop cooperative relations between AIATSIS and the University;
- The Director of Jumbunna IHL is ex-officio member of the university's [Academic Board](#), [University's Teaching & Learning Committee](#), the Senior Leaders Group and the Director's Network. These are university-wide policy level and senior appointments;
- The UTS Council , Social Justice Committee, oversees performance and delivery of the university's equity and diversity programs , Indigenous matters are represented at this group by the Indigenous membership;
- The Faculty Board of the [Faculty of Arts and Social Sciences](#) has an Indigenous academic staff member;
- The Library Users' Group is a committee that advises on students' access to and use of information in the university. An Indigenous staff member represents Jumbunna IHL on this group;
- The Nursing, Midwifery & Health Faculty Research Committee has an Indigenous research staff member.

The UTS Indigenous Education and Employment Policy and Strategy 2011-2014 is available at <http://www.gsu.uts.edu.au/policies/indigenous-education-employment.html>

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

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

- An outline of your active **Aboriginal and Torres Strait Islander Employment Strategy** including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet. (please provide a current link)
- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander staff employed at your university. (Please provide a link to your Employment statement).
- The **number of Indigenous-specific positions** at your university, detailed by occupation and level.
- The **current number of Aboriginal and Torres Strait Islander staff at your institution** and their roles across the university (including numbers in academic and non-academic roles, and by level).

The Wingara Indigenous Employment Strategy 2011-2014 was endorsed by the Vice Chancellor Professor Milbourne and UTS council in October 2011. This is the final year of the current Strategy and the new Strategy for 2015-2018 is currently being developed. We will continue to ensure that UTS is aligned with national Indigenous higher education objectives recognising that participation in employment, particularly in a tertiary setting, is part of an education continuum.

The Wingara strategy implements a 'whole of university' approach to broadening Indigenous staff representation at UTS. The Indigenous Employment Officer (IEO) works closely with the Human Resources Unit (HRU) and hiring managers across the University to ensure alignment with the university's recruitment strategy. The IEO advises and supports the university community on transition and retention issues for Indigenous staff and collaborates with HRU to work within UTS guidelines and policies to promote Wingara's innovative recruitment and retention initiatives.

The Wingara strategy consists of a suite of innovative and integrated programs in partnership with UTS faculties and units, community organisations, TAFE and other universities:

- The **Wingara Indigenous traineeship program** provides an entry point and a career pathway for trainees to grow in skills and move into fulltime mainstream employment across UTS, when opportunities arise. In partnership with the Sydney Institute of TAFE Aboriginal Education program, UTS employs high-achieving graduates into Business Administration Traineeships to continue their training while gaining real employment.
- The **Indigenous cadetship program** provides a bridge for our undergraduates to gain employment within the university. Indigenous students work in state of the art facilities while participating in paid work for a minimum of 12 weeks per year. In partnership with UTS faculties, Indigenous undergraduates are employed as cadets in areas related to their study.
- An **Indigenous graduate employment initiative** provides academic experience to Indigenous graduates in areas relevant to their course of study. An Academic Internship Program has been established in collaboration with faculties that offers opportunities for Indigenous graduates to undertake study for a PhD, while also developing expertise in teaching or research through paid part-time employment. As faculty staff members, these candidates become familiar with the academic environment, expectations around teaching and research, while receiving substantial financial support.
- **Indigenous academic career development scheme** provides flexible funding for academics to participate in seminars and conference and other career development activities.
- **Indigenous employment mandate scheme** commits UTS faculties and divisions to take reasonable and authentic steps to employ Indigenous members of staff to new or existing positions. The Indigenous employment officer, in collaboration with HRU, works with faculties and divisions to nominate positions and then links with Indigenous community groups, employment program providers, training providers and recruitment agencies to source suitable candidates.

UTS recognises that recruitment is just one step in the success of the Wingara strategy. The second objective of the Wingara Strategy is to facilitate the retention and career progression of Indigenous employees at all levels of UTS. The strategy builds on the current successful model of staff progression and retention at UTS and offers opportunities for Indigenous staff to undertake further training to expand skills and increase job satisfaction.

The UTS Wingara Indigenous Employment Strategy 2011-2014 is available at <http://www.gsu.uts.edu.au/policies/wingara-strategy.html>

The current number of Aboriginal and Torres Strait Islander staff at your institution and their spread across the university (including numbers in academic and non-academic roles, and by level). As at 31st December 2013.

Work Area	Academic	Non Academic	Identified	Total
Jumbunna	3	9	11	12
Equity and Diversity unit	0	2	1	2
2SER Radio	0	2	2	2
Activate UTS	0	1	1	1
Business	2	1	3	3
Design architecture and building	2	0	2	2
Engineering	1	1	1	2
Faculty of Arts and Social science	4	1	4	5
Faculty of Health	2	0	1	2
Student Support Unit	0	2	2	2
Governance support Unit	0	1	1	1
Totals	14	20	27	34

Support staff	No of staff
HEW Level 2	2
HEW Level 3	2
HEW Level 4	3
HEW Level 5	2
HEW Level 6	3
HEW Level 7	4
HEW Level 8	2
HEW Level 9 or above	2
Total	20

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

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

- **Commencing Aboriginal and Torres Strait Islander student** numbers for 2013 (access rate) as compared to 2012 (please provide an all student comparison).
- **Programs run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in including and attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your university**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.
- **Indigenous Education/Support Unit's role**.

Commencing Aboriginal and Torres Strait Islander students*

EFTSL student data

	2012	2013
Aboriginal and Torres Strait Islander students	62	75
Non Aboriginal and Torres Strait Islander students (Domestic students only):	6,799	6,951

Note: 2012 figures extracted from HEIMS

All student data

	2012	2013
Aboriginal and Torres Strait Islander students	78	98
Non Aboriginal and Torres Strait Islander students (Domestic students only):	9,172	9,313

Note: 2012 figures extracted from HEIMS

Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
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Programs run, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.

Following the 2011 approval of Indigenous Education Strategy 2011–2014, a vast amount of work has been undertaken to progress the strategy's initiatives. See detailed information provided below.

- The establishment of a dedicated Indigenous Outreach and Recruitment team within the Jumbunna centre (three staff)
- Increasing enrolments into mainstream courses, even though this is not yet reflected in participation rates due to declining AFB enrolments;
- Increases in UAC first preferences;
- Significant increases in student retention and success rates;
- Ongoing development of Jumbunna website;
- Distribution of Indigenous Student Prospectus and associated marketing material;
- Ngana Mai courses and careers day;
- Introduction of Jumbunna: UniStart enabling program;
- Market research project findings being implemented by Jumbunna;
- FEIT, Alumni and Development Office and Jumbunna are collaborating to develop a number of workshops and experience days for potential UTS FEIT students. This program is part of the Jumbunna annual suite of on Campus programs. Privately funded through the Kirby Foundation—\$25,000; Further information on the Galuwa program is available at <http://www.uts.edu.au/future-students/indigenous/getting-uts/thinking-about-uts/galuwa-engineering-experience>;
- Support for The Aspiration Initiative Program (TAI) Indigenous student aspiration and academic development program and the How Big are Your Dreams program.
- Working with Indigenous research participants and supervising Indigenous students doing higher degree research;
- The UTS ethics process—which includes Indigenous researchers as part of the process, is currently being reviewed to ensure that researchers understand the issues around Indigenous knowledge, consent, acknowledgment, etc.

The Bachelor of Arts in Adult Education and Community Management (BA) was developed with a dual focus of education and community management. Since 2005, enrolments in the course has steadily declined. UTS ceased intake for the joint degree in 2012, learning contracts were negotiated to assist current students completing their studies, and two additional exit options were developed as part of the phasing out of the old degree - a Diploma in Adult Education and Community Management, and an Advanced Diploma in Adult Education and Community Management. These exit options allow for the recognition of students' achievements during their time in the program, and provided them with a qualification marking their achievements.

Review of the BA degree commenced in 2012, during this review period, extensive consideration was given to how to best position Indigenous learning for the future of Indigenous people and organisations. The approach taken by the Business School has been to address the enduring socio-economic disadvantage of Australia's Indigenous people through the development and delivery of business and management education. The proposed BBA program will continue to be offered in block mode. Between blocks students work independently and in small study groups utilising flexible learning strategies which maximise opportunities for students to learn in ways that are appropriate for individual needs. The collaboration between the Business School and Jumbunna will increase the capacity to attract students and to create a critical mass of scholars with the potential to provide students with direct support in terms of learning initiatives, scholarships and other learning opportunities. The aim of the new BBA is to provide people working in Indigenous enterprise, organisations, government and people involved in community enterprise activities (both private and social) with a working knowledge of these entities and the skills to manage such organisations effectively.

Throughout 2013 UTS/ Jumbunna implemented several recommendations from our 2012 market research study with the aim of better understanding the drivers for choice of tertiary education for Indigenous students. Recommendations from the study included:

- Aspirational Events to promote study beyond Yr 12;
- Raising awareness of what UTS has to offer (Indigenous communities need a generation to experience Uni)
- Promotion of Indigenous role models;
- Development workshops for Teachers and Careers;
- Leadership programs = engagement with UTS;
- Residential access/ programs;
- Programs to equip School Students as to how to access UTS courses.

Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
Establishment of a committee/working group within the University to coordinate Indigenous recruitment and outreach across UTS.	Senior Deputy Vice-Chancellor Dir. Jumbunna Indigenous House of Learning Dir Equity and Diversity Unit Dir. Media Communications Unit Deans of Respective Faculties	Chaired by Director, Jumbunna IHL this committee brings together Outreach stakeholders from across the University. Two meetings held in 2013.	Established and ongoing.
Clearer roles and responsibilities regarding Indigenous student recruitment.	Faculty marketing officers, Media Communications Unit and Jumbunna Outreach Team.	Creation of Coordinator, Indigenous Outreach position within Jumbunna in 2012 facilitating increased liaison between faculty marketing officers, MCU and Jumbunna.	Established and ongoing.
Increased Indigenous enrolment rates	Faculty marketing officers, Media Communications Unit and Jumbunna Outreach Team.	Our UTS Indigenous student participation KPI is 2.2% by 2018. Participation increased slightly, however is still less than the KPI. Despite a competitive environment, there is an upward trend in enrolments into mainstream courses and an increase in UAC 1 st preferences. It is hoped that the upward trend would continue into 2014 given: <ul style="list-style-type: none"> • Gradual impact of recent promotional initiatives; • Creation of a new Jumbunna enabling course; • Recommended intake into the Business School's AFB course. 	Progressing

		The majority of Indigenous students are presently enrolled in the Faculty of Arts and Social Sciences, the Business School and the Faculty of Health.		
Development and distribution of a prospectus for potential Indigenous applicants.	Prospective students, schools, community organisations, parents.	Developed and distributed by Jumbunna's Outreach Team in mid-2012. This was developed in collaboration with faculties and MCU.	Completed and ongoing	
Strategic participation in a range of careers events, school/community visits open-days etc.	Prospective students, schools, community organisations, parents.	<p>In 2013 the Jumbunna Outreach Team participated in the following events:</p> <ul style="list-style-type: none"> • Visits to careers/jobs markets across NSW; • More than 30 public school visitations across the Sydney basin; • visits to independent schools who support AIEF scholarship recipients; • Engagement with AIME sessions at UTS; • Engagement with EDU summer schools and outreach events; • Engagement with other aspiration raising programs (HBAYD, TAI); • Engagement with Indigenous and non-Indigenous community organisations, government departments (AECG, KARI, DET, Sydney Story Factory, TAFE, UTS Gallery); • In collaboration with UTS Library developed and run both the Indigenous Literacy Day event and Ngana Mai event on Campus involving 80+ schools (these events involved bringing Indigenous students onto Campus to engage with the UTS Faculties/partners); • Conducted three (3) mail outs promoting UTS and Jumbunna to prospective students across the Sydney basin and more broadly throughout NSW. Audience total 275 secondary schools. 	Completed and ongoing	
Effective and well coordinated marketing of AFB courses	Prospective students, schools, community organisations, parents.	<p>Temporarily suspended, due to:</p> <ul style="list-style-type: none"> • Business Schools AFB review; • FASS AFB teach-out. <p>The approach taken by the Business School has been to address the enduring socio-economic disadvantage of Australia's Indigenous people through the development and delivery of business and management education. The proposed BBA program will continue to be offered in block mode. Between blocks students work independently and in small study groups utilising flexible learning strategies which maximise opportunities for students to learn in ways that are appropriate for individual</p>	Suspended – pending new course launch	

		needs. The collaboration between the Business School and Jumbunna will increase the capacity to attract students and to create a critical mass of scholars with the potential to provide students with direct support in terms of learning initiatives, scholarships and other learning opportunities.	
Development and maintenance of an effective and appropriate UTS Indigenous web presence.	Prospective students, schools, community organisations, parents. Faculty marketing officers, Media Communications Unit and Jumbunna Outreach Team.	A new Jumbunna website was developed by Jumbunna Outreach Team in consultation with faculties, MCU and other stakeholders. It was launched in mid-2012 and has ongoing updates. Social media mediums have also been introduced as marketing tools. Indigenous education and employment has a more prominent presence on the main University website homepage.	Completed and ongoing
Inclusion of relevant Indigenous information and images of Indigenous people in University and faculty promotional material.	Faculty marketing officers, Media Communications Unit and Jumbunna Outreach Team.	Further discussion between MCU, Jumbunna and faculties needs to take place regarding this.	Mixed and ongoing
Develop and maintain effective alternative entry programs for Indigenous Faculty provision of clearly articulated and promotable alternative entry selection/assessment criteria for all UTS undergraduate courses.	Jumbunna Outreach Team.	Suite of Entry pathways includes: <ul style="list-style-type: none"> • Jumbunna: Direct Entry Program • UTS Insearch • ATAR result • Unistart Enabling course • VET/TAFE 	Completed and ongoing

Scholarships details

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Laurie Cowled Scholarship	Private	2	\$20,000	2	Donor-funded scholarship
Jessica Wiltshire Scholarship	Private	1	\$6,000	1	Donor-funded scholarship
VC's Indigenous Undergraduate Tuition Fee Scholarship	University	18	\$90,000	18	
UTS Council Indigenous Scholarship	University	1	\$5,000	1	
Dr Bob Morgan Exchange Scholarship	University	2	\$4,000	2	
Chicka Dixon PhD Scholarship	University	1	\$20,000	1	
Jumbunna Start-Up Scholarship	University	50	\$100,000	50	
Jumbunna Honours Scholarship	University	2	\$20,000	1	Only one scholarship awarded in 2013 due to limited number of eligible candidates in honours programs.
Bruce and Carol Kendall UG Memorial Scholarship	University	10	\$10,000	10	
Lindsay Croft PG Memorial Scholarship	University	1	\$5,000	1	
Science Indigenous Scholarship	University	2	\$12,000	1	Only one scholarship awarded in 2013 due to limited number of

					eligible applicants.
Diversity Access Scholarship	University/ Government	Variable	Approx. \$37,500 (value of scholarship to each recipient up to \$5,000)	15	This scholarship is UTS's institutional equity scholarship. About 350 scholarships were awarded in 2013, of which 15 were to Indigenous students. The scholarship is awarded to as many eligible candidates as possible within the total budget allocation. The scholarship is partially funded by the Government's Higher Education Participation and Partnership Program (HEPPP).
IAS	Government	32	\$102,498	22	
ICAS	Government	10	\$39,512	8	Some applicants were already holding a Centrelink Relocation scholarship which deemed them ineligible.
ICECS	Government	39	\$39,504	16	Some applicants were already holding a Centrelink Student Start-up scholarship which deemed them ineligible.
IECECS	Government	5	\$12,345	5	
IECAS	Government	3	\$4,939	1	

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

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

- The **total number** of Aboriginal and Torres Strait Islander student **enrolments** for 2013, compared to 2012 (please provide an all student comparison).
- Details of your institution's **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 2012 and 2013 is as follows:

EFTSL student data

	2012	2013
Aboriginal and Torres Strait Islander students:	185	182
Non Aboriginal and Torres Strait Islander students (Domestic students only):	18,870	19,249

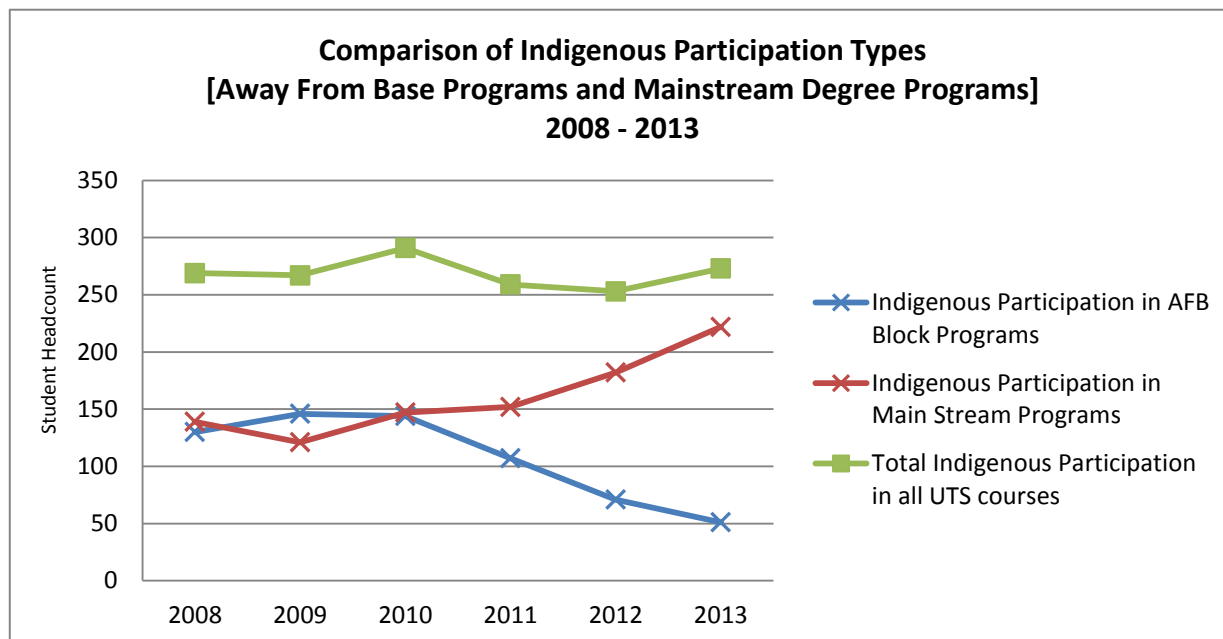
Note: 2012 figures extracted from HEIMS

All student data

	2012	2013
Aboriginal and Torres Strait Islander students:	252	262
Non Aboriginal and Torres Strait Islander students (Domestic students only):	26,879 (26,626)	27350

Note: 2012 figures extracted from HEIMS

INDIGENOUS HEADCOUNT BY COURSE TYPE: Away From the Base [Block] Program Compared with Mainstream Enrolment for all [Undergraduate and Postgraduate] Indigenous Students



Indigenous Participation by Course Type: Enrolments by % and Headcount	2008 % [No.]	2009 % [No.]	2010 % [No.]	2011 % [No.]	2012 % [No.]	2013 % [No.]
Indigenous students: AFB block programs	48.3% [130]	54.7% [146]	49.5% [144]	41.3% [107]	28.1% [71]	18.7% [51]
Indigenous students: Main stream programs	51.7% [139]	45.3% [121]	50.5% [147]	58.7% [152]	71.9% [182]	81.3% [222]
Total Indigenous student headcount in all UTS courses	269	267	291	259	253	273

Note: *Mainstream denotes all courses not run in Away from Base [block] mode; Data source: UTS Business Intelligence Portal; Cube: utseqdis; Report: Away from base student headcounts v03 – block programs Accessed on 8 April, 2014.

- The graph above shows that the numbers of Indigenous students enrolled in Away from Base [AFB] block programs is continuing to decline. Of the total Indigenous student cohort, only 51 [18.7% of total] are enrolled in AFB programs compared to 222 [81.3% of total] who are enrolled in mainstream programs. The graph presented here demonstrates a continuing sharp decline in AFB participation in 2013 as a proportion of all Indigenous students, and shows that the numbers of Indigenous students who participate in mainstream courses has increased considerably.

Strategies to address participation

Strategies	Outline of strategies	Constraints/Outcome
2.1. Improve the coordination of Indigenous student services and support across UTS and where possible avoiding duplication of services.	a. Establishment of a committee/working group within the University to coordinate Indigenous student services and support across UTS.	Completed and ongoing. The Indigenous Student Services Committee (ISSC) was established in 2012 and is chaired by Jumbunna's Manager, Indigenous Student Services. Two meetings were held in 2013, on 4 April and 10 September. This Committee is seen as a useful mechanism to discuss Student Services. The membership of this Committee is proposed to be broadened in 2014 to include UTS International and SAU members, as well as an Indigenous student representative.
	b.	Ongoing.

	c. Clearer roles and responsibilities regarding Indigenous student services and support	The establishment of ISSC has enabled the stakeholders to meet and discuss services or gaps in services. The dialogue is ongoing.
	d. Improved Indigenous student success rates	Achieved and ongoing. The pass rate of Indigenous students increased by 7.93% in 2012, up from 74.06% in 2011. The pass rate of Indigenous students in 2012 was 81.99%, compared with 90.92% for non-Indigenous students. Data for the 2013 year is not yet available. The Indigenous student services team has actioned 520 occasions of service for the 2013 year to date. This is an increase from 485 for the same period in 2012.
2.2. Support Indigenous student success and completion through the provision of a strategic range of scholarships	a. Increased financial support from corporate/industry partners.	Achieved and ongoing. The Jumbunna partnership with Career Trackers has seen 28 Indigenous students employed in Cadetships throughout 2013. UTS has Two students in the Career Trackers alumni.
	b. Indigenous student use of the full range of all UTS Indigenous scholarships.	Achieved and ongoing A total of 119 scholarships have been paid to Indigenous students in 2013. Total funding paid out is \$372,849. The Enabling Indigenous Commonwealth Education Costs Scholarships (ICECS) and Enabling Indigenous Commonwealth Accommodation Scholarships (ICAS) are being awarded for the first time in 2013 for eligible Jumbunna Unistart students. All JIHL scholarships are managed through the UTS Scholarships Office. Additional marketing is conducted through JIHL website and Facebook page, flyers and direct emails to students and via the usual Scholarship office mode of contact. Discussion and feedback among stakeholders has indicated that a centralised place for advertising all Scholarship information would be of benefit to students ie, everything housed on the Jumbunna website.
2.3. Participate in the placement of UTS Indigenous students into a range of external cadetships and internships.	a. Indigenous student employment in range of private and public sector cadetships and internships.	Achieved and ongoing. Currently there are: <ul style="list-style-type: none"> • 32 students undertaking external cadetships • 4 students undertaking internal cadetships • 18 students who have undertaken work placements during the year.
2.4 Ensure Indigenous students have access to information regarding the range of service and supports available to them.	a. Initiatives aimed at ensuring that Indigenous students have access to information regarding the	Achieved and ongoing. The introduction of the JIHL Facebook page continues to increase the engagement between Indigenous Student Services staff and students. A wide gamut of information is provided to students via this medium. At the Spring graduation ceremonies Jumbunna received over 1,200 likes for photos of our graduating students.

	<p>range of service and supports available to them.</p>	<p>This essentially assists Jumbunna to promote our brand.</p> <p>We have also continued with the text messaging system to enable direct communication with students.</p> <p>The ISSO continue to play an integral role in the service and supports to Indigenous students. If the trend of ISSO engagement continues at the current rate; ISSO staff will complete approximately 625 occasions of service in 2013.</p>
<p>2.5 Ensure Indigenous students have access to a high quality, culturally affirming and easily accessible support, study and social space.</p>	<p>a. Relocation of Jumbunna Indigenous House of Learning to a more desirable and effective location with an expanded capacity to offer appropriate spaces to Indigenous students from all UTS courses.</p>	<p>Achieved in part and ongoing til 2018.</p> <p>The DVC (Resources), Director, Facilities Management and Director, Jumbunna have been discussing Jumbunna's future requirements.</p> <p>The move will happen in 2 stages. The first stage is the relocation of the Director's office and the Indigenous Student Service to level 6, which was completed by the end of 2012. The new space offers:</p> <ul style="list-style-type: none"> • study areas • Indigenous exclusive student computing and relaxation areas • an Elder's room • kitchen facilities • dining spaces • offices • meeting rooms • common areas open to all students, including the balcony area. <p>As part of the first stage, Jumbunna Research Unit was relocated to larger facilities and now occupies the area previously occupied by the Director and Indigenous Student Services on level 17.</p> <p>The second stage, the final move, will take place around 2018. The intention being to physically re-unite all areas of Jumbunna.</p> <p>Indigenous students at Kuring-gai Campus, despite Jumbunna's best efforts, do not have an appropriate Jumbunna student space.</p>

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

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

- The **total number** of Aboriginal and Torres Strait Islander student **completions** at Bachelor level and above in 2013, compared to 2012 (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.**

	2012	2013
Aboriginal and Torres Strait Islander students: (Higher Degree)	0	8
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	1,447	1551
Aboriginal and Torres Strait Islander students: (Other postgraduate)	13	8
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	868	938
Aboriginal and Torres Strait Islander students: (Bachelor degree)	33	44
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	3,764	3731

Note: Figures extracted from both HEIMS and 2013 IES.

Support mechanisms

Support mechanisms	Description	Constraints/Outcome
2.6 Develop and maintain systems which track student success and are able to initiate appropriate interventions for students at risk of failure.	a. Development and maintenance of effective Indigenous student tracking systems capable of allowing either and intervention or recognition of achievement.	Achieved and ongoing. Both the Early intervention and Monitoring and tracking program are currently in place.
	b. Faculties to identify an academic member of staff for each course or group of courses to act as an Indigenous Student Liaison Person.	Achieved. All faculties have nominated representatives for this initiative, with Faculty and Jumbunna staff meeting twice per semester.
	c. Development of an Indigenous Student Liaison Person role description applicable to all ISLPs in all faculties.	Achieved. All Faculties are participating.
2.7 Develop and offer Indigenous students a range of learning support/ development initiatives.	a. University wide-participation in the Yana Muru supplementary tuition program.	Achieved. All Faculties are participating.
	b. Regarding ITAS: <ul style="list-style-type: none"> • increased student usage • improved student outcomes comprehensive 	The focus of ITAS delivery in 2013 was to concentrate on three key areas: <ul style="list-style-type: none"> • increasing the student access of ITAS for first year students; • identifying and provision of ITAS to students "at risk of failure" based on Educational Assessment;

	<p>evaluation</p> <ul style="list-style-type: none"> high student/tutor satisfaction with the service 	<ul style="list-style-type: none"> fully expending the ITAS budget allocation. <p>The number of students accessing ITAS in 2013 increased from 87 to 140.</p> <p>The overall total number of ITAS hours delivered in 2013 is approximately 5,383 hours compared to 3,913 in 2012.</p> <p>There will be no annual return of unspent ITAS funds in 2013—the funds have been fully expended.</p>
	<p>c. Development and maintenance of a range of appropriate Indigenous student learning support/development initiatives.</p>	<p>Achieved.</p> <p>The Learning Development (LD) Team achievements are ongoing.</p> <p>The LD team has been expanded, to provide for increased numbers of Direct Entry Program enrolments, coming online of Unistart and for demand for academic assistance from students not receiving ITAS.</p> <p>Resilience training is being developed to address perceived issues of racism. First round of workshops to be delivered in O-Week 2014.</p>
<p>2.8 Organise events that celebrate Indigenous achievements, affirm culture and raise the status and visibility of Indigenous people across UTS.</p>	<p>a. Planning and coordination of an appropriate range of Indigenous events.</p>	<p>Jumbunna O-Week activities</p> <p>Commencing Student Camp—Jervis Bay</p> <p>Recognise Panel Debate</p> <p>5th Anniversary of the Apology to Stolen Generations—Canberra</p> <p>International Experience trip—New Zealand</p> <p>Ngana Mai</p> <p>Indigenous Literacy Day</p> <p>UTS Speaks—Leah Purcell</p> <p>UTS Access – Indigenous Culture and History workshop for Indonesian student visiting UTS.</p>

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

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

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

Initiative	Success Indicator	Report
<p>3.1. Expand the opportunity for students across UTS to gain knowledge of Indigenous Australians.</p>	<p>a. Establishment of a committee within the University to coordinate the expansion and delivery of Indigenous studies and Indigenous content in curricula across UTS.</p>	<p>Achieved.</p> <p>The Indigenous Studies Committee (ISC) was established in 2012, and is now chaired by the Deputy Vice-Chancellor (Teaching, Learning and Equity). ISC met two times in 2012 and two times in 2013.</p>
	<p>b. Development and maintenance of an across UTS record of Indigenous studies subjects and Indigenous content</p>	<p>Commenced and ongoing.</p> <p>An Indigenous curriculum mapping exercise was undertaken by Dr Heidi Norman in 2013, by means of a survey and interviews with teaching staff to identify subjects that contained Indigenous content</p>
	<p>c. Increased opportunities for UTS students to gain knowledge about Indigenous Australians.</p>	<p>Commenced and ongoing.</p> <p>Discussions regarding Indigenous graduate attributes were completed, with an Indigenous graduate attribute discussion paper considered by the Teaching and Learning Committee (TLC) at its 13/5 meeting on 22 October 2013. TLC endorsed the introduction of Indigenous Graduate Attributes and Indigenous Course Intended Learning Outcomes across all UTS courses. The proposal was referred to Academic Board for consideration at its final meeting of the year, on 26 November 2013.</p> <p>Indigenous Graduate Attributes have already been implemented in the Faculty of Arts and Social Sciences and the Faculty of Health. Other UTS Faculties are embarking on the Graduate attribute roll out.</p>
<p>3.2. Ensure that all courses professionally requiring Indigenous competency amongst its students are compliant.</p>	<p>a. All courses are professionally compliant.</p>	<p>It is assumed that all courses at UTS meet professional requirements.</p>
<p>3.3. Develop appropriate standards, consultation and approval process for the development of Indigenous studies subjects and content in curricula.</p>	<p>a. Introduction of an across UTS set of standards, protocols and procedures regarding the development and approval of Indigenous subjects and content.</p>	<p>In progress.</p> <p>A paper entitled <i>UTS Indigenous Graduate Attributes Discussion Paper</i> has been developed which makes a number of recommendations in relation to this initiative. This paper, developed by Professor Juanita Sherwood, Professor Michael McDaniel and Associate Professor Jo McKenzie in consultation with members of the Indigenous Studies Committee was considered by the Teaching and Learning Committee at its meeting on 22 October 2013. The proposal was referred to Academic Board for consideration at its final meeting of the year, on 26 November 2013.</p>

<p>3.4. Faculties to assess their present AFB commitment with a view to confirming their future approach.</p>	<p>a. All continuing and future AFB programs will be:</p> <ul style="list-style-type: none"> • high quality • appropriately supportive • academically rigorous • relevant to the expectations of students and requirements of potential employers • sustainable. 	<p>In progress.</p> <p>The Faculty of Arts and Social Sciences has decided to teach out its Bachelor of Adult Education. Discussions relating to the introduction of a Master of Indigenous Social Policy are currently on hold pending the results of two faculty reviews.</p> <p>A revised Bachelor of Business Administration was approved by Executive Action of Academic Board on 9 September 2013. The Bachelor of Business Administration (Indigenous) provides Aboriginal and Torres Strait Islander students with a broad understanding of the functional areas of business and how these areas are inter-related. The degree includes a set of graduate attributes that delivers a well-rounded business graduate who has well-developed generic as well as management skills, to work effectively and professionally within an organisation. The Diploma and Advanced Diploma will not be offered as entry points, but only as exit points for students who do not wish/are unable to complete the Bachelor of Business Administration.</p> <p>The Faculty of Health is in the process of developing a new AFB program, taking into account the requirements in success indicator 3.4 (a).</p>	
<p>3.5. Encourage Indigenous students to take advantage of existing opportunities to study overseas and create opportunities for Indigenous students to learn through overseas travel.</p>	<p>a. A rate of Indigenous student overseas experience comparable to other UTS students.</p>	<p>Commenced and ongoing.</p> <p>Through a partnership between UTS: International, Jumbunna IHL, and FASS, Jumbunna developed an annual Jumbunna: International Experience Program. The program took six Indigenous students overseas in a fully-funded, short-term international experience in 2012 and a further six in 2013.</p> <p>Indigenous student participation in international mobility is growing. In July 2013, four Indigenous students participated in UTS:BUiLD programs in Vietnam, Malaysia and Thailand.</p> <p>Two Bachelor of Business and Jumbunna students embarked on the UTS:BUiLD Changemakers in Vietnam, an experiential learning journey in social entrepreneurship.</p>	

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

Please use the financial acquittal template attached to report on the expenditure of your institution's ISP grant for 2013, noting that a breakdown of expenditure is required. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2013 provided under section 19-10 of *Higher Education Support Act 2003*, please provide a reconciliation.

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

SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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

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

University Officer	Indigenous Education Support Unit Officer
Name: Professor Peter Booth	Name: Professor Michael McDaniel
Position Title: Senior Deputy Vice Chancellor	Position Title: Director, Jumbunna IHL
Phone Number: 02 9514 1355	Phone Number: 02 9514 1907
Email: Peter.Booth@uts.edu.au	Email: Michael.McDaniel@uts.edu.au

SECTION 4 PUBLICATION OF THE STATEMENT

Following approval of the IES by PM&C, providers **are to publish** the current and the previous two IES on their website. Please provide PM&C with a link to the statement.



Australian Government

Department of the Prime Minister and Cabinet

FINANCIAL ACQUITTAL

Organisation

Postal Address

Contact Person **Title**

Phone **Fax** **E-mail**

Financial Acquittal		Checklist
This financial acquittal proforma is designed to acquit all ISP Funds provided in 2013, including all interest or royalties/income derived from ISP Funds during 2013.		
Attachment		Checklist
1	Indigenous Support Program (ISP)	<input type="checkbox"/>

For each Attachment:

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

Certification

Complete this certification after you have completed the Financial Acquittal for any ISP funding which you have received in 2013 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 Programs. PM&C will not otherwise use or disclose your personal information without your consent unless required or authorised by or under law.

When you have completed this certification, please ensure that the following counter-certification is completed to provide an external assurance about the information which you have provided.

ATTACHMENT 1 - Indigenous Support Program

Provider Name: The University of Technology Sydney

For the 2013 funding year (1 January - 31 December 2013).

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

1. If applicable, GST received by you in 2013 as part of the Indigenous Support Program funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$ N/A
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$N/A
Amount remitted: \$ / / Amount remitted: \$ / /	Amount remitted: \$ / /
Date remitted: / / Date remitted: / /	Date remitted: / /

PART B - Acquittal Summary Details (excluding GST):

INCOME

1. Unexpended Indigenous Support Program funds from 2012 which were committed for expenditure prior to 31/12/2012.	\$ 0
(+ 2. Unexpended and uncommitted Indigenous Support Program funds from 2012 which were approved for expenditure in 2013.	\$ 0
(+ 3. Indigenous Support Program funds provided in 2013. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$ 978,000
(+ 4. Interest, royalties and other income derived from Indigenous Support Program funds in 2013.	\$ 0
(= 5. Total Indigenous Support Program funds to be acquitted in 2013.	\$ 978,000

EXPENDITURE

6. Total Indigenous Support Program expenditure in 2013, <u>excluding any GST</u> .	\$ 978,000
(+ 7. Unexpended Indigenous Support Program funds which were committed for expenditure prior to 31/12/2013.	\$ 0
(+ 8. Requested carryover into 2014 of unexpended Indigenous Support Program funds which were not committed for expenditure by 31/12/2013 – written approval date /.../2014. ¹	\$ 0
(= 9. Total Indigenous Support Program Funds which by 31/12/2013 were fully expended and/or committed for expenditure.	\$ 978,000
10. Returns of 2013 Indigenous Support Program Funds by 31/12/2013.	\$ 0
11. Balance of Funds for 2013 (Unexpended/uncommitted Indigenous Support Program funds to be returned or recovered from 2014 entitlements).	\$ 0
12. Balance of provider's Indigenous Support Program bank account or cost centre as at 31/12/2013.	\$ 0

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

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

Salaries – academic and support staff	\$765 268
Consultants	\$3 061
Marketing & Advertising	\$11 810
Travel	\$62 250
Entertainment	\$15 599
Scholarships and prizes	\$116 906
Office teaching and laboratory supplies	\$1901
Computer hardware	\$633
Motor Vehicle expense	\$572
(=) Total 2013 ISP Program Expenditure	\$978 000

Section 8 – Optional Information Breakdown of Non-ISP expenditure to support Aboriginal and Torres Strait Islander students.

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