



INDIGENOUS EDUCATION STATEMENT - OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from **Universities relating to their 2015 outcomes and future plans** to meet their ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

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

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

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

Universities in receipt of ISP funding are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2015 ISP funds is included within this document. Please provide as much information as possible.

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

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

In accordance with the Guidelines, the Indigenous Education Statement is **due** to be submitted to and accepted by the Department of Prime Minister and Cabinet **on or before 31 May 2016**. Please allow sufficient time for follow up discussions between PM&C and the University to avoid any delay in the payment of the second ISP instalment due in early July 2016.

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

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FORMAT FOR INDIGENOUS EDUCATION STATEMENT

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

[University name]...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 2015 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 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.

As UTS has an Indigenous Education and Employment Policy 2014 – 2018 commitment to Indigenous consultation as well as Indigenous committees, Indigenous people are very involved in the governance and management of Indigenous education and employment across UTS. There is ex officio Indigenous representation on many University-level committees at UTS. There is currently an Indigenous person appointed to the UTS Council (one of the categories for appointed members is persons who are likely to contribute to the cultural diversity of the University). The Indigenous member of Council is a current member of the Council's Social Justice Committee.

The Director, Jumbunna Indigenous House of Learning is an ex officio member of Academic Board and the Teaching and Learning Committee. The Director is also an ex officio member of a number of high-level management committees, including, but limited to, the Senior Leaders Group and the Equity and Diversity Committee.

The Student/Council Liaison Group includes Indigenous student representation. The group reports to UTS Council and is a forum for UTS students, members of the University Council and UTS senior management to discuss matters of UTS policy and governance relevant to the student body.

The Human Research Ethics Committee also includes formal Indigenous representation. In addition to the above, UTS has a comprehensive committee structure that oversees the progression of Indigenous education and employment initiatives. Each of the following committees has significant formal Indigenous representation.

- Vice-Chancellor's Indigenous Advisory Committee – chaired by the Indigenous member of UTS Council on behalf of the Vice-Chancellor.
- Vice-Chancellor's Indigenous Strategies Committee – chaired by the Provost on behalf of the Vice-Chancellor. All Indigenous professors are formal members of this Committee. The majority of the University's Deputy Vice-Chancellors are also members of this Committee.

Specialist subcommittees of the Vice-Chancellor's Indigenous Strategies Committee:

- Indigenous Recruitment and Outreach Committee
- Indigenous Student Services Committee
- Indigenous Studies Committee – chaired by the Deputy Vice-Chancellor (Education and Students)
- Indigenous Research Committee – chaired by the Deputy Vice-Chancellor (Research)
- Wingara Indigenous Employment Committee.

Indigenous representation on high profile committees has increased significantly since the implementation of the IEEP in 2011. All Indigenous committees report to the Vice-Chancellor's

Indigenous Strategies Committee, which reports to the University Council.

Year	Governance structure	#
2011	Council & committees	5
	Academic Board & committees	10
	Management committees	3
	GRAND TOTAL	19

Year	Governance structure	#
2015	Council & committees	3
	Academic Board & committees	2
	Management committees	3
	Indigenous committees	38
	GRAND TOTAL	45

There are three internal reporting frameworks for Indigenous staff and student outcomes:

- via the Indigenous committee structure, with reference to other bodies/committees at certain key points;
- via the annual Social Justice Report;
- via the annual UTS Performance Report.

Reporting via Indigenous committee structure:

The Vice-Chancellor's Indigenous Strategies Committee (VCISC) is a high-level management committee that oversees the progression of the University's Indigenous education and employment objectives. VCISC is chaired by the Provost on behalf of the Vice-Chancellor and counts amongst its members the majority of the University's senior executive/directorate.

VCISC receives bi-annual reports from its five specialist subcommittees on the progression of Indigenous education and employment initiatives. These include matters such as Indigenous student preference and enrolment data, and Indigenous staff attraction/retention rates. At the end of each calendar year, VCISC receives detailed annual reports on the progression of the Indigenous Education Strategy and the Wingara Indigenous Employment Strategy. The Indigenous Education Strategy annual report is referred to Academic Board for noting and discussion.

The Vice-Chancellor's Indigenous Advisory Committee reports directly to the Vice-Chancellor as required on matters of Indigenous strategic importance. Under the University's Indigenous Education and Employment Policy, Faculties are charged with reporting annually to VCISC on the progression of Indigenous initiatives within their faculty. These reports include both quantitative data (student enrolment, progression and retention rates; staff attraction/retention rates) and qualitative data (forward planning in the Indigenous space). These reports are analysed and presented to VCISC for consideration. They are then forwarded to the Academic Management Committee (consisting of the Provost and faculty deans) for discussion. The Director, Jumbunna Indigenous House of Learning attends the meeting to speak to the report.

Social Justice Report

The University produces the annual Social Justice Report, which includes detailed outcomes in relation to Indigenous education and employment. The draft Report is reviewed by the Social Justice Committee, and is then provided to UTS Council. The Report is made publicly available to the external community.

UTS Performance Report

The University's key performance indicator framework includes specific indicators for Indigenous staff and student participation (for more detail, see response to Question 5). The Performance Report addresses these indicators and is discussed by management in draft form, prior to the Report's submission to Academic Board and UTS Council.

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

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

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

The University of Technology Sydney has a long-standing commitment to overcoming Indigenous disadvantage in employment and education.

To demonstrate this commitment, UTS has had an affirmative action employment strategy — the Wingara Indigenous Employment Strategy — in place since 1993. The Strategy has consistently promoted the recruitment, retention and career development of Indigenous staff within the University.

The Wingara Strategy 2015 -2018 consists of four primary objectives:

Objective 1: provide equitable employment opportunities for Indigenous candidates

Objective 2: provide retention and career progression opportunities for existing Indigenous employees at UTS

Objective 3: develop Indigenous competency amongst non-Indigenous staff.

Objective 4: increase Indigenous economic engagement.

Objective 1 will be implemented through the facilitation of the following programs.

Academic leader recruitment program aims to recruit Indigenous level D (associate professor) or level E (professor) roles specifically to progress Indigenous knowledges within faculties and to provide leadership in Indigenous teaching, learning and research.

Academic of the Future program - Indigenous undergraduate students selected on the basis of their potential to progress into higher degree research candidature are recruited to in a 0.4 full-time equivalent (FTE) professional contract. Candidates will act as mentors for other Indigenous students as well as taking on a research activity within the faculties and industry.

Academic intern recruitment program -Indigenous higher degree research candidates are selected on the basis of their suitability to progress into a career as an academic member of staff. The intern will work up to a 0.4 FTE academic contract for the duration of their PhD or Masters by Research. The intern will be employed in a faculty and will have the opportunity to teach and/or undertake research.

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.

The **Indigenous graduate employment** initiative provides academic experience to Indigenous graduates in areas relevant to their course of study.

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.

Objective 2: provide retention and career progression opportunities for existing Indigenous employees at UTS

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.

Indigenous academic career development scheme provides flexible funding for academics to participate in seminars and conference and other career development activities.

Objective 3: develop Indigenous competency amongst non-Indigenous staff.

Provides a cross-university approach to cross cultural competency of non-Indigenous staff.

Objective 4: increase Indigenous economic engagement through requiring;

- Indigenous employment as a key element of tender documents
- Contractors increasing Indigenous participation in UTS-related business
- Indigenous employment participation in projects

The UTS Wingara Indigenous Employment Strategy 2015–2018 is available at <http://www.gsu.uts.edu.au/policies/wingara-strategy.html>

Table 1 – Permanent positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Student Administration Unit	Professional	Student Support
Jumbunna Indigenous House of Learning	Professional	Student Support
2ser University Radio	Professional	Administration
2ser University Radio	Professional	Administration
Faculty of Arts and Social Science	Professional	Administration
Jumbunna Indigenous House of Learning	Professional	Administration
Student Administration Unit	Professional	Student Support
Jumbunna Indigenous House of Learning	Professional	Student Recruitment
Faculty of Design, Architecture and Building	Professional	Administration
Jumbunna Indigenous House of Learning	Professional	Student Support
Faculty of Business	Professional	Student Support
Jumbunna Indigenous House of Learning	Professional	Student Support
Library	Professional	Project Manager
Jumbunna Indigenous House of Learning	Professional	Student Support
Library	Professional	Administration
Jumbunna Indigenous House of Learning	Professional	Student Support
Jumbunna Indigenous House of Learning	Professional	Elder in Residence
Faculty of Arts and Social Science	Professional	Administration
Jumbunna Indigenous House of Learning	Professional	Administration
Student Administration Unit	Professional	Student Support
Equity and Diversity Unit	Professional	Administration
Equity and Diversity Unit	Professional	Indigenous Employment
Faculty of Business	Professional	Project Manager
Sports UTS	Professional	Cadet
Faculty of Law	Academic	Academic of the Future
Faculty of Design, Architecture and Building	Academic	Academic Intern
Faculty of Design, Architecture and Building	Academic	Academic Intern
Faculty of Arts and Social Sciences	Academic	Associate Professor
Faculty of Arts and Social Sciences	Academic	Professor
Faculty of Arts and Social Sciences	Academic	Academic Intern
Faculty of Arts and Social Sciences	Academic	Associate Professor
Faculty of Arts and Social Sciences	Academic	Professor

Faculty of Arts and Social Sciences	Academic	Professor
Faculty of Arts and Social Sciences	Academic	Academic of the Future
Faculty of Engineering and Information Technology	Academic	Academic
Graduate School of Health	Academic	Academic
Faculty of Health	Academic	Academic
Faculty of Health	Academic	Academic
Faculty of Health	Academic	Academic of the Future
Faculty of Health	Academic	Associate Professor
Jumbunna Indigenous House of Learning	Academic	Professor
Jumbunna Indigenous House of Learning	Academic	Academic
Faculty of Design, Architecture and Building	Academic	Academic Intern
Jumbunna Indigenous House of Learning	Academic	Professor (Research)
Faculty of Science	Academic	Academic Intern
Jumbunna Indigenous House of Learning	Academic	Academic
Faculty of Law	Academic	Academic of the Future
Faculty of Law	Academic	Academic of the Future
Faculty of Business	Academic	Academic
Total		49

*Permanent positions classified as ongoing contracts of greater than 12 months

Table 2 - Casual positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
21	Jumbunna Indigenous House of Learning	Non-Academic
2	Jumbunna Indigenous House of Learning	Non-Academic
1	Equity and Diversity Unit	Non-Academic
1	Equity and Diversity Unit	Non-Academic
Total	18	

Work Area	Academic	Non Academic	Identified	Total
Jumbunna IHL	4	9	13	13
Equity and Diversity Unit	0	2	1	2
Faculty of Science	1	0	1	1
2SER Radio	0	2	2	2
Activate UTS	0	1	1	1
Faculty of Law	3	0	3	3
UTS Business School	2	2	4	4
Design, Architecture and Building	3	1	4	4

Faculty of Engineering & IT	1	0	1	1
Faculty of Arts and Social science	7	2	9	9
Faculty of Health	4	0	4	4
Graduate School of Health	1	0	1	1
Student Administration Unit	0	3	0	3
Library	0	2	1	2
Total	26	23	45	50

Non Academic	No of staff
HEW Level 2	3
HEW Level 3	1
HEW Level 4	6
HEW Level 5	2
HEW Level 6	2
HEW Level 7	4
HEW Level 8	3
HEW Level 9 or above	2
Total	23

Casual Staff	No of staff
HEW Level 2	18
Total	18

Academic staff	No of staff
Level E	4
Level D	3
Level C	5
Level B	2
Level A	5
Hew 4	6
SSG	1
Total	26

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 2015 (access rate) as compared to 2014 (please provide an all student comparison).
- **Programmes run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your University**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up of available scholarships.
- **Indigenous Education / Support Unit's role**.

Commencing Aboriginal and Torres Strait Islander students

	2014	2015
Aboriginal and Torres Strait Islander students	110	145
Non Aboriginal and Torres Strait Islander students (Domestic students only):	9631	9715

Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
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UTS recognises the Indigenous Australian people as the first people of this continent, and understands that the history and knowledge developed over many thousands of years was severely disrupted at the time of colonial settlement.

Further, UTS's strong commitment to ensuring Indigenous Australians have access to higher education has been evidenced through the ratification of the Indigenous Education and Employment Policy. The policy outlines a whole of university approach to achieving comparable education and employment participation rates, which reflects national population parity, that being 2.2%. The UTS: Jumbunna Indigenous House of Learning was established to support the facilitation and process of building the aspirations of Indigenous Australians to access and succeed in higher education.

Jumbunna's innovative approach to supporting higher education aspirations of Indigenous Australians is multifaceted, with its cornerstone being founded in its quality engagement with community, schools and international partners to influence policy development and gain greater access to higher education.

UTS is a global city campus with an Indigenous heart. The Jumbunna Undergraduate Recruitment and Outreach project aims to extend this important sense of belonging and community to young Indigenous school students.

Jumbunna Direct Entry Testing and Assessment Program

A key issue inhibiting Indigenous Australian participation rates in higher education is the extremely low number of Aboriginal and Torres Strait Islander students who complete 12 years of schooling with results that allow them to enter into degree program study.

The Direct Entry Testing and Assessment Program is designed to identify applicants who would have

the capacity for degree study given appropriate learning opportunities to supplement the core tuition provided by the degree programs they seek to enrol in.

In the 2016 round of Testing and Assessment (conducted at the end of 2015), Jumbunna has focussed on increased placement of students in preparatory and enabling programs (Insearch and Unistart respectively) as a strategy to increase success, retention and completion rates. This has resulted in only a small growth in Direct Entry numbers for 2016, but it is anticipated that with the successful implementation of this strategy, a healthy pipeline of well-prepared students will be created for the Direct Entry program in future years.

UTS: INSEARCH

Jumbunna works closely with UTS: INSEARCH to identify applicants for the INSEARCH Indigenous Scholarship Program, which allows Indigenous scholars to access INSEARCH diploma programs. The development of the UTS: INSEARCH scholarship program has strengthened UTS: Jumbunna's ability to provide greater opportunities to those students less fortunate in securing a place in an undergraduate degree at UTS. At the end of 2015, four scholarship holders completed their Insearch program and have progressed to degree studies at UTS in 2016. An additional two students continued with their studies at Insearch from 2015 and fourteen new students commenced studies under the Insearch Indigenous Scholarship Program in 2016.

Unistart – Building opportunity and opening doors

UNISTART is designed for Aboriginal and Torres Strait Islander people wishing to gain entry into a university degree concentrating on providing enabling education in areas not covered under the Insearch Indigenous Scholarship Program, namely, Nursing, Midwifery, Sport and Exercise Management, Law and Education.

2015 was the third year UTS and Jumbunna offered the 12-month program, with 20 students enrolled. The program plays a vital role in preparing Indigenous students with discipline-specific academic literacy and mathematical aptitude to prepare them for degree study at UTS.

Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
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Jumbunna's schools engagement program continues to afford Indigenous students access to many on-campus activities. The flagship Nanga Mai and Galuwa programs continue to attract over 300 participants from all parts of Australia and is a key driver in building aspirations for Aboriginal and Torres Strait Islander high school students.

The key objectives of programs are to:

- Increasing students awareness, confidence and motivation towards higher education
- Building teacher, school and community capacity for higher education

The project has a team of Outreach Officers available to visit schools and speak directly with Aboriginal and Torres Strait Islander students about university life and Jumbunna's Direct Entry Program. Jumbunna's student representatives also engage with Indigenous students and school communities across the Sydney area and regional NSW. The program involved the following in 2015:

Initiative	Engagement reach	
Nanga Mai: 1 day on-campus experience where students select a series of workshops across all faculties.	164 students (Yrs 7 – 12) 12 teachers / careers advisors / AEOs	
FEIT: Galuwa: 5 day residential experience exposing students to Engineering and IT study and career outcomes.	27 students from across NSW (Yrs 9 – 12)	
Science: Galuwa: 3 day residential experience exposing students to Science study and career outcomes.	14 student from across NSW (Yrs 9 – 11)	
Health: Galuwa: 5 day residential experience exposing students to Health related study and career outcomes.	17 students from across NSW (Yrs 9 – 11)	
DAB: Galuwa: 5 day on-campus experience exposing students to Visual Design and Animation study and career outcomes.	17 students from metropolitan Sydney (Yrs 9 – 12)	
ASX Thomson Reuters Boarding School Dinner: Annual dinner for boarding schools students across the state to learn more about Sydney-based universities. UTS: Jumbunna plays host to the event on-campus.	78 students (Yrs 10 -11) 8 teachers	
Yarn Up: annual debating challenge for Indigenous students in Stage 4. UTS: Jumbunna is the higher education partner.	32 students (Yrs 7 – 8) 8 teachers	
Great Debate: annual debating challenge for Indigenous students in Stage 5 & 6. UTS: Jumbunna is the higher education partner.	32 students (Yrs 9-12) 8 teachers	
Deadly Kids Awards: DEC awards for Indigenous high school students across a range of categories. UTS provide The Great Hall as the venue.	638 students (Yrs 7-12) 38 teachers 230 approx. parents / carers	
UTS: Arts Education: partnership building on the strong Indigenous arts education outreach program.	300 approx. students (Yrs 3 -10) attended enrichment workshops	
NSW Koori Knockout: participation in the largest gathering of Indigenous communities in NSW.	15,000 in attendance 43 Indigenous people registered interest for a follow up about programs	
Schools Outreach: School presentations – direct contact with in school presentations or dedicated Indigenous school camps	139 high school students on 15 separate occasions	

<p>Careers markets and Fairs: participation in Indigenous and non-Indigenous markets across the State.</p>	<p>Attended 8 careers markets with approximately 783 high school students, community members, government or not for profit organisations.</p>	<p>783 high</p>
<p>Away from Base promotion: promotional campaigns developed for the <i>Bachelor of Business Administration</i> and <i>Bachelor of Primary Health Care</i> degrees – advertising, media, direct mail, information sessions etc.</p>	<p>114 direct contact as a result of advertising. 28,000+ indirect (KooriMail circulation)</p>	
<p>Jumbunna Bragsheet: 8-page newsletter produced twice yearly circulated to 14,000 individuals and organisations (14,000 per circulation x twice yearly)</p>	<p>749 direct contact (direct mailed or distributed at career markets. 28,000 indirect (KooriMail circulation)</p>	
<p>Jumbunna Pathways Program: an alternative testing and assessment scheme to assist Aboriginal and Torres Strait Islander people gain entry to UTS.</p>	<p>115 registered interest 96 attended the Jumbunna Pathways 3-day workshops (2 conducted). An additional workshop was held in January for 8 prospective students.</p>	

Program evaluation:

Increasing students' awareness, confidence and motivation towards higher education

The 2015 Indigenous Outreach and Recruitment project extended its reach through the development of more on-campus experiences for high school students. Each of the initiatives contribute to building the overall awareness and motivation to consider higher education as a real option for their future.

The 1-day on-campus experience, ***Nanga Mai program*** continues to grow in popularity up from 150 participants in 2014 to 163 in 2015, which represents an 8.6% increase. The evidence of the achievement and success of this program is evidenced through a post event survey of student and teacher participant. Survey results indicate that nearly 84% (83.7% n=63) participants agreed the Nanga Mai program helped them understand what university was really like. A further 87% of participants surveyed agreed Nanga Mai was a fantastic opportunity to learn about what degrees are offered at UTS.

Teachers play a major role in providing guidance and motivation in relation to career / study aspirations and 75% (n=12) indicated they feel more comfortable advising their students to consider University study.

Survey feedback from this program:

"I didn't know that I would be able to come to UTS, but now I know there are many other ways of getting into uni even if I'm not going for an ATAR" (Year 11 student from western Sydney school).

"I had a very disengaged student who did not want to return to Year 11, but after being exposed to the various areas of career option after university, she now wants to be a midwife to help Indigenous mothers and their babies" (Career Advisor, south western Sydney high school).

"It [Nanga Mai] has made me more determined to go to university" (Student from inner city high

school).

“The students thoroughly enjoyed today, the workshops were very well run by friendly and professional staff” (Teacher from inner city high school).

“It was kind of inspiring, if I go to uni, I’ll choose UTS” (Student from northern beaches high school).

Further positive feedback provided when students were asked: **“After participating today, has anything changed? How?”**

“Yes, because I wasn’t going to uni but now I am” (Inner city high school student).

“It’s given me a wider view on the different opportunities” (Inner city high school student).

“Made me want to attend UTS more” (Western Sydney high school student).

“I feel more motivated to engage in my school learning” (Western Sydney high school student).

The flagship **Galuwa** Engineering and IT Experience success over the past 3 years, has provided an opportunity for Jumbunna to successfully partner with a further three faculties in 2015 to develop enrichment programs in the discipline areas: Animation and Visual Communication, Health Sciences and Science.

Galuwa: Engineering and IT Experience

In 2015, 28 people participated in the program comprising 26 students and one teacher (m=21; f=6). The students spent four nights housed at the National Centre for Indigenous Excellence. Students undertook a range of workshops across the engineering and information technology disciplines, plus a industry and site visits over five days.

Pre and post survey’s were conducted to compare attitudes and it was identified that 100% (n=26; 1 student did not participate in this part of the survey) agreed that the experience:

- will help them work harder and focus on their studies
- has encouraged them to want to go to university
- has proved them ideas about career choices/courses they could study in university
- the experience has been very beneficial

A further 96% of respondents (n=26) agree that it has motivated to consider careers that need a university degree. An astonishingly 81% (n=26) of respondents know what course they would like to study at university compared to 4% at the commencement of the program. As a result of the program approximately 67% (66.6%; n=27) indicated their interest in studying engineering at UTS.

“The ABC Centre stood out so much, it was the most exciting event. Seeing the set of Giggle and Hoot” (Central Western NSW high school student).

“ I plan to undertake engineering studies in years 11 and 12” (Western Sydney high school student).

“University isn’t as scary as it first seems” (Western Sydney high school student).

“ Study harder and work towards an engineering course at university” (Southern Sydney high school student).

“This has inspired me to strive and achieve higher” (QLD based high school student).

An email received from a parent of a student who attended Galuwa Engineering program in 2014 and 2015:

“Just wanted to say thank you for the opportunity given to my son last week, he absolutely loved his experience, so much so that he cried when he came back. He is very keen to go to university at UTS next year if he gets the marks needed for Civil Engineering. As cost is a huge issue for me as a single mum I was wondering what scholarships would be available for him to apply for? If there is someone I can have a yarn with or get some more info from that would be great” (Parent of a high school student from Moree).

Galuwa: Science Experience

2015 was inaugural year for Galuwa: Science, unfortunately due to a number of factors Galuwa: Science Experience had a limited number of students participate. The program was capped at 20 with final numbers being 14 high schools students from across NSW in years 9 – 11. The students spent two nights housed at the National Centre for Indigenous Excellence. As the cohort was quite small, the students really bonded with 100% (n=9) agreeing they will stay in contact when they go back home. Students participated in a range of science related workshops that included Forensics, Traditional Chinese Medicine, Microbiology, Environmental Science and Biology. 100% of respondents (n=9) agreed that Forensics was the most interesting session and a further 100% would like to undertake Forensics at university. Students were then asked where they would like to study at UTS, approximately 78% (77.7%; n=9).

“I loved the Forensics’ workshop, I watch those type of shows so it was amazing to go in a crime simulator and run ballistics and figure out the type of crime” (South Coast high school student).

“Forensics is the best, I didn’t realise how close and careful you have to look before you continue to the next part” (Student from central west high school).

6 of the 9 respondents (66.6%) expressed the program should be lengthened to include more workshops.

Galuwa: Health Experience

This was the inaugural year for Galuwa: Health Experience. The program was very well received by high school students, 22 applications were received, which translated to 17 student from high schools across NSW admitted to participate (years 9-12) (m=1; f=16). Participants undertook a range of workshops across the health sciences, nursing and midwifery disciplines over five days. Students were housed at the National Centre for Indigenous Excellence for four nights with Indigenous Sprout supervision from the Faculty of Health.

In the post program survey, students were asked if they would recommend Galuwa: Health to their friend or family and 88% (n=15) of the respondents agreed. As a result of the Galuwa: Health Experience 65% (n=11) would like to study a health related degree at UTS. A further 100% (n=17) agreed the Galuwa: Health Experience has motivated them to work harder and focus more on studies.

In a pre survey students were asked their motivation to go to university 65% (n=17) didn’t want to go to university, in comparison to the post survey results which indicates 88% (n=17) of the respondents indicated that would like to go to university as a result of participating in Galuwa: Health.

“After Galuwa Health, I know what subjects I need to study in my senior years to become a nurse” (Student, Sydney based high school).

"I really want to go to uni to study Midwifery to help Indigenous mothers and babies" (Student, Sydney based high school).

"I want to improve my attitude to studies and school work" (Sydney based high school student).

"After coming to Galuwa: Health I now know I want to be a nurse" (Central Coast high school student).

Galuwa: Animation and Visual Communication Experience

In recognition of the need to support an Indigenous perspective in Australian design disciplines by expanding and facilitating access and participation of Indigenous students across all its disciplines, the School of Design in the Faculty of Design Architecture and Building piloted the Galuwa Design Experience in December 2015.

The Galuwa Design Experience pilot program was a five days on-campus experience with activities that included hands-on design, animation and visual storytelling workshops, industry speakers, student speakers, screenings, campus tour, information sessions on university pathways and DAB courses plus social events. There were 18 students that participated (n=18).

Students had the choice to participate in four workshops based around the Visual Communication and Animation disciplines. The workshops were: Digital Animation and Sound, 2 x Stop Motion Animation and a Comic/Zine workshop. The students could choose to stay in one workshop or to move between workshops. The aims of the workshops were to give the students the experience of a Design studio setting as studio is a core teaching model in Design; for the students to acquire hands on design skills; for the students to complete a creative work that they could be proud of and show to their peers and family and to provide a platform for their voices.

In post survey results 100% (n=18) of students said that the workshops they attended were either valuable or very valuable.

Approximately 78% of students (77.7%; n=14) surveyed found the following valuable to very valuable

- Animal Logic talk about VFX and the Great Gatsby
- Insearch Talk

Approximately 89% of students (88.8%; n=16) said that the Galuwa Design Experience:

- Motivated them to work harder and focus more on their studies
- Helped them to understand what university is really like
- Helped them to make friends that they planned to keep in touch with
- Gave them confidence to contribute positively to a team
- Gave them ideas about career choices/courses they could study at uni
- Motivated them to consider careers that need a university degree
- That they were given enough information about the program prior to the experience
- That the Galuwa Design experience had been beneficial
- That they would recommend it to other students

72% of students (n=13) said that they were interested in studying a university course in the School of Design.

I was contacted by some of the schools and the students after the workshop with comments such as:

“Thank you very much, yeah the last week was great” (Yr 10 student western Sydney high school

“I hope I can come back next year” (Yr 11 student western Sydney high school).

“Thank you so much for organising the week and having Tim there with you. Sounds like it was fantastic! We are so happy to have been involved” (Yr 10 student south western Sydney high school

“Thank you for providing the opportunity for our student to participate in the week at UTS. I spoke to Faith on her return to school this week, and she spoke very positively of her experience. We hope to continue the relationship” (Careers Advisor, north western Sydney high school).

“We are so happy to have been involved and are very appreciative of the support you are providing our Indigenous students” (AEO, western Sydney high school).

“Thank you so much, the kids were raving about the program and how great it was. Each of them had a fantastic time and I am confident they would like to attend next year” (Careers Advisor, western Sydney high school).

“Thank you for your time and effort running the program, it was very beneficial to the girls. I am looking forward to working with you next year” (Careers Advisor, inner Sydney high school).

“Thank you so much to you and your dedicated team who ran the workshop last week!” (Careers Advisor, north western Sydney high school).

The series of disciple based **Galuwa programs** introduced in 2015 are yielding great feedback from student participants, teachers and parents/carers, which demonstrates these initiatives are building student awareness and an appetite for higher education study.

Building teacher, school and community capacity

Over several years, Jumbunna has been building a relationship with the Department of Education and Communities in Sydney region. As a result, UTS has become the preferred higher education partner for many of their large scale Indigenous initiatives such as The Great Debate, Yarn Up and Deadly Kids Awards. Though this strong relationship, Jumbunna has been able to engage with a range of teachers, parents and the broader community about the range of services and opportunities on offer at UTS. Although Jumbunna did not have scope to evaluate the impact of these programs, informal feedback received include:

“I always wanted to come into the tower, but didn’t feel confident to come in, I never went to uni. After visiting Jumbunna after this event (The Deadly Kids Awards) I want to daughter to come to UTS” (Parent of an award recipient).

“I feel really at home in Jumbunna and I always jump at the chance to bring my students on to campus, even though I didn’t study here” (Careers Adviser, Sydney based high school).

Jumbunna has invested significant time into attending careers markets where there is a high volume of Indigenous people (mature aged and high schools students) to increase brand awareness and network with other government and non-government providers. Jumbunna captures the details of interested parties and will follow up with a more personalised experience to assist with pathways opportunities.

Scholarships details

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
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Most Scholarships for Indigenous students are managed by the centralised Scholarships Office, located in the Student Administration Unit.

Promotion of Scholarships occurs via the following mediums:

- Scholarships Search Tool
- Webpage which isolates Jumbunna Scholarships
- Direct email and sms marketing to potentially eligible students
- Promotion through Jumbunna communications with students including through social media.

The selection of recipients is made by a scholarships selection committee chaired by the Director of Jumbunna Indigenous House of Learning (or their nominee). The other selection committee members are determined by the specific Conditions of Award. They may include:

- An academic staff member
- A Scholarships Office staff member
- A staff member from the Equity and Diversity Unit

EXPENDITURE:

Please find **Table 1** and **Table 2** below for a breakdown of expenditure for 2015. The total value that was **awarded** to new recipients (to be paid from 2015 onwards) has been included. The total value that was **paid** to new and continuing recipients (within the 2015 calendar year) has also been included.

Scholarship	New Recipients 2015	Ongoing recipients	Awarded in 2015 (to new recipients)	Spent in 2015 calendar year (new and ongoing recipients)	Total amount available in 2015
Bruce and Carol Kendall Undergraduate Memorial Scholarship x 10	10	0	\$10,000.00	\$10,000.00	\$10,000
Dr Bob Morgan Exchange Scholarship – up to x 4	2	0	\$4,000.00	\$4,000.00	\$4,000
Jumbunna Honours Scholarship x 3	1	0	\$20,000.00	\$15,000.00	\$45,000
Jumbunna Commencement Scholarship	62	0	\$93,939.30	\$93,939.30	\$120,000
Chicka Dixon PhD Scholarship	1	0	\$20,000.00	\$20,000.00	\$20,000
Lindsay Croft Postgraduate Memorial Scholarship	1	1	\$5,000.00	\$3,750.00	\$5,000
UTS Council Indigenous Scholarship	1	0	\$5,000.00	\$5,000.00	\$5,000
Vice- Chancellor's Indigenous Tuition Fee Scholarship	3	14	\$22,095.00	\$120,122.10	N/A
2015 Total	81	15	\$180,034.30	\$271,811.40	

Table 2. Donor Funded Scholarships

Scholarship	New Recipients 2015	Ongoing recipients	Awarded in 2015 (to new recipients)	Spent in 2015 calendar year (new and ongoing recipients)
Laurie Cowled Scholarship	1	0	\$20,000.00	\$20,000.00
Rotary Soukup Scholarship	1	0	\$45,000.00	\$15,000.00
2015 Total	2	0	\$65,000.00	\$35,000.00

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 2015, compared to 2014 (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 2013 and 2014 is as follows:

	2014	2015
Aboriginal and Torres Strait Islander students:	250	287
Non Aboriginal and Torres Strait Islander students (Domestic students only):	27,783	28,696

Strategies to address participation

Strategies	Outline of strategies	Constraints	Outcome
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The Indigenous Education Strategy 2015-2018 is the cornerstone of strategies deployed across UTS to address the participation of Australian Indigenous peoples with UTS programs.

The UTS Indigenous Education Strategy is comprised of eight (8) elements outlined below.

- Improve the coordination and promotion of Indigenous student services and support across UTS, where possible avoiding duplication of services, and ensure Indigenous students have access to information regarding the full range of services and supports available to them
- Support Indigenous student success and completion through the provision of a strategic range of scholarships
- Participate in the placement of UTS Indigenous students into a range of external cadetships and internships
- Ensure Indigenous students have access to a high-quality, culturally-affirming and easily-accessible support, study and social space
- Develop and maintain systems that track Indigenous student success and are capable of identifying high-achieving students and/or students academically at risk
- Develop and offer Indigenous students a range of learning support/development initiatives, including early intervention
- Encourage Indigenous students to take advantage of existing opportunities to study overseas and create opportunities for Indigenous students to learn through overseas travel
- Organise events that celebrate Indigenous achievements, affirm culture and raise the status and visibility of Indigenous people across UTS

Further information is available at: <http://www.gsu.uts.edu.au/policies/indigenous-education-strategy.html> and at <http://www.jumbunna.uts.edu.au>

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 2015, compared to 2014 (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.**

	2014	2015
Aboriginal and Torres Strait Islander students: (Higher Degree)	15	16
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	942	938
Aboriginal and Torres Strait Islander students: (Other postgraduate)	48	40
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	6,295	6,164
Aboriginal and Torres Strait Islander students: (Bachelor degree)	157	199
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	26,645	28,154

Support mechanisms

Support mechanisms	Description	Constraints	Outcome
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RETENTION AND SUCCESS

Retention rates for Indigenous students at UTS continue to rise as a result of adopting a student lifecycle approach. This concept has been embraced by the University with the development and appointment of an Indigenous Advancement Manager responsible for the relationship management of UTS Indigenous alumni, as well as prospective donors and industry partners.

Background

In 1988, four Indigenous Australian students were enrolled at UTS and an academic communication tutor was employed at Jumbunna to provide tuition to supplement the teaching provided by the faculties. By 1998, with an increasing number of students were enrolling in undergraduate fields that required mathematical knowledge, Jumbunna began to provide supplementary mathematics tuition for these students.

By 2010, 28 hours per week of supplementary tuition was available to Indigenous students at UTS, focusing on the transition needs of the nearly 60 first-year undergraduate students – most of whom had accessed undergraduate study via the Jumbunna Direct Entry Program.

In 2011, Jumbunna identified the need to improve the retention, progression and completion rates of Indigenous undergraduate students and a full-time Learning Development Coordinator was appointed.

To accommodate the needs of increasing numbers of commencing students, Jumbunna has expanded its supplementary tuition programs to ensure students have full support and access to opportunity throughout their undergraduate degree. Since 2015 and continuing in to 2016, Jumbunna has been able to increase the number of hours available for Academic Literacy development and Mathematics aptitude development from 14 hours per week in each of these programs to 35 hours per week in each of these program, that is 70 hours a week of supplementary instruction. In addition to the Academic Literacy and Mathematics aptitude programs, Jumbunna has appointed four Peer Tutors under the Academics of the Future Cadetship scheme funded under the Wingara Indigenous Employment Strategy. These tutors are typically final year undergraduate, honours or postgraduate students who have achieved

excellent grades in their studies and shown an interest in developing their potential to pursue an academic career. The peer tutors work mainly with Unistart, Insearch and first year undergraduate students providing an additional 28 hours per week of supplementary instruction.

Jumbunna Learning Development Programs

The Jumbunna Learning Development Program is a strengths-based and relational supplementary tuition program provided to Indigenous students accessing undergraduate study via the Jumbunna Direct Entry Program.

The Learning Development Program acknowledges that Indigenous students in the Direct Entry Program embark on university study with different prior educational experiences from mainstream or traditional students. But rather than taking an individualised deficit-based approach, the program is based upon two key principles: firstly, a relational aspect emanates from the observation that a significant factor in human learning is relationships with more knowledgeable others; and secondly, that in order for humans to learn and change they need to draw upon their own strengths and attributes that they bring to the challenges of the new learning environment.

The program seeks to foster a learning community within the Jumbunna which relies as much upon peer-to-peer learning assistance as assistance provided by academic staff.

The Jumbunna Learning Development Program oversees the following functions and initiatives directed at improving educational outcomes for Aboriginal and Torres Strait Islander students at UTS:

- Development, delivery and evaluation of testing and assessment for the **Jumbunna Direct Entry Testing and Assessment Program**
- Supplementary tuition provided under the **Jumbunna ASSIST Program**
- Subject-specific supplementary tuition under the federally-funded **Indigenous Tutorial Assistance Program (ITAS)**
- Liaison with faculties in the review and curriculum development of away-from-base undergraduate courses for Indigenous scholars
- The Jumbunna International Experience Program which aims to achieve increased rates of Indigenous students having an off-shore experience within the context of their undergraduate studies at UTS (in collaboration with UTS: International) – in 2015, Jumbunna achieved over 40% participation rate of graduates in International programs
- Recruitment, management and administration of the Indigenous Academics of the Future Cadets (in collaboration with the Equity & Diversity Unit)
- Provision of Academic Development opportunities for Indigenous Higher Degree by Research candidates

Specific Higher Research Degrees Students support

- Establishment of a Higher Degree Research (HDR) Liaison Officer to assist Indigenous Students applying to study higher degree research programs at UTS. An Indigenous Post-Doctorate staff member has been engaged within that role on a part-time basis.
- Establishment of a HDR Peer Liaison Position to provide support to HDR Students and to arrange and supervise activities amongst the Indigenous HDR Cohort.
- The conduct of an Indigenous HDR writing retreat for Indigenous HDR Students focusing on the development of research methodologies and writing skills.

Indigenous Tutorial Assistance Scheme (ITAS)

Along with Jumbunna Assist, ITAS is viewed as a key mechanism for increasing Indigenous undergraduate success and completion rates at UTS. ITAS aims to accelerate and improve the educational outcomes of Aboriginal and Torres Strait Islander tertiary students by offering them the opportunity to apply for federally-funded supplementary tuition, either one-to-one or in small group. In 2015 over 1500 hours of tuition were delivered to nearly 60 students by a team of over 60 tutors.

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

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

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

University-wide introduction of Indigenous Graduate Attributes

In November 2013, Academic Board endorsed in principle a proposal (outlined in a UTS Indigenous Graduate Attributes Discussion paper) to introduce Indigenous Graduate Attributes (IGAs) across all faculties in the University. The Board also endorsed in principle recommendations relating to approval protocols and standards to ensure the quality of Indigenous content. Academic Board established the Indigenous Graduate Attribute project as a priority project for 2014. A draft strategy for the University-wide implementation of IGAs/ICILOs was prepared in consultation with the University's Senior Executive, faculties, relevant teaching and learning committees, and other stakeholders as appropriate.

Rationale for proposal:

The University-wide adoption of IGAs/ICILOs will contribute to the development of an equitable Australia by ensuring that all UTS graduates have Indigenous professional competency as appropriate to their profession. More broadly, attainment of IGAs/ICILOs will also equip graduates with knowledge, skills and sensitivities relevant to working within an increasingly global context.

In 2015, recognising that resources would be required to support the successful implementation of the IGA project (2015-2018), the university appointed three senior Indigenous academics to establish the Centre for the Advancement of Indigenous Knowledges (CAIK). The team of Indigenous Education specialists, Professor Michelle Trudgett (Centre Director), Professor Susan Page and Associate Professor Gawaian Bodkin-Andrews are now leading the Indigenous Graduate Attribute project. To date the team have:

- Developed a detailed project implementation plan
- Created a new subject – Aboriginal Sydney Now – for initial offer in Spring, 2016
- Conducted formal and informal consultation across the university
- Designed a course based pedagogical IGA framework to ensure minimum standards for Indigenous content in curricula
- Presented IGA scholarly work at national fora.

For more detail information please see CAIK Annual Report:
(<http://www.uts.edu.au/sites/default/files/caik-annual-report-2015.pdf>)

Growing Indigenous cultural respect in the Faculty of Health

With their commitment to embedding an Indigenous graduate attribute throughout all their faculty programs, the Faculty of Health's REM Collaborative, this year focused on the implementation of the graduate attribute in practice to drive changes in student outcomes through the following key areas:

1. Ongoing staff development through monthly Yarning Circles. The use of traditional story-telling and a discussion forum has proved successful with staff interested to learn more about Indigenous history, awareness and culture. Facilitated by an Indigenous person, topics have included: Indigenous perspectives of Australian history; responding to current affairs – a look at current media and Indigenous awareness; the Australian legal

system in the context of equity and justice for Aboriginal and Torres Strait Islanders; how humour is used to balance world views on Aboriginality; diversity within Indigenous Australia and training on delivering a customised and respectful acknowledgement of Country. Other recent initiatives include increasing engagement with the local community through inviting guest speakers and booking local walking tours. Several forums have been held with Indigenous health stakeholders for advice on everything from clinical placements to marking of assessments.

2. Ongoing update of a resource repository available for both staff and student use <https://utsindigenoushealth.com/>
3. A requirement to engage with the IGA being embedded into academic benchmarking under learning and teaching.
4. Employment of an Indigenous Academic Advisor to assist staff in developing teaching, learning and assessment strategies.
5. Celebrating achievements and highlighting ongoing work at end of year showcases.
6. The development of a Framework to guide the inclusion of Indigenous content. Although preceding the release of the Aboriginal and Torres Strait Islander Health Curriculum Framework, the REM (Respect, Engagement and sharing and Moving forward together) framework aligns well and addresses the majority of requirements. This work has been described in scholarly publications (below). A third paper is in draft describing the use of this framework in marking rubrics. An Aboriginal undergraduate student will be involved in this paper as a part of the 'Academics of the Future' initiative from Jumbunna.

Power, T., Viridun, C., Sherwood, J., Parker, N., Van Balen, J., Gray, J. & Jackson, D. (2015) [Epub ahead of print]. REM: A collaborative framework for building Indigenous cultural competence. *Journal of Transcultural Nursing* 1-8 DOI: 10.1177/1043659615587589.

Viridun, C., Gray, J., Sherwood, J., Power, T., Phillips, A., Parker, N. & Jackson, D. (2013). Working together to make Indigenous health care curricula everybody's business: A graduate attribute teaching innovation report. *Contemporary Nurse*, vol. 46(1), 97-104.

The REM framework is being trialled progressively in the Bachelor of Nursing in Autumn 2016, and has been adapted for use in postgraduate nursing. Once refined it will be offered to all course coordinators for inclusion. To assist student understanding and acceptance, an animation explaining the REM Framework has been created. <https://youtu.be/TswEEGemBco>

Jumbunna Indigenous House of Learning Research Unit

Jumbunna Indigenous House of Learning Research Unit undertake research and advocacy on legal and policy issues of importance to Aboriginal and Torres Strait Islander people. Their mission: to promote Aboriginal and Torres Strait Islander sovereignty and self-determination.

Fred Maynard.

In 2015 Jumbunna Research produced the short documentary film titled *Fred Maynard – Aboriginal Patriot*. The film centres on Aboriginal rights Fred Maynard who established the Australian Aboriginal Progressive Association (AAPA) in the 1920s. Fred's grandson, Aboriginal historian Professor John Maynard, narrated the film. The film explores the exchange of ideas between Aboriginal people in Australia and around the world as well as the important legacy of the AAPA. The film screened on NITV in February 2016.

First Indigenous Chancellor's Post Doctorate Fellow Jumbunna Senior Researcher Amanda Porter was awarded the prestigious UTS Chancellors Post Doctoral Award to continue her work on policing and Aboriginal communities. This builds on her important work on night patrols. Amanda is the first Indigenous person to be awarded this competitive fellowship.

ARC Nation Building Projects This ongoing research work, led by Professor Larissa Behrendt and Senior Researcher Alison Vivian, looks at the principles underlying Nation Building amongst Aboriginal and American Native Nations and develops governance practices to empower Aboriginal communities in Australia. The research has been funded by the Australian Research Council, first as a Discovery Project, and in 2015 through a Linkage Grant. As part of this work, the project team won a tender to provide training to South Australian Aboriginal communities on Indigenous Nation (Re)Building and to SA Government bureaucrats on the importance of working with Aboriginal Nations.

In 2015 an Inter-Nations Summit was held to provide a formal space for inter-nation dialogue on issues of mutual interest. The Gunditjmara People welcomed citizens from the Ngarrindjeri Nation in South Australia and Wiradjuri Nation in NSW, with observers and participants from eight other Aboriginal Nations across Queensland, Western Australia, the Northern Territory, Victoria and NSW to Lake Condah in south western Victoria. These summits are designed to build nation-to-nation relationships and share expertise in a 'solutions'-focused environment. Summit presentations and workshops also provided an opportunity for sharing effective strategies and transferrable lessons for nation building and increasing the capacity of Indigenous nations' governing bodies and decision making processes.

The 2015 Inter-Nation Summit also provided the opportunity for participants to engage with inspirational North American Indigenous leaders Dr Richard Luarkie (former Governor of the Pueblo Laguna Pueblo, a US based Native nation in New Mexico) and Angela Wesley (former Constitution Chair from Huu-ay-aht First Nation, a Canada-based Indigenous nation in British Columbia and Speaker of the Huu-ay-aht First Nation's Legislature). Richard and Angela discussed their respective nation's experiences with crafting culturally specific constitutions, building governing institutions and motivating citizen engagement.

Bowraville Community

A deepening of our collaboration with the Bowraville Aboriginal community saw Jumbunna Researchers continue their work to get justice for three Aboriginal children murdered in the Bowraville community twenty-five years ago.

Advocacy has included:

- legal advice to police, politicians and policy makers
- advice and support for the families
- a substantial submission to the parliamentary inquiry; and
- work on developing education packages for the profession about Aboriginal witnesses and evidence.

Support for the community has taken the form of:

- Research on key technical legal and procedural issues
- Lobbying of key decision makers, including the establishment of a NSW Parliamentary inquiry
- Substantial submission to the NSW Parliamentary Inquiry
- Other support for the community in relation to housing and criminal justice matters

As part of the advocacy work, Larissa Behrendt wrote and directed *Innocence Betrayed*, a documentary film that shares the story of the Bowraville community's journey in taking on the NSW legal system.

The documentary aired on NITV in 2014 and was followed by *Justice Just Us: Bowraville Special*, a Q&A with Larissa Behrendt, Detective Inspector Gary Jubelin and a family member of one of the murdered children Leonie Duroux.

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

Please use the financial acquittal template attached to report on the expenditure of your University's ISP grant for 2015, 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 2015 provided under section 19-10 of *Higher Education Support Act 2003*, please provide reconciliation.

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

SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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

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

University Officer	Indigenous Education Support Unit Officer
Name: Professor Michael McDaniel	Name: Maree Graham
Position Title: Director Jumbunna Indigenous House of Learning	Position Title: Coordinator Indigenous Recruitment and Outreach
Phone Number:	Phone Number: 02 9514 7657
Email: Michael.Mcdaniel@uts.edu.au	Email: Maree.Graham@uts.edu.au

SECTION 4 PUBLICATION OF THE STATEMENT

Following approval of the IES by PM&C, Universities **are to publish** the current and the previous two IES on their website. The documents are required to be externally accessible to the public. Please provide PM&C with a link to these statements.



Australian Government

Department of the Prime Minister and Cabinet

FINANCIAL ACQUITTAL

Organisation	University of Technology Sydney		
Postal Address	P.O. Box 123, Broadway NSW 2007		
Contact Person	Peter Booth	Title	Professor
Phone	02 9514 1350	Fax	0295141351
	E-mail	Peter.Booth@uts.edu.au	

Financial Acquittal		
This financial acquittal proforma is designed to acquit all ISP Funds provided in 2015, including all interest or royalties/income derived from ISP Funds during 2015.		
Attachment		Checklist
1	Indigenous Support Program (ISP)	<input type="checkbox"/>
<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 2015 and after you have entered all relevant information in the *Assets Register*.

ISP FUNDING RECIPIENT'S CERTIFICATION

I,

(print name of chief officer or equivalent)

(print position title)

certify that:

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

I understand that:

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

Signed:

Date:

Privacy Notice

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

ATTACHMENT 1 - Indigenous Support Program

Provider Name: University of Technology Sydney

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

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

1. If applicable, GST received by you in 2015 as part of the Indigenous Support Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$ 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 Programme funds from 2014 which were committed for expenditure prior to 31/12/2014.	\$ 0
(+ 2. Unexpended and uncommitted Indigenous Support Programme funds from 2013 which were approved for expenditure in 2015.	\$ 0
(+ 3. Indigenous Support Programme funds provided in 2015. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$ 836,000
(+ 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2015.	\$ 0
(= 5. Total Indigenous Support Programme funds to be acquitted in 2015.	\$ 836,000

EXPENDITURE

6. Total Indigenous Support Programme expenditure in 2015, <u>excluding any GST</u> .	\$ 836,000
(+ 7. Unexpended Indigenous Support Programme funds which were committed for expenditure prior to 31/12/2015.	\$ 0
(+ 8. Requested carryover into 2014 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2015 – written approval date /.../2015. ¹	\$ 0
(= 9. Total Indigenous Support Programme funds which by 31/12/2015 were fully expended and/or committed for expenditure.	\$ 836,000
10. Returns of 2015 Indigenous Support Program Funds by 31/12/2015.	\$ 0
11. Balance of Funds for 2015 (Unexpended/uncommitted Indigenous Support Programme funds to be returned or recovered from 2014 entitlements).	\$ 0
12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2015.	\$ 0

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

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

Salaries	\$ 621,866
Salaries – con costs	\$ 155,466
Scholarships	\$ 58,668
	\$
	\$
	\$
	\$
	\$
	\$
(=) Total 2015 ISP Program Expenditure	\$ 836,000

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

	\$
	\$
	\$
	\$
	\$
(=) Total of 2015 Non-ISP expenditure	\$

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

STAFFING COSTS - eg

Position	Indigenous Centre/Faculty staff	Cost
Admin - HEW 2	Jumbunna Indigenous House of Learning	\$66,089
Manager - HEW 9	Jumbunna Indigenous House of Learning	\$167,460
Outreach Officers - HEW 6 / 7	Jumbunna Indigenous House of Learning	\$239,166
Indig Student Services Officers - HEW 6 / 7	Jumbunna Indigenous House of Learning	\$304,617

SCHOLARSHIPS

Description	Destination & details	Cost
Scholarships	UTS start up scholarships	\$58,668

SERVICES RENDERED – eg

Description	Internal/external cost	Cost