



INDIGENOUS EDUCATION STATEMENT - OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to the 2016 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 has, in the past, been 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 during 2016 are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2016 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 and accepted by the Department **on or before 31 May 2017**. Please allow sufficient time for follow up discussions between PM&C and the University to avoid any possible delay to 2017 ISSP progress payments.

Please note that from 2017, the ISP will be included in the Indigenous Student Success Program (ISSP). ISSP reporting for 2017 funding will occur in 2018 via a similar reporting process as the ISP Indigenous Education Statement. Further information will be circulated during 2017.

Please submit signed electronic documents by email to: ISSP@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 of Technology Sydney
Jumbunna Institute for Indigenous Education and Research

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

COMMITMENT TO INDIGENOUS SELF-DETERMINATION

UTS is committed to the principle of self-determination for Indigenous people. Within the context of UTS, self-determination means the right of Indigenous people to celebrate their culture and identity and to determine the direction of Indigenous education and employment subject to the established rules, management and governance structures of UTS. The aspirations and values of Indigenous people into the UTS governance framework overall and, in particular, in the [Indigenous Education and Employment Policy](#) and its associated [strategies](#).

UTS is committed to consultation with Indigenous staff and students in the development of major strategies and plans. Indigenous people are also very involved in the University's governance and management of Indigenous education and employment initiatives.

INDIGENOUS REPRESENTATION AT EXECUTIVE LEVEL – PRO-VICE-CHANCELLOR (INDIGENOUS LEADERSHIP AND ENGAGEMENT)

In 2016, UTS appointed Professor Michael McDaniel as the University's inaugural Pro-Vice-Chancellor (Indigenous Leadership and Engagement). The creation of this new senior role re-emphasised the University's commitment to placing Indigenous education and engagement at the heart of the University's identity.

The Pro-Vice-Chancellor is a key member of the University's senior leadership team, makes major contributions to strategic direction, and provides cross-University leadership and advice to other senior staff in relation to:

- the University's Indigenous Education and Employment Policy and its associated strategies
- the recognition of Aboriginal and Torres Strait Islander knowledge and perspectives
- the promotion of teaching and research in Indigenous education and other focus areas
- the employment of Aboriginal and Torres Strait Islander staff,
- engagement with Indigenous and broader communities, and
- distribution within the University of Federal funding to support Indigenous initiatives.

The Pro-Vice-Chancellor is also the Director of Jumbunna Institute for Indigenous Education and Research.

INDIGENOUS PARTICIPATION IN DECISION-MAKING VIA INSTITUTIONAL GOVERNANCE AND REPORTING PROCESSES

Indigenous committee representation

There is ex officio Indigenous representation on the majority of 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 currently Chairs the Council's Social Justice Committee and the Vice-Chancellor's Indigenous Advisory Committee. The Indigenous member of Council is also a member of the Honorary Awards Committee.

The Pro-Vice-Chancellor (Indigenous Leadership and Engagement) (PVC (ILE)) is an ex officio member of Academic Board and the Teaching and Learning Committee. The PVC (ILE) 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 (HREC) also includes formal Indigenous representation. The HREC has also established the Indigenous Research Advisory Panel to provide specific advice to applicants proposing to conduct research with Aboriginal and Torres Strait Islander people. The majority of this Panel is primarily Indigenous.

In addition to the above, UTS has a comprehensive system of committees that specifically oversee the progression of Indigenous education and employment initiatives. The following Vice-Chancellor's committees have 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 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
	TOTAL	19

Year	Governance structure	#
2016	Council & committees	4
	Academic Board & committees	4
	Management committees	7
	Indigenous committees	35
	TOTAL	50*

Note: the total figure is likely closer to 60, as it the above table does not include Indigenous representation on Faculty boards and committees.

Participation and visibility in internal reporting processes

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.

These reports are frequently used to develop, assess, and refine Indigenous education and employment strategy. Indigenous staff participate in this process either through representation on University-level committees or by specific consultation processes with Indigenous staff.

➤ *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.

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. The Pro-Vice-Chancellor (Indigenous Leadership and Engagement) meets with Faculty Deans individually to discuss progress and provide advice on the inclusion and/or refinement of Indigenous objectives in local strategic plans.

The Vice-Chancellor's Indigenous Advisory Committee – composed of external Indigenous people – reports directly to the Vice-Chancellor as required on matters of Indigenous strategic importance.

➤ *UTS Social Justice Report*

The University produces the annual Social Justice Report, which includes a dedicated chapter to detail 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 and is an important measure of the University's success in the Indigenous and social justice space.

Indigenous staff from faculties and Jumbunna Institute for Indigenous Education and Research are consulted extensively in the preparation of this report.

➤ *UTS KPI Framework and UTS Annual Performance Report*

The University's key performance indicator (KPI) framework includes specific indicators for Indigenous staff and student participation. The UTS Annual Performance Report – which measures the institution's performance on a broad range of issues – also specifically addresses Indigenous staff and student participation indicators.

The UTS Annual Performance Report is discussed by management in draft form, prior to the Report's submission to Academic Board and UTS Council. The Pro-Vice-Chancellor (Indigenous Leadership and Engagement) provides input to the report, and is consulted on any proposed changes to KPIs.

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).

UTS WINGARA INDIGENOUS EMPLOYMENT STRATEGY – BACKGROUND, IMPLEMENTATION, MONITORING, REVIEW AND EVALUATION

Background

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 latest incarnation of the Strategy is the [Wingara Indigenous Employment Strategy 2015–2018](#).

Responsibility for implementation of the Strategy

For most of 2016, the Director of the Equity and Diversity Unit was responsible for the overall implementation of the Strategy. The Pro-Vice-Chancellor (Indigenous Leadership and Engagement) became the Strategy's Implementation Officer on his appointment.

The Strategy contains a number of key performance/success indicators for each of its four objectives. The Strategy assigns implementation agents to each indicator. Senior staff are given formal strategic accountability for each indicator. The responsibilities of implementation agents and accountability holders are outlined below:

- *implementation agents* – UTS units or individual members of staff (including senior staff) who have a practical responsibility for implementing and/or supporting activities that will lead to the achievement of each success indicator.
- *formal accountability holders* – senior staff (including members of the University's Senior Executive and faculty/unit managers) who have a strategic accountability and/or ultimate responsibility for the achievement of the success indicator.

Progress monitoring

Progress is monitored on a regular basis by the Pro-Vice-Chancellor (Indigenous Leadership and Engagement) (PVC (ILE)) in conjunction with the Manager, Indigenous Employment, Office of the (PVC (ILE)). Results are discussed at the Office of the PVC (ILE)'s monthly management meetings.

When the Equity and Diversity Unit was responsible for the Strategy, the monitoring function was performed by the Director, Equity and Diversity Unit, in collaboration with the Indigenous Employment Officer.

Progress is measured by levels of staff retention and career progression, staff satisfaction, and staff numbers (analysed under the categories of academic, senior academic, and professional staff).

Formal review and evaluation mechanisms

The University's performance in relation to Indigenous employment and the objectives and targets set out in the Wingara Indigenous Employment Strategy is formally reviewed and evaluated on an annual basis, by means of the following reporting mechanisms.

- *Wingara Indigenous Employment Strategy Annual Progress Report*

This report is prepared by the Manager, Indigenous Employment and considered by the Vice-Chancellor's Indigenous Strategies Committee and the Vice-Chancellor's Indigenous Advisory Committee. The report measures total Indigenous staff numbers and the number of new Indigenous staff recruited, and additional specific measures/targets (see "About the Strategy", below)

- *Faculty Indigenous Education and Employment Policy Annual Reports*

Under section 6 of the [Indigenous Education and Employment Policy](#), faculty deans report annually to the Vice-Chancellor's Indigenous Strategies Committee on the implementation and performance of Indigenous initiatives within their faculty.

The report includes a section dedicated to Indigenous employment, and asks Deans to assess not only Indigenous staff levels, but the professional development opportunities and other support provided specifically for Indigenous staff within the faculty.

- *UTS Social Justice Report* – see the final paragraphs of the response to Question 1 for more detail about this report
- *UTS Annual Performance Report* – see the final paragraphs of the response to Question 1 for more detail about this report.

ABOUT THE WINGARA STRATEGY, ITS OBJECTIVES, AND ITS TARGETS

The [Wingara Indigenous Employment 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.

Further detail on each of these objectives is provided below.

Objective 1 – equitable employment opportunities for Indigenous candidates

This Objective is 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 internship program – Indigenous higher by 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 full-time mainstream employment across UTS, when opportunities arise. In partnership with the Sydney Institute of TAFE Aboriginal Education program, UTS employs high-achieving graduates in 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 Manager, Indigenous Employment, in collaboration with the Human Resources Unit, 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 – 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.

The *Indigenous Academic Career Development Scheme* provides flexible funding for Indigenous academics to participate in seminars and conference and other career development activities. An equivalent scheme exists for Indigenous professional staff.

Objective 3 – developing Indigenous competency amongst non-Indigenous staff

UTS adopts a cross-University approach to cultural competency of non-Indigenous staff. Cultural awareness sessions are run several times a year, and non-Indigenous senior staff receive

Objective 4 – Indigenous economic engagement

The University aims to increase Indigenous economic engagement by requiring:

- Indigenous employment as a key element of tender documents
- contractors to increasing Indigenous participation in UTS-related business
- Indigenous employment participation in major building 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	Position title
UTS Business School	Academic	Lecturer
Faculty of Design Architecture and Building (School of Design)	Academic	Lecturer
Faculty of Design Architecture and Building	Academic	Academic Intern
Faculty of Design Architecture and Building	Academic	Academic Intern
Faculty of Law	Academic	Academic of the future
Faculty of Arts and Social Sciences (School of Education)	Academic	Academic Intern
Faculty of Arts and Social Sciences (School of Education)	Academic	Professor
Faculty of Arts and Social Sciences (School of Education)	Academic	Director, Centre for Advancement of Indigenous Knowledges
Faculty of Arts and Social Sciences (Social and Political Sciences)	Academic	Associate Professor
Faculty of Arts and Social Sciences (Teacher Education Program)	Academic	Associate Professor
Faculty of Arts and Social Sciences (Teacher Education Program)	Academic	Associate Professor
Faculty of Engineering & IT (School of Software)	Academic	Associate Professor
Faculty of Health	Academic	Professor
Faculty of Health	Academic	Research Assistant
Faculty of Health	Academic	Senior Lecturer
Faculty of Health	Academic	Lecturer
Faculty of Health	Academic	Director, Health Simulation
Faculty of Health	Academic	Lecturer
Graduate School of Health	Academic	Lecturer
Jumbunna Inst for Indigenous Education and Research	Academic	Professor
Jumbunna Inst for Indigenous Education and Research	Academic	Senior Researcher

Jumbunna Inst for Indigenous Education and Research	Non-academic	SPROUT Assistant
Jumbunna Inst for Indigenous Education and Research	Non-academic	SPROUT Assistant
Jumbunna Inst for Indigenous Education and Research	Non-academic	Professional tutor
Jumbunna Inst for Indigenous Education and Research	Non-academic	Professional tutor
Jumbunna Inst for Indigenous Education and Research	Non-academic	Receptionist
Jumbunna Inst for Indigenous Education and Research	Non-academic	Receptionist
Jumbunna Inst for Indigenous Education and Research	Non-academic	Administrative officer
TOTAL ACADEMIC:	4	
TOTAL NON-ACADEMIC:	15	
COMBINED TOTAL (ACADEMIC AND NON-ACADEMIC)	19	

Table 3 – Positions by work area

Work Area	Academic	Non-academic	Identified	Total
Jumbunna Inst for Indigenous Education and Research	3	23	26	26
Equity and Diversity Unit	0	1	0	1
Faculty of Law	1	0	1	1
2SER Radio	0	2	2	2
Provost	4	0	0	4
UTS Business School	1	2	3	3
Design, Architecture and Building	3	0	3	3
Faculty of Engineering & IT	1	0	1	1
Faculty of Arts and Social Sciences	6	2	8	8
Faculty of Health	6	0	0	6
Graduate School of Health	1	0	1	1
Student Administration Unit	0	3	0	3
UTS Library	0	2	1	2
Office of the Pro-Vice-Chancellor (Indigenous Leadership and Engagement)	1	1	2	2
TOTAL	27	36	48	63

Table 4 – Non-academic staff numbers by level (excluding casuals)

Non-academic staff	No of staff
HEW Level 2	–
HEW Level 3	2
HEW Level 4	2
HEW Level 5	7
HEW Level 6	4
HEW Level 7	3
HEW Level 8	1
HEW Level 9 or above	1
TOTAL (excluding casuals)	21

Table 5 – Academic staff numbers by level (excluding casuals)

Academic staff	No of staff
Level E	5
Level D	4
Level C	8
Level B	–
Level A	–
SSG	1
Total	18

Table 6 – Non-academic casual staff numbers by level

Casual staff	No of staff
HEW Level 2	13
HEW Level 3	–
HEW Level 4	2
HEW Level 5	–
HEW Level 6	–
HEW Level 7	–
HEW Level 8	–
HEW Level 9 or above	–
Total	15

Table 7 – Academic casual staff numbers by level

Academic staff	No of staff
Level E	–
Level D	–
Level C	–
Level B	–
Level A	9
SSG	–
Total	9

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 2016 (access rate) as compared to 2015 (please provide an all student comparison).
- **Programmes run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your University**. (See 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**.

THE UTS COMMITMENT

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 Jumbunna Institute for Indigenous Education and Research was established to support and build 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 quality engagement with community, schools and international partners to influence policy development and gain greater access to higher education.

COMMENCING ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

	2015	2016
Aboriginal and Torres Strait Islander students	145	124
Non Aboriginal and Torres Strait Islander students (Domestic students only):	9715	9875

PROGRAMS TO IMPROVE ACCESS

Jumbunna Pathways Program

The **Jumbunna Pathways Program** (combined with our Outreach Program detailed below) is the main mechanism used to improve Aboriginal and Torres Strait Islander people's access to higher education. The Program is designed to build aspiration for university study amongst Aboriginal and Torres Strait Islander people. It also aims to increase students' access to university study through alternative pathways. Support is provided to enhance students' capacity to excel and succeed.

The Jumbunna Pathways Program is comprised of Jumbunna's Testing, Assessment and University Experience Scheme, a variety of entry pathways and learning support. The Scheme attracts applicants from a wide range of backgrounds interested in studying at UTS, from highly experienced mature-age students looking to increase their education qualifications or change career pathways, to school leavers with a desire for tertiary education who are seeking a way to develop their capabilities.

Further detail on the Scheme, and on Jumbunna's entry pathways, is detailed below.

Jumbunna Direct Entry Testing, Assessment and University Experience Scheme

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, Assessment and University Experience Scheme 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 in which they seek to enrol.

In the 2016 round of Testing and Assessment, Jumbunna 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. There were 109 applicants in the 2016 round of Testing and Assessment.

Following participation in Testing and Assessment, students may be offered one of three alternative pathways to study at UTS.

➤ *Direct entry to UTS*

Students who are assessed as having the academic skills and capabilities for full-time university-level study are offered direct entry into the UTS course of their choice.

In 2016, 40 students commenced study via this pathway. These students continue to receive learning support throughout their studies.

➤ *Jumbunna Unistart Tertiary Enabling Course – Building opportunity and opening doors*

Unistart is Jumbunna's 12-month enabling course that prepares students for university study and provides an entry pathway to UTS courses in sport and exercise science, nursing, midwifery, education, law and some design courses. Upon completion of Unistart, students receive up to half a year of credit towards their degree.

Through Jumbunna-delivered classes and tutoring sessions, Unistart students develop their understanding of academic cultures and practices and improve their literacy and numeracy skills. Students also undertake faculty subjects and participate in social and cultural activities throughout the year. These activities are designed to foster a sense of belonging and strengthen students' self-belief, resilience and self-management.

The Program was offered for the fourth year in 2016 – 19 students commenced Unistart in 2016, 17 completed the program, and 11 were offered places in UTS degrees in 2017.

➤ *UTS:INSEARCH Indigenous Scholarship Program*

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.

The UTS:INSEARCH Indigenous Scholarship Program provides Indigenous students with a pathway to UTS study through UTS:INSEARCH's diploma programs in business, communication, design and architecture, engineering, information technology and science. Students are recommended for either the 12- or 18-month diploma according to their academic capability and readiness for study, based on their results in the Testing, Assessment and University Experience Scheme.

In 2016, 17 students undertook diploma studies through this Program. As well as providing discipline-related knowledge and skills, the diploma courses provide students with comprehensive instruction and support in developing key academic skills and readiness for university-level study. Three students completed their diploma studies in 2016 and five are continuing their studies into 2017.

OUTREACH ACTIVITIES

UTS is a city campus with an Indigenous heart. Jumbunna's outreach and engagement programs work to extend this important sense of belonging and community to prospective Indigenous students, enabling them to build long-lasting relationships with UTS. Our outreach programs aim to increase the numbers of Indigenous students entering UTS by:

- raising the educational aspirations of young Indigenous students, particularly from Sydney, regional NSW and the ACT
- providing greater on-campus experiences for high school students.

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.

In 2016, Jumbunna made face-to-face contact with approximately 1,120 Indigenous primary and secondary school students through school visits, Indigenous and non-Indigenous careers markets and fairs, and on-campus experiences such as Galuwa and the U@Uni Summer School program.

In addition, a further 1,262 individuals received information about UTS and Jumbunna programs through other events and targeted mail-outs and campaigns.

RECRUITMENT AND OUTREACH PROGRAM EVALUATION

The Indigenous Outreach and Recruitment Program used a variety of metrics to track the success of each initiative, including:

- tracking the number UAC applications to study at UTS
- attendance at on-campus experiences
- expressions of interest e.g. number of enquiries
- participation surveys
- feedback from teachers and career advisers.

In 2016, the project aimed to extend its reach by increasing engagement with high schools, students, and corporate and community partnerships.

Increased enrolment of Indigenous students at UTS

The success of this program is demonstrated by the increased number of applications UTS received, as well as the increase in enquiries about study. In 2016, Jumbunna received 180 enquiries from Indigenous students about study, the largest number of enquiries to date. All faculties across UTS showed an increase in Indigenous enrolments.

Increasing students' awareness, confidence and motivation towards higher education

The Jumbunna Indigenous Outreach and Recruitment project is effectively building aspiration and increasing student motivation towards higher education. Evaluative data demonstrates how each of the project's initiatives is contributing towards increased overall awareness, confidence and motivation for Indigenous students to consider higher education as a real option.

Success of Galuwa programs

Galuwa programs are fully residential four to five-day on-campus learning and enrichment experiences offered in three UTS faculties in partnership with Jumbunna.

In 2016, 70 students participated in programs delivered by the faculties of Engineering and IT, Health Sciences, and Design, Architecture and Building (Animation and Visual Communication). Program evaluation (see survey responses detailed in table above) demonstrates that Galuwa programs are successfully increasing student awareness and motivation towards university study.

Overall, the Galuwa programs have received significantly positive feedback from student participants, teachers, parents, carers and Aboriginal Education officers. In 2017, the program will expand into the Business and Law faculties.

Increased teacher, school and community capacity

Over several years, Jumbunna has been building a relationship with the Department of Education and Communities in the 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, Regional Aboriginal Networking Day, Deadly Kids Doing Well Awards and Aboriginal Students Day.

Through 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 formal evaluation of these programs is beyond the scope of this project, Jumbunna has received informal feedback suggesting a positive impact of these events on the capacity of individuals to support Indigenous students gain access to higher education information and opportunities. Qualitative feedback received include:

“Jumbunna feels like a great place that I can send my child in such a big city” (Parent of a Deadly Kids Doing Well 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 also invested significant time into attending careers markets where there is a high volume of Indigenous people, including 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 follows up with a more personalised experience to assist prospective students with pathways opportunities into university.

Jumbunna also hosted the Regional Aboriginal Networking Day that created a real sense of opportunity amongst the participants. Many of the participants indicated that they were unaware of the various pathways to UTS for their Indigenous students. Feedback indicated in a post survey:

“I have a very disengaged student who does not want to return to Year 11. She wants to be a midwife but is not on a ATAR pathways. Now after being exposed to the various areas of pathway option, I believe she will be able to gain entry with some assistance, thanks you Jumbunna!” (Career Advisor, south western Sydney high school).

Jumbunna uses social media to connect with prospective students and the wider community and continually aims to increase its social media presence.

OUTREACH PROGRAM ACTIVITIES – INITIATIVE AND ENGAGEMENT REACH

Initiative	Engagement reach
NSW Aboriginal Rugby League Knockout: Jumbunna officially sponsored and hosted a stall at the Knockout	In 2016 UTS was the major educational partner that saw over Indigenous 30,000 Indigenous and non-Indigenous people visit over the 4-day long event. After this event, Jumbunna received 34 expressions of interests about pathways and study options at UTS.
ASX Thomson Reuters Boarding School Dinner: Annual dinner for boarding school students across the state to learn more about Sydney-based universities. UTS: Jumbunna hosts the event on-campus.	In 2016, 150 students from Years 10-11 and 15 teachers attended this annual dinner. The marks a substantial increase since 2015, when 78 students and 8 teachers attended.
Steaming Ahead Forum: an on-campus career and study workshop for high-achieving Indigenous students.	35 high school students attended this event, which was a new initiative for 2016.
Aboriginal Students’ Day: on-campus experience, which embraces cultural identity and promotes the lifelong benefits of education	100 students attended this event, which was a new initiative for 2016.
FEIT: Galuwa: a 5-day residential and on-campus experience exposing students to Engineering and IT study and career outcomes.	Twenty-two Indigenous students undertook workshops and site visits across the engineering and information technology disciplines. Following participation in the program, there was a 59% increase in the proportion of students knowing what course they wanted to study at university. Nearly 60% of survey respondents indicated an interest in studying engineering or information technology at UTS.

<p>Health: Galuwa: a 5-day residential and on-campus experience exposing students to Health-related study and career outcomes.</p>	<p>Sixteen Indigenous students from Years 9–12 in high schools across NSW attended workshops in sport and exercise science, nursing and midwifery.</p> <p>Motivation to attend university increased from 50% before the program to 81% following the program.</p> <p>Nearly 70% indicated an interest in studying a health-related degree at UTS.</p> <p>“After yarning with one of the lecturers, I know what subjects I have to study to become a midwife.”</p> <p>Student participant of the Galuwa: Health Experience</p>
<p>DAB: Galuwa: a 5-day residential and on-campus experience exposing students to Visual Design and Animation study and career outcomes.</p>	<p>Thirty-two Indigenous students (up from 18 students in 2015) participated in hands-on workshops based around the visual communication and animation, building and architecture disciplines. >> 88% of survey respondents said the program had motivated them to work harder and focus on their studies, had helped them to understand what university is really like, and had given them confidence to contribute positively to a team.</p> <p>Almost 90 per cent of students indicated an interest in studying a university design course at UTS.</p> <p>75% of teachers also indicated that they felt more comfortable advising their students to consider university study following the Galuwa experience.</p> <p>“We are so happy to have been involved and are very appreciative of the support you are providing our Indigenous students”</p> <p><i>Aboriginal Education Officer, western Sydney high school</i></p>
<p>Yarn Up: annual debating challenge for Indigenous students in Stage 4. UTS: Jumbunna is the higher education partner.</p>	<p>In 2016, 32 students (Yrs 7 – 8) and 8 teachers attended.</p>
<p>Great Debate: annual debating challenge for Indigenous students in Stage 5 & 6. UTS: Jumbunna is the higher education partner.</p>	<p>In 2016, 42 students (years 9-12) and 6 teachers were in attendance.</p> <p>This is an increase in attendance from 2015, when 32 students (Yrs 9-12) and 8 teachers participated.</p>
<p>Deadly Kids Doing Well Awards: DEC annual awards for Indigenous high schools students across a range of categories. UTS hosts the event annually.</p>	<p>In 2016, this Awards event was attended by 638 students (Yrs 7-12), 38 teachers and approximately 230 parents/ carers.</p>
<p>Indigenous Literacy Day: UTS hosted The Great Book Swap where students and staff raised funds for the Indigenous Literacy Foundation.</p>	<p>In 2016, 62 students participated in an on-campus workshop.</p>
<p>UTS: Arts Education and Outreach: UTS ART works in collaboration with Jumbunna to create opportunities for UTS staff, students, the external community and school students to gain knowledge of Indigenous Australians.</p>	<p>UTS ART engaged with over 160 students from Years 3-10 over the course of the year.</p>
<p>Schools Outreach</p>	<p>Jumbunna attended many high schools and directly spoke with Indigenous students about pathways and study opportunities at UTS. In 2016, 139 high school students were directly contacted by telephone or email. Nineteen school visits and presentations were made</p>

<p>Careers markets and Fairs: participation in Indigenous and non-Indigenous markets across the State.</p>	<p>In 2016, Jumbunna attended 5 Indigenous and non-Indigenous career markets across the state.</p>
<p>AIFE partnership campus tour and workshop: Jumbunna hosted an Australian Indigenous Education Fund (AIEF) student forum</p>	<p>More than 25 high-achieving Indigenous students on scholarship from a range of boarding schools in NSW and Victoria attended this event. Three participants were offered a place to study at UTS.</p>
<p>Career Trackers on-campus workshop: Jumbunna hosted a forum run by Career Trackers which saw students learn more about internship opportunities with the 10 corporate partners – UTS is the only NSW based university in the partnership.</p>	<p>100 Indigenous students attended this workshop.</p>
<p>National Aboriginal Sporting Chance Academy on-campus visit</p>	<p>This on-campus visit reached 60 high school students over 3 workshops.</p>
<p>Away From Base promotional campaign: This campaign was developed for the Bachelor of Business Administration and includes advertising, media, direct mail and information sessions.</p>	<p>This campaign made 43 direct contacts and 14,000 indirect contacts, and resulting in 33 applications, as well as new flyers and posters developed in conjunction with faculties promoting their Galuwa experiences.</p>
<p>Marketing collateral and promotion</p>	<p>In 2016 Jumbunna produced a range of materials to aid the promotion of the products and services available at UTS. New and more targeted brochures have been or are in production including:</p> <ul style="list-style-type: none"> • new undergraduate ‘Student Quick Guide’ • reprint of the Jumbunna Prospectus • new ‘Higher Degree by Research’ (HDR) brochure • new edition of the UTS Jumbunna Bragsheet : https://www.uts.edu.au/future-students/indigenous.
<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>In 2016, the Jumbunna bragsheet made 28,000 indirect contacts (KooriMail circulation) and 749 direct contacts (direct mailed or distributed at careers markets).</p>
<p>Jumbunna Pathways Program and Testing, Assessment and University Experience Scheme: an alternative testing and assessment scheme to assist Aboriginal and Torres Strait Islander people gain entry to UTS.</p>	<p>There were 109 participants in the 2016 round of Testing and Assessment. This is up from 104 participants in the 2015 round.</p>
<p>Digital and Social Media platforms: Jumbunna has significantly invested in enhancing its online and digital presence to aid outreach activities. Jumbunna has developed a more sophisticated approach to engaging with Facebook and Twitter to develop and maintain connections with prospective students. Both platforms have expanded in <i>Likes</i> and <i>Followers</i> in 2016.</p>	<p>The Jumbunna Facebook page has increased traffic from 1,063 <i>Likes</i> in January 2016 to 1,155 at the end of December 2016. In 2016, Jumbunna had a mean reach of 1,120 people per week. Visit Jumbunna’s Facebook page: https://www.facebook.com/UTSJumbunnaIHL/</p> <p>Similarly Jumbunna’s Twitter account is performing with great success. There are currently 1,266 <i>Followers</i>, up from 1,062 at the beginning of the year. Visit Jumbunna’s Twitter feed: https://twitter.com/UTSJumbunnaIHL</p>

SCHOLARSHIPS DETAILS

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 mechanisms:

- UTS Scholarships Search Tool
- a dedicated Jumbunna Scholarships webpage
- direct email and sms marketing to potentially eligible students
- 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 Institute for Indigenous Education and Research (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 **Tables 1– 3** below for a breakdown of expenditure for 2016. The total value that was **awarded** to new recipients (to be paid from 2016 onwards) has been included. The total value that was **paid** to new and continuing recipients (within the 2016 calendar year) has also been included.

Table 1. Internally Funded Scholarships

Scholarship	New Recipients 2016	Ongoing recipients	Awarded in 2016 (to new recipients)	Spent in 2016 calendar year (new and ongoing recipients)	Total amount available in 2016
Bruce and Carol Kendall Undergraduate Memorial Scholarship x 10	10	0	\$10,000.00	\$10,000.00	\$10,000.00
Dr Bob Morgan Exchange Scholarship – up to x 4	1	0	\$4,000.00	\$4,000.00	\$4,000.00
Jumbunna Honours Scholarship x 3	1	0	\$15,000.00	\$15,000.00	\$30,000.00
Jumbunna Commencement Scholarship	56	N/A	\$83,638.00	\$83,638.00	\$120,000.00
Chicka Dixon PhD Scholarship	1	N/A	\$20,000.00	\$20,000.00	\$20,000.00
Lindsay Croft Postgraduate Memorial Scholarship	1	1	\$5,000.00	\$5,000.00	\$5,000.00
UTS Council Indigenous Scholarship	1	0	\$5,000.00	\$5,000.00	\$5,000.00
Vice- Chancellor’s Indigenous Tuition Fee Scholarship	2	15	\$26,913.60	\$114,516.90	n/a
UTS Council Scholarship	1	0	\$5,000.00	\$5,000.00	\$5,000.00
2016 Total	81	15	\$174,551.60	\$262,154.90	

Table 2. Donor Funded Scholarships

Scholarship	New Recipients 2016	Ongoing recipients	Awarded in 2016 (to new recipients)	Spent in 2016 calendar year (new and ongoing recipients)
Laurie Cowled Scholarship	1	0	\$20,000.00	\$20,000.00
KPMG Indigenous Scholarship	0	0	\$0	\$11,000.00
Rotary Soukup Scholarship	2	1	\$45,000.00	\$45,000.00
Indigenous Professional Development Fund	0	0	\$0	\$0
The Les Kennedy Scholarship	1	0	\$7,500.00	\$7,500.00
Luminaries Housing Scholarship for Indigenous Students	0	2	\$0	\$10,000.00
2016 Total	2	0	\$65,000.00	\$35,000.00

Table 3. Higher Degree by Research Scholarships

Scholarship	New Recipients 2016	Ongoing recipients	Awarded in 2016 (to new recipients)	Spent in 2016 calendar year (new and ongoing recipients)
Chicka Dixon PhD Scholarship	1	N/A	\$20,000.00	\$20,000.00
Jumbunna Indigenous Postgraduate Research Scholarship	7	4	\$280,274.00	\$457,000.00
2016 Total	8	4	\$300,274.00	\$477,000.00

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 2016, compared to 2015 (please provide an all student comparison).
- Details of your Universities' **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education / Support Unit's role.**

THE TOTAL NUMBER OF ABORIGINAL AND TORRES STRAIT ISLANDER STUDENT ENROLMENTS IS AS FOLLOWS:

	2015	2016
Aboriginal and Torres Strait Islander students:	287	300
Non Aboriginal and Torres Strait Islander students (Domestic students only):	28,698	29,746

Note: This table does not include students who provided no information regarding their Aboriginal and Torres Strait Islander identification.

STRATEGIES TO ADDRESS PARTICIPATION

University-wide strategic initiatives

The Indigenous Education Strategy 2015-2018 is the primary Strategy deployed across UTS to address the participation of Australian Indigenous peoples with UTS programs. Further information is available at: <http://www.gsu.uts.edu.au/policies/indigenous-education-strategy.html> and at <http://www.jumbunna.uts.edu.au>

The UTS Indigenous Education Strategy is comprised of eight objectives outlined below – key initiatives under these objectives are rolled out to all Indigenous students, whether undergraduate or postgraduate.

- 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.

Subsidised accommodation

UTS also recognises that lack of access to affordable accommodation is one of the most significant barriers to Indigenous participation in higher education, particularly in metropolitan areas where accommodation costs are higher than average. The strain of off-campus living can be especially acute for rural and regional students who have to deal with the cost of relocation as well as cultural adjustment.

In February, UTS opened the Wattle Lane Residence to offer cost-covered accommodation to 58 Indigenous students. For students who don't qualify for Abstudy, UTS has guaranteed to meet the cost of each student's accommodation and provide them with a living allowance equal to Abstudy.

The Wattle Lane studio apartments are high-quality, modern accommodation and have been designed to provide a sense of community for Indigenous students.

5. Enable Aboriginal and Torres Strait Islander students to attain the same completion 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 2016, compared to 2015 (please provide an all student comparison).
- **Support mechanisms** you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
- **Indigenous Education / Support Unit's role.**

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENT COMPLETIONS AT BACHELOR LEVEL AND ABOVE

	2014	2015	2016
Aboriginal and Torres Strait Islander students: (Higher Degree)	1	0	2
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	205	218	205
Aboriginal and Torres Strait Islander students: (Other postgraduate)	17	16	7
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	4,244	4,060	4,023
Aboriginal and Torres Strait Islander students: (Bachelor degree)	40	23	27
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	5,426	5,341	5,852

Note: data provided at this question in the UTS 2015 Indigenous Education Statement incorrectly cited enrolment numbers, rather than completion numbers. For this reason, an additional column has been added for 2014. "Non-Aboriginal and Torres Strait Islander Students" includes students who provided no Indigenous identification.

SUPPORT MECHANISMS

In addition to the learning support embedded in UTS's alternative entry pathways, Indigenous students receive access to a comprehensive suite of other support opportunities. These opportunities – offered through Jumbunna – include targeted assistance to first year students who are transitioning and adjusting to university study, and ongoing support programs throughout their degree to successful completion.

Jumbunna ASSIST

Jumbunna acknowledges that Indigenous undergraduate students who come to UTS via the Jumbunna Pathways Program embark on university study with different educational experiences from mainstream ATAR entry students. Jumbunna ASSIST provides supplementary academic support to all pathway students across all faculties and endeavours to foster a learning community.

These support services are delivered through one-to-one and small group tutorial sessions in academic communication skills and mathematics; peer-to-peer learning assistance; and larger group tutorials that target the development of writing, reading and study skills and Excel proficiency. Jumbunna Assist takes a strengths-based and relational tuition approach. Over 930 instances of tuition were supplied to pathway students in 2016, equating to approximately 3,400 hours of additional tuition.

Indigenous Tutorial Assistance Scheme (ITAS)

ITAS is a federally funded supplementary tuition scheme, and along with Jumbunna ASSIST is a key mechanism for increasing Indigenous undergraduate success and completion rates at UTS.

ITAS accelerates and improves the educational outcomes of Indigenous students through either one-to-one assistance or small group study sessions. ITAS tutors work closely with the Learning Development Team to ensure that they deliver culturally appropriate tutorial sessions that meet the needs of their students.

There has been a steady increase in the number of students opting to participate in ITAS. A total of 88 tuition hours were delivered to 92 students in 2016 across nine disciplines.

HDR student support

Indigenous higher degree by research students are invited to attend workshops on Indigenous methodology and Indigenous theory, as well as annual writing retreats. HDR retention rates have improved from 80.0% in 2015 to 93.3% in 2016. The Indigenous HDR retention rate is 8.1% higher than the UTS non-Indigenous HDR retention rate.

The Graduate Research School works with Jumbunna and the Centre for the Advancement of Indigenous Knowledges to deliver appropriate modules to UTS staff and HDR students on appropriate Indigenous issues.

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.**

UTS COMMITMENT TO INDIGENOUS GRADUATE ATTRIBUTES

In November 2013, the UTS Academic Board endorsed in principle the introduction of 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.

In 2014, the University committed to the implementation of Indigenous Graduate Attributes in all courses across UTS. This was essentially a commitment that all UTS graduates would have the capacity to work with and for Indigenous people. A strategy for the University-wide implementation of IGAs and Indigenous Course Intended Learning Outcomes (ICILOs) was prepared in consultation with the University's Senior Executive, faculties, relevant teaching and learning committees, and other stakeholders as appropriate.

CENTRE FOR THE ADVANCEMENT OF INDIGENOUS KNOWLEDGES

IGA project leadership

In 2015 the University established the Centre for the Advancement of Indigenous Knowledges (CAIK) to lead the Indigenous Graduate Attribute project. CAIK's 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.

As part of the Indigenous Graduate Attribute project the CAIK team is asking faculties to do curriculum mapping to identify and chart the extent of existing Indigenous content in current curricula.

CAIK has developed a number of resources which are readily available to academics. This includes an IGA processes and responsibilities flowchart, an IGA student information brochure and an implementation plan. The IGA implementation plan outlines five key objectives:

1. Develop a comprehensive framework to guide the implementation of the Indigenous Graduate Attribute in all Faculties.
2. Oversee the embedding of the IGA in all UTS academic programs.
3. Communicate and market the IGA to UTS and broader scholarly, professional and general communities.
4. Develop and implement an approval and monitoring process for the IGA to ensure quality assurance and sustainability.
5. Evaluate the implementation of the IGA to measure short and long term impacts of IGA.

CAIK has developed a comprehensive program framework for undergraduate courses at UTS. This framework outlines that Indigenous Knowledges needs to be incorporated across three specific stages – foundation (in order to build knowledge foundations), integrated (in order to make discipline connections) and capstone (to provide principles to practice). In addition to this, CAIK has also developed a curriculum model which can be applied to all courses. This model outlines a set of curriculum values and a list of necessary of student capabilities. The values and capabilities lead to the ultimate outcome which is Indigenous professional capability. The program framework and curriculum model provide a valuable resource and tool to guide the academic community at UTS.

CAIK ran a suite of workshops in 2016 designed to introduce staff from across six faculties to its Indigenous Graduate Attribute Curriculum Model and Program Framework. Separate workshop sessions were specifically tailored for executive staff and for program coordinators and teaching staff.

In 2016, CAIK undertook IGA quantitative survey pilot testing with 377 UTS students (undergraduate and postgraduate) across five disciplines (Health Science, Law, Education, Engineering, and Design and Architecture). A further 47 UTS students have consented to take part in in-depth interviews regarding their experiences of learning of Indigenous perspectives within the UTS learning environments.

Foundation subject – Aboriginal Sydney Now

In 2016, CAIK developed the foundation subject Aboriginal Sydney Now, designed for students wanting to explore current and historical ideas about Indigenous culture, country and community.

Aboriginal Sydney Now was taught for the first time during the Spring session in 2016. We had 26 students enrolled across the 6 and 8 credit point versions of the subject, with students coming from a diverse range of degree programs including Primary Education, Business, Information Technology and Biomedical Science. As well, a number of Exchange and Study Abroad students took the opportunity to find out more about Aboriginal Sydney, fashioning a uniquely Australian learning experience. The range of activities and assessments for this subject required students not only to read and reflect but also to actively engage with Aboriginal Sydney in the UTS area and students' own communities. Students visited places as diverse as the Redfern Community Centre, the Royal Botanic Gardens Sydney and Victoria Park, exploring Aboriginal history and contemporary culture and gaining new understandings of Aboriginal place as they went. The final assignment required students to 'map' their local community, in order to develop a sense of how Indigenous culture influences their own local area. North to Awabakal country and south to Dharawal country, the students' final portfolios were rich re-inscriptions of contemporary Sydney.

Faculty of Health Indigenous Graduate Attribute

The Faculty of Health was the first faculty to engage with the concept of an Indigenous Graduate Attribute, even prior to the commencement of the UTS-wide IGA and the establishment of CAIK to lead the project.

The Faculty recognised the importance of Indigenous professional capabilities and conceptualised the Respect, Engagement and Moving Forward framework, which underpins the Faculty's Indigenous Graduate Attribute.

Launched in July 2013 by Professor Marie Bashir, then-Governor of NSW, the Faculty of Health Indigenous Graduate Attribute is driven by a philosophy that Indigenous health is everybody's business. The Faculty – and the team receiving the award tonight – have taken a thoughtful and comprehensive approach that incorporates:

- innovative teaching and learning activities for students;
- professional development opportunities for staff, such as yarning circles and bi-annual workshops; and
- comprehensive online resources for staff and student use (see <https://utsindigenoushealth.com/>).

Faculty of Arts and Social Sciences Indigenous Graduate Attribute

The Faculty has an Indigenous Graduate Attribute, and all of the Faculty's courses include Indigenous Course Intended Learning outcomes. The Faculty offers a number of Indigenous-specific subjects, and embeds Indigenous content in many other subjects across the Faculty.

Indigenous Graduate Attribute progress overall

The University's other faculties are working with CAIK to fully implement Indigenous Graduate Attributes. Many faculties have conducted curriculum audits to identify current Indigenous content.

INDIGENOUS COMPETENCY

Indigenous professional competency is embedded in the curricula of faculties that have implemented Indigenous Graduate Attributes, or have made significant progress to working toward this implementation. As part of the Indigenous Graduate Attributes (IGA) project, cultural competency training is provided for academic staff. The IGA project aims to ensure that all students have knowledge of Indigenous Australians, and that UTS students graduate with Indigenous competency.

Students are also aware of expectations of culturally appropriate behaviour by way of the University's support of the Australian Human Rights Commission's campaign "Racism. It Stops with Me", and its focus on empowering Australians to stand up to racism in everyday situations rather than being indifferent bystanders. At UTS we strive to maintain a culture of safety and respect and pride ourselves on our culturally-diverse and inclusive university environment.

The University's Equity and Diversity Unit runs Indigenous cultural awareness sessions several times a year for any staff who wish to attend (whether academic or professional). Senior/executive staff who commence at UTS are provided with a welcome kit that includes books and video resources on Indigenous Australians. All new staff at UTS attend a "Welcome" event that includes a segment on our commitment to Indigenous education and employment. The Pro-Vice-Chancellor (Indigenous Leadership and Engagement), or his nominee, attend the morning tea for new staff, which is held following the "Welcome" event.

Official events and meetings at UTS commence with either a Welcome to Country or an Acknowledgement of the Traditional Owners, and the Aboriginal and Torres Strait Islander flags are displayed prominently on campus.

INDIGENOUS COMMUNITY INVOLVEMENT

Since 2011, the Vice-Chancellor's Indigenous Advisory Committee (VCIAC) has provided advice to the University on matters of Indigenous strategic importance. This Committee is comprised wholly of Indigenous people external to the University, with membership drawn from the Indigenous community, industry and/or the higher education sector. VCIAC is the primary source of Indigenous consultation and advice regarding the progression of matters contained within the Indigenous Education and Employment Policy and advises the University on Indigenous education, employment, and social and cultural matters relevant to the progression of the Policy.

The Chair of VCIAC is a current member of UTS Council, and provides regular advice to Council on Indigenous perspectives.

JUMBUNNA INSTITUTE FOR INDIGENOUS EDUCATION AND RESEARCH – COMMUNITY RESEARCH AND ADVOCACY

The Jumbunna Research Unit is unique in Australia. Indigenous-led, it operates throughout the country, with staff working in communities in Victoria, South Australia, the Northern Territory, Queensland and New South Wales, and with collaborators in all states and territories. The unit prides itself on frank and fearless research and advocacy driven by the Indigenous communities it serves, and its research is widely renowned for its social impact. Through exposure to this research, UTS students and staff gain knowledge of Indigenous perspectives and social issues facing Indigenous Australians today.

Advocacy and community engagement – Indigenous students volunteering at Werribee Clinic

The rate of Indigenous child removals across Australia is rapidly reaching the rate of removals during the Stolen Generation period. Indigenous children today are being removed from their families at a rate 9.5 times higher than non-Indigenous children. This is creating significant damage and injury to Aboriginal families and communities.

Grandmothers Against Removals Sydney set up the Werribee Clinic in early 2016 to respond to the unmet needs of local Aboriginal families seeking support and advocacy in the face of child removal by the NSW Department of Families and Community Services. The clinic was founded by Laura Lyons and Bianca Lyons, Aboriginal women with lived experience in the system.

The clinic offers assistance with child safety and support for court appearances; arranges school meetings to support children's education; coordinates contact with mental wellbeing programs; provides referrals to legal service providers; and generally provides a 'listening ear' for families who have suffered trauma.

Associate Professor Thalia Anthony from the Faculty of Law and Paddy Gibson from the Jumbunna Research Unit, both volunteers at the clinic, engaged UTS Indigenous law students to similarly volunteer.

"The clinic has shown me the high importance of access to culturally appropriate support and education about an individual's legal rights in these situations. The clinic is a real asset to the community," says law student Michelle Toy.

Continued justice for Bowraville

Jumbunna researchers have been working with the Bowraville Aboriginal community since 2010 to obtain justice for the families of three Aboriginal children murdered on the Bowraville Mission in the early 1990s.

Jumbunna has assisted the Bowraville families in drafting letters, conducting research into possible options for a Royal Commission, supporting the NSW Legislative Council inquiry into the Bowraville murders, and supporting family members with civil and criminal legal matters and helping them tell their story. UTS law students have worked with Jumbunna staff on aspects of this project.

In 2014, after a 12-month investigation, the NSW parliamentary inquiry found flaws in the way police had investigated the Bowraville crimes. At the time, Detective Inspector Gary Jubelin, who had been leading the police investigation since 1996, said the families had been let down by the justice system and that race had affected how the murders were investigated.

In May 2016, as a further testament to the unrelenting campaign waged by the victim's families, NSW Attorney General the Hon. Gabrielle Upton sent an application for the retrial of the main suspect to the Court of Criminal Appeal. This was a monumental step towards justice for the victims and is an inspiring example of how the resources and knowledge of Jumbunna Research can assist the most marginalised within the community.

UTS Reconciliation Award for Fred Maynard: Aboriginal Patriot

Jumbunna researchers Professor Larissa Behrendt and Craig Longman were awarded the UTS Reconciliation Award at the 2016 UTS Human Rights Awards ceremony in 2016.

The award was bestowed for the biographical film Fred Maynard: Aboriginal Patriot. The film reveals the censored history surrounding the Australian Aboriginal Progressive Association, the first large-scale Aboriginal rights movement, established by Fred Maynard in 1925. The film, narrated by Fred's grandson Professor John Maynard,

explores the exchange of ideas between Aboriginal people in Australia and around the world, and highlights Maynard's intellectual influences and connections to other significant black rights movements.

ARC Discovery Indigenous Scheme grant – #thismymob

Dr Christopher Lawrence, a Noongar man originally from Perth, joined UTS in 2016 as a postdoctoral research fellow. Lawrence was awarded a \$473,000 grant under the Australian Research Council (ARC) Discovery Indigenous Scheme to investigate how social technology can connect Indigenous communities.

The project, in collaboration with researchers at the University of Melbourne, will improve Indigenous digital literacy and build Indigenous entrepreneurship through technology start-ups.

Lawrence and his team of researchers will design and evaluate a new app – #thismymob – aimed at enhancing wellbeing and providing a culturally appropriate and sensitive technology that affords a safe refuge for Indigenous peoples and their communities.

ARC Linkage Infrastructure, Equipment and Facilities Grant – The Aboriginal History Archive

In 2016, UTS Professor Larissa Behrendt was part of a team of researchers from Victoria University that received \$475,000 in ARC Linkage funding to create an online archive of records about Aboriginal self-determination, the land rights movement and Aboriginal community survival programs.

The Aboriginal History Archive project will provide access to rare materials that record the perspectives and voices of Aboriginal participants in contemporary political history, including primary source material collected and donated by individuals and community-controlled organisations.

The project is expected to address the data gaps in Australia's historical record and improve public understanding and awareness of Aboriginal history. It will also inform educational curricula and public policy responses for the political, legal, health and social position of Australia's Indigenous communities.

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 2016, noting that a breakdown of expenditure is required (eg salary and travel breakdown). Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2016 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	University Officer
Professor Michael McDaniel	Natasha Mitchell
Pro-Vice-Chancellor (Indigenous Leadership and Engagement) and Director, Jumbunna Institute for Indigenous Education and Research University of Technology Sydney	Executive Officer Office of the Pro-Vice-Chancellor (Indigenous Leadership and Engagement) University of Technology Sydney
Phone: 02 9514 9315	Phone: 02 9514 9315
Michael.McDaniel@uts.edu.au	Natasha.Mitchell@uts.edu.au

Indigenous Education Support Unit Officer	University Officer
Maree Graham	Matthew Walsh
Deputy Director, Students and Community Engagement Jumbunna Institute for Indigenous Education and Research University of Technology Sydney	Manager, Indigenous Employment Office of the Pro-Vice-Chancellor (Indigenous Leadership and Engagement) University of Technology Sydney
Phone: 02 9514 7657	Phone: 02 9514 7607
Maree.Graham@uts.edu.au	Matthew.Walsh@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.

See <https://www.uts.edu.au/partners-and-community/initiatives/indigenous-education-and-employment/everyones-responsibility>



Australian Government

Department of the Prime Minister and Cabinet

FINANCIAL ACQUITTAL

Organisation

Postal Address

Contact Person **Title**

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

Financial Acquittal	
This financial acquittal proforma is designed to acquit all ISP Funds provided in 2016, including all interest or royalties/income derived from ISP Funds during 2016.	
Attachment	Checklist
1 Indigenous Support Program (ISP)	<input type="checkbox"/>
For each Attachment: <ul style="list-style-type: none">Part A seeks information on the GST component of funding provided to you under that element, if applicable.<ul style="list-style-type: none">If GST is paid to you, the amount of GST funding which is included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. You must state whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.If GST is <i>not</i> paid to you, <i>do not complete Part A</i>.Part B seeks information about the funding received and expenditure and commitments, exclusive of any GST. Do not include the GST component of any expenditure in this part.	

Certification

Complete this certification after you have completed the Financial Acquittal for any ISP funding which you have received in 2016 and after you have entered all relevant information in the Assets Register.

ISP FUNDING RECIPIENT'S CERTIFICATION

I,
(print name of chief officer or equivalent)

(print position title)

certify that:

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

I understand that:

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

Signed:

Date:

Privacy Notice

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

ATTACHMENT 1 - Indigenous Support Program

Provider Name: UNIVERSITY OF TECHNOLOGY SYDNEY

For the 2016 funding year (1 January - 31 December 2016).

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

1. If applicable, GST received by you in 2016 as part of the Indigenous Support Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$ 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 <u>2015</u> which were committed for expenditure prior to 31/12/2015.	\$ 0
(+ 2. Unexpended and uncommitted Indigenous Support Programme funds from <u>2013 or 2014</u> which were approved for expenditure in 2016.	\$ 0
(+ 3. Indigenous Support Programme funds provided in <u>2016</u> . These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$741 000
(+ 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2016.	\$
(=) 5. Total Indigenous Support Programme funds to be acquitted in 2016.	\$741 000

EXPENDITURE

6. Total Indigenous Support Programme expenditure in 2016, <u>excluding any GST</u> .	\$741 000
(+ 7. <u>Unexpended</u> Indigenous Support Programme funds which were <u>committed</u> for expenditure prior to 31/12/2016.	\$
(+ 8. Requested <u>carryover</u> into 2016 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2016 – written approval date /.../2016. ¹	\$
(=) 9. Total Indigenous Support Programme funds which by 31/12/2016 were fully expended and/or committed for expenditure .	\$741 000
10. Returns of 2016 Indigenous Support Program Funds by 31/12/2016.	\$
11. Balance of Funds for 2016	\$ 0

12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2016.	\$ 0
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¹ The Department will only approve the rollover of unspent funds in exceptional circumstances.

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

	\$
Salaries	\$ 617,500
Salary on-costs	\$ 123,500
	\$
	\$
	\$
	\$
	\$
	\$
(=) Total 2016 ISP Program Expenditure	\$ 741,000

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

	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
(=) Total of 2016 Non-ISP expenditure	\$

If your Institution lists items such as staffing costs (please do not list staff names for privacy reasons), travel costs, services rendered, please provide a detailed description in the below table. Content of table below is an example only.

STAFFING COSTS

Position	Indigenous Centre/Faculty staff	Cost
Co-ordinator - Indig Recruitment & Outreach	Jumbunna Institute for Indigenous Education and Research	\$180,176
Co-ordinator - Learning & Development	Jumbunna Institute for Indigenous Education and Research	\$106,047
Administration	Jumbunna Institute for Indigenous Education and Research	\$120,549
Indigenous Student Services Officers	Jumbunna Institute for Indigenous Education and Research	\$267,954
Outreach Officer	Jumbunna Institute for Indigenous Education and Research	\$66,274

TRAVEL COSTS

Description	Destination & details	Cost

SERVICES RENDERED

Description	Internal/external cost	Cost