



## INDIGENOUS EDUCATION STATEMENT

### OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to the 2014 outcomes and future plans to meet ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

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

The Indigenous Education Statement is 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 2014 ISP funds is included within this document.

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 who wish to report on a wider range of matters.

In accordance with the Guidelines, the final, certified Indigenous Education Statement is **due by latest 31 May 2015**. Please ensure to leave 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 2014.

Please submit signed electronic documents by email to: [scholarships@pmc.gov.au](mailto:scholarships@pmc.gov.au)

#### PM&C contact officers:

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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.

### **Southern Cross University**

#### **SECTION 1      ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2014 AND PLANS FOR FUTURE YEARS**

Please provide evidence of:

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

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

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

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

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

- The number of Aboriginal and Torres Strait Islander people involved in institutional **decision-making processes** and the nature of their involvement, i.e. memberships on boards, committees etc.
- If there is **no** Aboriginal and Torres Strait Islander membership on key decision making bodies, please **provide an explanation**.
- The **roles and responsibilities** of Aboriginal and Torres Strait Islander leaders within your institution.

Southern Cross University's (SCU) Gnibi College of Australian Indigenous Peoples (Gnibi) is responsible for delivering culturally safe, dynamic and innovative Indigenous studies courses. Gnibi has been operating as a centrally-funded unit since 2013. It is focused on ensuring that academic Schools have a positive incentive to use Gnibi-taught units and to continue to integrate Gnibi units (and therefore Indigenous perspectives) into their courses.

The position of Director of Gnibi is an Indigenous senior position. The Director is responsible for the ongoing management, performance and progression of Gnibi. He reports directly to the Senior Deputy Vice-Chancellor (SDVC) who is a member of the Vice-Chancellor's Executive Committee (VCEC), an advisory body to the Vice Chancellor. In addition to VCEC, other key advisory and/or decision-making bodies with Indigenous representation and participation include:

- Academic Board: 2 representatives
- Accreditation Committee: 1 representative
- Academic Standards and Quality Committee: 1 representative
- School of Arts and Social Sciences (SASS) and Gnibi School Board: 3 representatives. The Head of Gnibi is also a member of the School's Committee of Examiners (which includes monitoring student progression across student cohorts).
- Equity and Diversity Committee: 1 representative
- Senior Manager's Forum facilitated by the VC: 2 representatives
- Heads of School and Colleges forum chaired by the SDVC.

The Director of Gnibi and his staff contribute to Indigenous initiatives across SCU, including briefing relevant Heads of Schools, research areas and Executive members on matters relating to Indigenous issues and takes a leading role in promoting community engagement across the University's three regional campuses.

The roles and responsibilities of other Indigenous leaders at SCU include Deputy Head of School (Gnibi) and a range of academic roles across the University (including accreditation, course coordination and professoriate positions). Indigenous people in positions of leadership at Southern Cross University actively participate in a range of academic and educational initiatives. Examples include the development of a Reconciliation Action Plan (see section 6); teaching and learning (ie curriculum development) initiatives; research and HDR initiatives/projects; community engagement initiatives (internal and external to SCU) and academic and governance responsibilities.

SCU's student administration policies and procedures are coordinated and operationalised by the Student Administration Services. This team includes the Indigenous Australian Student Services (IASS) unit, staffed by Indigenous personnel.

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

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

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

**Table 1 – Permanent positions**

Faculty/Institute/Section	Academic / Non-Academic	Position title
Gnibi, College of Indigenous Australian Peoples	Academic	Associate Lecturer (Teaching Scholar)* Senior Lecturer* Director, Gnibi Lecturer
School of Environment, Science and Engineering	Academic	Associate Professor
School of Health and Human Sciences	Academic	Associate Professor
	Non Academic	Student Counsellor Professional Experience Admin Assistant
Office of Senior Deputy Vice Chancellor	Non Academic	Faculty Coordinator, Student Support
Indigenous Australian Student Experience Team	Non Academic	Student Management Officer – IASET* Student Services Officer* Student Management Officer
Student Administration Services	Non Academic	Senior Student Management Officer Student Liaison Officer* Student Liaison Officer* Student Liaison Officer* External Studies Officer/Student Liaison* Student Support Coordinator
Shared Services Hub Gold Coast	Non Academic	Shared Services Hub Advisor*
Office of the DVC (Education)	Non Academic	Student Engagement & Retention Advisor Senior Student Advocacy Officer
School of Business and Tourism	Non Academic	Administration Support Officer*
Marketing and Recruitment	Non Academic	Student Recruitment Officer
Facilities Management and Services	Non Academic	Gardener
<b>Total</b>		<b>24</b>

**Table 2 - Casual positions**

Faculty/Institute/Section	Academic / Non-Academic	Position title
Gnibi, College Indigenous Australian Peoples	Academic	Lecturer
School of Education	Academic	Lecturer
Indigenous Australian Student	Academic	Tutor

Experience Team	Non Academic	Student Management Officer
Environmental Analysis Laboratory	Non Academic	Laboratory Assistant
Equity and Diversity Office	Non Academic	Outreach Mentor Outreach Mentor Stellar Ambassador Stellar Ambassador Stellar Support Officer Outreach Mentor/ Ambassador
Shared Services Hub – Coffs Harbour	Non Academic	Shared Services Advisor
<b>Total</b>		<b>12</b>

SCU's Indigenous Employment Strategy 2012 – 2015 (IES) was developed following consultation with Indigenous and non-Indigenous employee representatives through an Indigenous Employment Advisory Working Group. It is available on the SCU website at: <http://www.scu.edu.au/admin/hr/index.php/72/>.

The Indigenous Employment Strategy has three main objectives:

1. Increase the number of Indigenous Australian employees through enhanced recruitment and retention practices;
2. Increase the participation of Indigenous Australian employees in training and development programs; and
3. Develop and strengthen Indigenous cultural competency in non-Indigenous Australian employees.

The Strategy expires this year and a comprehensive evaluation will be undertaken at the end of 2015, prior to a plan being formulated for the development of SCU's next Indigenous Employment Strategy.

SCU's Enterprise Agreement incorporates a comprehensive clause on Indigenous Employment (Part 4) detailing the University's commitment to advancing the employment and development of Indigenous Australians. The Agreement also sets out the establishment of an Indigenous Advisory Working Group, which will include representatives of the local Indigenous community and University employees, including those with human resources expertise, and a nominee of the CPSU and NTEU to provide expertise and ongoing support to the development and implementation of employment initiatives for the University's Indigenous Employment Strategy.

Employees from Gnibi provide advice and input to the development of Indigenous employment strategies and Indigenous cultural competency training and other relevant matters.

There are 10 identified Indigenous positions at SCU (marked with \* in the table above) currently occupied. An additional identified position is currently vacant as the incumbent has moved to a non-indigenous position. The details of occupation and level of these positions are as follows:

<b>Category</b>	<b>Level</b>	<b>Number of Positions</b>
<b>Academic</b>	Academic Level A	1
	Academic Level C	1
<b>Non Academic</b>	Higher Education Worker, Level 3	1
	Higher Education Worker, Level 4	6
	Higher Education Worker, Level 5	1
	Higher Education Worker, Level 6	1

As at June 2015, SCU employed 36 employees who identify as being an Indigenous Australian: 9 academic employees and 27 professional employees.

<i>Classification</i>	<i>Continuing</i>	<i>Fixed</i>	<i>Casual</i>	<i>Total</i>
<b>ACADEMIC</b>				
ACADA	1			1
ACADB		1		1
ACADC	1			1
ACADD	2			2
ACADE		1		1
ITAS TUTOR			1	1
<b>Marking, Tutoring</b>			2	2
<b>NON ACADEMIC</b>				
HEW1			5	5
HEW2			1	1
HEW3	2			2
HEW4	9		2	11
HEW5	3	1	1	5
HEW6	1	1		2
HEW7	1			1
<b>Grand Total</b>	<b>20</b>	<b>4</b>	<b>12</b>	<b>36</b>

**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 2014 (access rate) as compared to 2013 (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, including and attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your University**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.
- **Indigenous Education / Support Unit's role**.

**Commencing Aboriginal and Torres Strait Islander students**

	<b>2013</b>	<b>2014</b>
Aboriginal and Torres Strait Islander students	218	259
Non Aboriginal and Torres Strait Islander students (Domestic students only):	5699	5503

**Programs to improve access**

Between 2013 and 2014, SCU had an 18.8% increase in commencing Indigenous students; since 2011, there has been a 55% increase. Given the University's demographics, strategies to improve access and participation (including outreach activities) for all students are also expected to support improving outcomes for Indigenous students.

Programs which include a focus on improving access and participation by Indigenous students include:

**STAR Entry Scheme (Year 12 students):** SCU's STAR Entry Scheme enables Year 12 students to gain an early offer to study based on their school Principal's recommendation. The scheme matches an individual student to a particular SCU course based on their likelihood of success in their chosen discipline. Most SCU undergraduate courses are available; the few exceptions are mainly those courses with very limited places due to industry placements. In 2014 54 offers were made to Indigenous students through the STAR Entry Scheme.

**SCU College (which commenced in session 2 2012)** is aimed at providing a high level of support for students wanting to transition to higher education studies. In 2014, 79 Indigenous students were enrolled in SCU College programs, mainly in the University's preparatory program Preparing for Success (PSP). SCU College enrolls 17% of all Indigenous students at SCU.

**Australian Indigenous Mentor Experience (AIME):** SCU partners with AIME across the Lismore, Coffs Harbour and Gold Coast campuses. There has been measurable success in improving educational outcomes for the students who have participated in this program.

The 2014 AIME annual report (available at <https://aimementoring.com/about/reports/>) showed that:

- In Lismore, the AIME mentee numbers grew from 118 to 216 in 2014. Progression rates have remained strong across the categories. The attainment rate for participating Year 12 students (94%) was significantly higher than for Indigenous students generally (58.5%) and non-Indigenous students (86.5%). All Year 12 students progressed to university, further education / training, or employment.
- In Coffs Harbour, 165 students participated in the AIME program, with a total of 160 students progressing to the next stage. The attainment rate for Year 12 students (15) was 100%.

Years 7-8 and 9-10 both had a 100% progression rate (supporting a total of 76 students).

- At the Tweed Gold Coast (the program includes both SCU Gold Coast and Bond University), students progressed through school and completed Year 12 at a higher rate than non-Indigenous students at every year level. There was a relatively large cohort (251) in this program, with a total of 247 students progressing to the next stage. Year 12 attainment was 97%.

#### **Outreach activities**

In 2014, SCU's UNI-BOUND Program grew to partner with 18 secondary schools (up from 14 in 2013) and introduced 10 primary schools as partners in a new suite of UNI-BOUND programs designed to engage and inspire Year 5 and 6 students to think about their future educational pathways and careers. Participating schools are selected on a number of criteria, including the proportion of Indigenous students, the socio-economic basis of the school community and the transition rates of students to post-school study options.

A total of 55 UNI-BOUND Outreach programs were delivered across the year, including school-based workshops and visits to SCU's three campuses at Lismore, Coffs Harbour and the Gold Coast. There was over 800 participants in the new Primary program and 1578 participants in the program designed for high schools.

While the provision of demographic data was voluntary, around 60% of participants provided the requested data. Of those who responded, Indigenous participation was as follows:

- Year 7 cohort: 30 students (9%)
- Year 8 cohort: 44 participants (12%)
- Year 9 cohort: 19 participants (7%)

Based on survey responses, around 14% of students participating in the Primary program were Indigenous students.

The SCU Head-Start program (introduced in 2012) and SCU's Access4U program (introduced in 2013) are designed to provide improved pathways to university for students from low socio-economic backgrounds and students who may be first in their family to attend university. Head-Start provides high-achieving year 11 and 12 students with the opportunity to study a university unit as part of their year 12 completion. Admission into these programs is merit based and Indigenous students are encouraged to apply. Each year there are several Indigenous students from local high schools who successfully complete these programs and gain direct entry into SCU with advanced standing for the unit of study they have undertaken.

Indigenous Education Unit's role: Southern Cross University Indigenous Events Coordinating Committee (SCUIECC) is a broadly inclusive group with open membership and includes representation from a cross-section of groups on and off-campus. Consultation occurs regularly within the University community including staff and student groups, local Indigenous communities, Aboriginal Interagency Committees, Elders, schools and local government and non-government organisations. SCUIECC aims to develop the groundwork for a substantial cultural development program in a regional area with a large Indigenous population.



### Scholarships details

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
<b>Indigenous Specific Scholarships: New</b>					
Indigenous Commonwealth Education Costs Scholarship	Government	28	\$34,888.00	26	
Indigenous Commonwealth Accommodation Scholarship	Government	4	\$9,970.00	4	
Indigenous Access Scholarship	Government	22	\$103,444	20	
Indigenous Enabling Commonwealth Education Costs Scholarship	Government	5	\$12,460	5	
Indigenous Enabling Commonwealth Accommodation Scholarship	Government	3	\$14,955	2	
Telstra Countrywide Indigenous Scholarship	Private Donor	1	\$5,000.00	1	
The Ganli Gnanjaleh Wigjalah Scholarship	Private Donor	1	\$15,000.00	1	Awarded to an Indigenous student of the Bachelor of Indigenous Studies particularly interested in working with Indigenous communities.
Kennelly Construction Aboriginal Education Scholarship	Private Donor	1	\$20,000.00	1	For a Bundjalung student of Engineering.
Indigenous Australian Student Support Scholarships		30	\$7,5000.00	30	
Indigenous Australian Student Support Book Bursaries		17	\$2,348.36	17	
Indigenous Australian Student Support Technology Bursaries		13	\$7,180.60	13	
<b>Other New Scholarship Recipients</b>					
Southern Cross University Equity Scholarships	University	94	\$188,000.00	94	3 awarded to Indigenous students
Southern Cross University Equity Book Bursary	University	84	\$42,000.00	84	6 awarded to an Indigenous identifying students
SCU Strengthening Participation Scholarship	University	10	\$80,000.00		
Environmental Analysis Laboratory Scholarship	Private Donor	1	\$30,000.00	1	
Environmental Analysis Laboratory Engineering Scholarship	Private Donor	1	\$40,000.00	1	
Tweed Shire Council Scholarships	Private Donor	3	\$40,000.00	3	

Summerland Credit Union Scholarship	Private Donor	1	\$15,000.00	1	
Vice Chancellor Scholarships	University	6	\$110,000.00	6	
Fuji Xerox Business Centre Northern Rivers Engineering Scholarship	Private Donor	1	\$20,000.00	1	
Fuji Xerox Business Centre Northern Rivers Nursing Scholarship	Private Donor	1	\$20,000.00	1	
The Lord's Taverners (Northern NSW) University Scholarship	Private Donor	1	\$15,000.00	1	
Mayor of Lismore Scholarship for Outstanding Academic Achievement Scholarships	Private Donor	3	\$15,000.00	1	
SCU Bowen Scholarship	Private Donor	2	\$5,000.00	2	
Pisan Saran Scholarships	Private Donor	1	\$5,000.00	1	
Louise Morgan Head Start Scholarships	Private Donor	3	\$6,000.00	3	
Friends of the Northern Rivers Gallery Scholarship	Private Donor	1	\$3,000.00	1	
Ballina Shire Council Scholarship	Private Donor	1	\$15,000.00	1	

New scholarships for Indigenous Australian students were offered for the first time in 2014, thereby allowing SCU to expand our offering to Indigenous students to another 60 instances of support. In 2014 SCU worked with a local council to develop a scholarship/cadetship package to encourage a local indigenous youth to study civil engineering and learn about the work of a local council engineer. This scholarship was offered and filled in 2015.

In 2014 SCU Scholarships improved its internal website structure to make it easier for students to identify scholarships for which they may be eligible. This was through developing a web based sortable table with selectable display criteria.

In addition, scholarships continue to be promoted to Indigenous students through the following avenues:

- Outreach and prospective student engagement activities
- Students enrolled or applying are sent information directly via email
- Information is made available through UAC & QTAC
- Scholarships Website and Scholarship Brochures
- Australian Career Information Register (ACIR): Scholarships (information used and published in MyFuture, Study in Australian, Good Universities Guide), Aurora Project – indigenous scholarships website.

Take up of the scholarships has been about 80% in 2014 for all categories of Indigenous Commonwealth Scholarships. There are plans to introduce greater consultation and better training of staff across the university in the application process for Equity Scholarships and improved guides and self-help tools.

SCU is also aware that it can be a struggle for some students to confirm their Indigenous identity as their parents were disconnected from their community as children. In the early part of 2015 this question of identity appears to be a growing phenomenon. It becomes apparent through the UAC

centralised approach to gathering equity scholarship applications. In the first half of 2015 there were significantly more people identifying as Indigenous in their application to study at SCU but failing to meet the benchmark for Commonwealth Indigenous identity when applying for equity scholarships. This is reflected in the number of self-identifying indigenous students being offered book bursaries and Equity Scholarships.

In addition, during 2014 the achievements of SCU's Indigenous students were recognised in a number of ways, including:

- 7 Indigenous students were awarded International Exchange scholarships or OS Help loans
- 17 Indigenous students received a Vice Chancellor's Recognition for Academic achievement award and 4 were awarded University prizes.

**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 2014, compared to 2013 (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:**

	<b>2013</b>	<b>2014</b>
Aboriginal and Torres Strait Islander students:	397	467
Non Aboriginal and Torres Strait Islander students (Domestic students only):	12050	12194

**Strategies to address participation**

Indigenous students are enrolled in all Schools and Colleges across the University. Between 2013 and 2014, there was a 17.6% increase in Indigenous enrolments; since 2011, there has been a 40% increase. It is critical that funding keeps pace with this growth in enrolment otherwise SCU will be constrained in our capacity to support these students through their higher education studies.

Almost half of all Indigenous students are enrolled in the schools of Health and Human Sciences, Arts and Social Sciences or SCU College. Seventy eight of the students in SCU College were enrolled in the enabling program Preparing for Success (PSP); one Indigenous student was enrolled in an associate degree program.

<b>School / College</b>	<b>Indigenous enrolments 2014</b>	<b>% of all Indigenous enrolments</b>
School of Health and Human Sciences	82	17.5%
SCU College	79	16.9%
School of Arts and Social Sciences	72	15.4%
School of Education	65	13.9%
School of Business and Tourism	56	12.0%
Gnibi College of Indigenous Australian Peoples	47	10.1%
School of Law and Justice	41	8.8%
School of Environment, Science and Engineering	23	4.9%
Other School (Misc. etc.)	2	0.5%
<b>TOTAL</b>	<b>467</b>	<b>100.0</b>

IASS provides a full range of student services to Indigenous Australian students in a culturally safe and friendly environment. Accessible at all three campuses, Indigenous students studying by Distance Education can access IASS services via email, Skype, telephone and via SCU's interactive learning environment Collaborate. The principle objective of IASS is to provide Indigenous students with the services and support they need from enrolment on. Some of these services include:

- the Testing and Assessment Program (T & A) which is an alternative entry pathway for

Indigenous applicants;

- tutorial support via the Australian Government's Indigenous Tutorial Assistance Scheme (ITAS);
- access to scholarship information;
- dedicated, complimentary computing facilities and tutorial space;
- organisation of Indigenous Australian sporting, social and cultural events such as the National Indigenous Tertiary Student Education Games, Orientation activities, Graduation breakfasts and student BBQs;
- assistance for Indigenous Australian students to attend compulsory placements (including intensive on campus classes) as a core component of their course via the Centrelink administered Away From Base Scheme; and
- support for SCU's Indigenous Events Coordinating Committee (SCUIECC).

The University is also partnering with other Higher Education Providers, specifically the University of New England and the Clarence Valley Industry and Education Forum (CVIEF) via Stellar, an initiative funded by the Australian Government's Higher Education Participation and Partnerships Program 2013 Indigenous Round (HEPPP) to improve the participation rates of students from communities under-represented in higher education.

The Stellar program works through a whole of community approach to support students to reach their goals. The program targets primary and high school students, their school communities and families from low SES backgrounds, Aboriginal and Torres Strait Islander backgrounds and from regional areas.

**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 2014, compared to 2013 (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.**

	2013	2014
Aboriginal and Torres Strait Islander students: <b>(Higher Degree)*</b>	0	0
Non Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	36	21
Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	6	10
Non Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	410	438
Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	31	38
Non Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	1380	1383

Aboriginal and Torres Strait Islander students [Diploma / Associate Degree]	4	3
Non- Aboriginal and Torres Strait Islander students [Diploma / Associate Degree]	132	118

Note: Counts of Non Aboriginal and Torres Strait Islander students above – Domestic only counted.

***Support mechanisms***

PSP and SCU College (discussed under the Access section) are key mechanisms that are also aimed at improving student success and retention across SCU, including among Indigenous students. In addition to the strategies previously discussed, other mechanism include:

- Specific recognition of Indigenous students in the SCU Unilife Awards (recognising outstanding achievements and contributions by students in sport and student life).
- Strengthening of projects to support mentoring and leadership, including the introduction of an Indigenous Alumni chapter.
- The employment of a qualified Counsellor who works out of the IASS space and is specifically available for Indigenous student support

Through ITAS (managed by SCU's IASS team), SCU provides tutorial assistance to eligible Indigenous students with a qualified tutor to assist with: understanding course content; researching skills; developing assessments; time management and examination preparation. Eligible students (including external students) are matched with face-to-face tutors wherever possible, with alternative arrangements available where this is not viable. There is dedicated space for student group work within IASS in a culturally safe and well equipped place. Planning is underway to enhance and expand the tutoring and academic support services, particularly given the growth in SCU's Indigenous student enrolments; however, the University's capacity to build on this is constrained by limited government funding.

The SCU UniMentor program connects new students with a second or third year mentor studying the same (or similar) course. UniMentors are in touch with the academic and social challenges of university life, as they've been through it themselves. In 2015 Equity & Diversity staff have worked with Gnibi and IASS to increase Indigenous student engagement in the program (39 Indigenous students matched with a mentor by week 2 session 1 2015 compared to 16 overall in session 1 2014). Regular meetings with a UniMentor helps new Indigenous students to connect, make friends and gain positive, empowering advice and support from someone who has 'been there' and 'done that'. It integrates well with SCU AIME partnership (see Programs to Improve Access section).

**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.**

The University's Graduate Attributes identify what the University values as outcomes of learning at SCU. Indigenous perspectives are embedded in the following attribute:

**Cultural competence** –*An ability to engage with diverse cultural and Indigenous perspectives in both global and local settings.*

The development of the cultural competency attribute involved consideration by members of Academic Board and other University forums of the Universities Australia's *Guiding Principles for developing Indigenous cultural competency in Australian Universities*. This attribute is in line with the UA Principles, which included five recommendations to ensure that "all graduates of Australian universities are culturally competent". Recommendation 2 provides that universities should "include Indigenous cultural competency as a formal Graduate Attribute or Quality."

The Director of Gnibi is overseeing the development of a Reconciliation Action Plan, with a focus of open consultation across the University and communities. The Reconciliation Action Plan committee which involves academics (including Heads of School) and professional staff across SCU and Indigenous Elders has been formulated to draft a plan. Initial areas being looked at include respect, authentic engagement, opportunity and progress tracking and reporting.

Gnibi continues to work with Schools to integrate indigenously-related material into course materials. This is part of the University-wide strategy to give academic Schools an incentive to use Gnibi-taught units and to continue to integrate Gnibi units (therefore Aboriginal perspectives) into their courses. As this new approach is being roll-out, it is anticipated there will be continued integration of Indigenous perspectives into academic School programming.

Gnibi delivers two specific undergraduate programs; the Bachelor of Indigenous Studies (offered by distance education and at the Lismore campus) and the Bachelor of Trauma and Healing (offered at the Lismore campus). In addition, it delivers undergraduate units with an indigenous perspective across the University.

Through Gnibi, SCU also offers an eight unit major in Indigenous Australian Studies, which can be undertaken by students in most undergraduate programs. This University-wide major provides units of study aimed at increasing the knowledge of and understanding about Indigenous peoples, their cultures and associated rights, in historical and contemporary contexts. It also provides students with a broad understanding of historical and contemporary issues affecting Indigenous Australian Peoples and a respect for Indigenous Australian identity and development.

At the post graduate level, Gnibi has redesigned the Doctor of Indigenous Philosophies to provide a complete pathway from an enabling program (PSP) through bachelor level and into Masters and doctoral level studies. The new offering of the Doctor of Indigenous Philosophies was delivered for the first time in 2014, available by distance education and at the Lismore campus.

The development of cultural competency of SCU's non-Indigenous staff is a priority of SCU's Indigenous Employment Strategy. The Courageous Conversations about Race program is a key element, which specifically addresses a model of cultural competence training for the Australian higher education context. The workshops aim to develop cultural competence and literacy among participants. The interactive workshops aim to deepen the dialogue by challenging members of the University community to think through the various ways race affects their life, others' lives and their professional practice.

In 2014 three Courageous Conversations about Race workshops were delivered by a team of academic and professional staff from Gnibi, the School of Law and Justice, and the Equity and Diversity Office. This training formed part of the University's commitment, as a supporter organisation, to the Human Rights Commission's 'Racism. It Stops With Me' campaign as well as meeting the face to face component of the Indigenous Cultural Competency Training for supervisors and managers as outlined in the University's Enterprise Bargaining Agreement 2010, Section 73 (c). In addition, in 2014 the workshop was available to all staff.

Please see the section 'Outreach' for information about Southern Cross University Indigenous Events Coordinating Committee (SCUIECC), a broadly inclusive organising committee which aims to develop a substantial cultural development program in a regional area with a large Indigenous population.



## 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 2014, 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 2014 provided under section 19-10 of *Higher Education Support Act 2003*, please provide a reconciliation.

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

## SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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

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

University Officer	Indigenous Education Support Unit Officer
Name: Nicola Best	Name: Paul Robinson
Position Title: Executive Officer to the Vice Chancellor	Position Title: Senior Manager, Student Management, Student Administration Services
Phone Number: 02 6620 3728	Phone Number: 02 6620 3213
Email: nicola.best@scu.edu.au	Email: paul.robinson@scu.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. Please provide PM&C with a link to the statement.



## FINANCIAL ACQUITTAL

<b>Organisation</b>	Southern Cross University		
<b>Postal Address</b>	PO Box 157 Lismore NSW 2480		
<b>Contact Person</b>	Mr Stewart Brown	<b>Title</b>	Director, Management Accounting
<b>Phone</b>	02 6620 3575	<b>Fax</b>	02 6620 3571
		<b>E-mail</b>	stewart.brown@scu.edu.au

Financial Acquittal		Checklist
This financial acquittal proforma is designed to acquit all ISP Funds provided in 2014, including all interest or royalties/income derived from ISP Funds during 2014.		
Attachment		Checklist
1	Indigenous Support Program (ISP)	✓
For each Attachment:		
<ul style="list-style-type: none"><li>Part A seeks information on the GST component of funding provided to you under that element, if applicable.<ul style="list-style-type: none"><li>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.</li><li>If GST is <i>not</i> paid to you, <i>do not complete Part A</i>.</li></ul></li><li>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.</li></ul>		

## Certification

Complete this certification after you have completed the Financial Acquittal for any ISP funding which you have received in 2014 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

<b>Provider Name: Southern Cross University</b>
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*For the 2014 funding year (1 January – 31 December 2014).*

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

1. If applicable, GST received by you in 2014 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).	\$ NA
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$ NA
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 2013 which were committed for expenditure prior to 31/12/2013.	\$ NIL
(+ 2. Unexpended and uncommitted Indigenous Support Programme funds from 2013 which were approved for expenditure in 2014.	\$ NIL
(+ 3. Indigenous Support Programme funds provided in 2014. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$ 788,294.00
(+ 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2014.	\$ NIL
(= 5. Total Indigenous Support Programme funds to be acquitted in 2014.	<b>\$ 788,294.00</b>

**EXPENDITURE**

6. Total Indigenous Support Programme expenditure in 2014, <u>excluding any GST</u> .	\$ 788,294.00
(+ 7. Unexpended Indigenous Support Programme funds which were committed for expenditure prior to 31/12/2014.	\$ NIL
(+ 8. Requested carryover into 2014 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2014 – written approval date /.../2014. <sup>1</sup>	\$ NIL
(= 9. Total Indigenous Support Programme funds which by 31/12/2014 were fully expended and/or committed for expenditure.	<b>\$ 788,294.00</b>
10. Returns of 2014 Indigenous Support Program Funds by 31/12/2014.	\$ NIL
11. Balance of Funds for 2014 (Unexpended/uncommitted Indigenous Support Programme funds to be returned or recovered from 2014 entitlements).	\$ NIL

<b>12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2014.</b>	<b>\$ NIL</b>
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<sup>1</sup> The Department will only approve the rollover of unspent funds in exceptional circumstances.

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

Salaries	\$502,753.71
Staff Recruitment	\$463.91
Ceremonies, entertaining, publicity, sponsorships	\$112,994.29
Travel	\$13,534.52
Computers & software	\$508.36
Refurbishment	\$34,782.91
Office Equipment, furniture, stationery, other consumables	\$31,669.18
Higher Education Provider Overheads	\$91,587.12
<b>(=) Total 2014 ISP Program Expenditure</b>	<b>\$788,294.00</b>

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

	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
<b>(=) Total of 2014 Non-ISP expenditure</b>	<b>\$</b>