



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

PM&C contact officers:

Danny Howard, Director
Indigenous Tertiary Programs
Phone: 02 6152 3193
Email: scholarships@pmc.gov.au

Marissa Booth, Assistant Director
Indigenous Tertiary Programs
Phone: 02 6152 3194
Email: scholarships@pmc.gov.au

Kate Doyle, Program Officer
Indigenous Tertiary Programs
Phone: 02 6152 3191
Email: scholarships@pmc.gov.au

FORMAT FOR INDIGENOUS EDUCATION STATEMENT

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

University name - Australian National University

Indigenous Education Unit Name - Tjabal Indigenous Higher Education Centre

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.

In 2014 the University has continued to ensure the membership of the following decision-making groups of the University included Indigenous staff members:

- Academic Board; the University's peak academic committee
- University's Quality and Standards Committees
- University Research Committee
- Vice-Chancellor's Deans and Directors Committee
- University Access and Equity Committee
- University Education Committee
- John XXIII Residential College
- Vice-Chancellor's Staff Awards Committee
- Student Experience Committee

Director of the Tjabal Indigenous Higher Education Centre (TIHEC) Ms Anne Martin and Professor Mick Dodson AM, Director of the National Centre of Indigenous Studies (NCIS) are active members of a number of these high level committees at the ANU. There is ongoing consultation with these Indigenous leaders across a range of subjects pertaining to Indigenous employment, research and study matters as well as educational developments across the ANU.

TIHEC is managed by a dedicated and experienced team of professional Indigenous staff comprising Anne Martin (Director), Robyn Dass PSM (Recruitment and Community Engagement Officer) and Fiona Petersen (Administration Manager). The TIHEC sits within the University's Education portfolio and is the responsibility of the Pro-Vice Chancellor (Student Experience). This ensures TIHEC has a direct line of communication with the University Executive.

Other University committees and organisations with Indigenous representation included:

- ANU Student Association (ANUSA)
- Postgraduate and Research Student Association (PARSA)
- College Reconciliation Action Plan (RAP) Committees

Dr Asmi Wood, a proud Torres Strait Islander, held the role of Director of Higher Degree by Research Programs. Dr Wood is also an academic advisor at the ANU College of Law. The College's Indigenous academic advisor role includes and has special carriage for teaching and mentoring Indigenous law students by providing individualised academic and pastoral support, in addition to the normal academic duties of teaching and research.

Gaye Doolan is an Aboriginal woman from Tasmania who holds the position of Co-ordinator of Indigenous Health & Student Engagement at the University's Rural Clinical School Medical School and College of Medicine, Biology and Environment. Gaye recruits Indigenous students to the University's medical programs and prepares students for entry examinations and interviews. Gaye also supports medical students during their program.

The Indigenous Employment Coordinator is a position held by an Indigenous staff member, in the Division of Human Resources, to assist Academic Colleges and Divisions in attracting and retaining Aboriginal and Torres Strait Islander employees and to provide advice on Indigenous employment matters. This position remains an identified position.

Each of these valued staff members contributes to decision-making processes on a number of high-level committees and work in close collaboration with TIHEC.

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

The University is committed to implementing the Australian National University Reconciliation Action Plan (RAP) and the University Strategic Plan: *ANU by 2020* as it relates to employment of Indigenous staff. The university continues to work to achieve the relative population parity goal of 2.2% for the employment of Indigenous staff by 2020. To this end, the University commits through its Enterprise Agreement 2013-2016 (ANUEA 13-16) to take all reasonable steps to increase the number of non-casual Indigenous staff members over the life of the Agreement to achieve a total of 2.2% of staff, which equates to 52 staff in 2016.

The Australian National University has an identified position of Indigenous Employment Coordinator whose primary responsibility is to work with each of the ANU Colleges to attract, retain and support Aboriginal and Torres Strait Islander employees. The ANU has an Indigenous Employment Policy and an Indigenous Employment Strategy. To deliver and monitor a sustained increase in Aboriginal and Torres Strait Islander employment numbers within the University, the Indigenous Employment Coordinator as part of central Human Resources Department continues to work closely with Aboriginal and Torres Strait Islander staff, the wider community and external organisations and agencies to implement the University's Indigenous Employment Strategy.

The Colleges of the ANU continue to work with the Indigenous Employment Coordinator and TIHEC to meet Indigenous Employment Targets. The percentage of Indigenous staff is a Key Performance Indicator across the ANU to support the levels of Indigenous staff as per the current Reconciliation Action Plan.

The combined number of Indigenous self-identified staff is 61 (both on-going and casual appointments). The table overleaf (Table 1) shows the faculties (colleges) and divisions in which Indigenous staff of the ANU are employed.

Table 1. Ongoing and Casual Academic and Professional Indigenous Staff of the ANU

College/ Division	Ongoing		Casual		Totals
	Academic	Professional	Academic	Professional	
Alumni Relations and Philanthropy				1	1
College of Arts and Social Sciences	2	1	3	3	9
College of Asia and the Pacific		4		1	5
College of Business and Economics		1	1	1	3
College of Engineering and Computer Science		1	1		2
College of Law	4	2	2		8
College of Medicine, Biology and Environment	2	3	1		6
College of Physical and Mathematical Sciences			1		1
Colleges of Science Administration		1			1
Division of Student Life		1			1
Facilities and Services		1		3	4
Finance and Business Services		1			1
Human Resources Division		3			3
Information Technology Services		1			1
Student Recruitment and Admissions		1			1
Tjabal Centre		5	5	2	12
University Accommodation		1			1
University House				1	1
Total	8	27	14	12	61

Source: ANU Human Resources

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

The activities of the TIHEC are guided by the objectives of the *ANU by 2020 Strategic Plan* and the *ANU Student Experience Operational Plan*.

TIHEC works closely with the ANU Colleges and the wider University community to provide a range of professional services and academic support for the University's Aboriginal and Torres Strait Islander students from pre-enrolment through to graduation and post-graduation employment.

TIHEC strongly supports the celebration of Aboriginal and Torres Strait Islander cultures and recognises the significant contributions Aboriginal and Torres Strait Islander peoples and perspectives make to the ANU.

Student-centred support includes:

- Student outreach programs for prospective students to inform post-compulsory schooling decision-making;
- Assistance with admission to the University, including information on the range of tertiary programs available, tertiary preparation programs and alternative entry pathways;
- Orientation and transition to University life programs;
- Learning support and advice, including workshops, group sessions, tutorial sessions and individual consultations; and
- Access to information and advice on scholarships, grants, awards, and student financial support and student employment opportunities.

In 2014 TIHEC continued engagement with Colleges to develop strategies and initiatives aimed at increasing Indigenous student participation and engagement at the ANU. The ANU continues to work with the recommendations of the Behrendt report around parity. Each College has individual recruitment and retention targets, and strategies to meet these targets.

Student recruitment has continued to be a key element of the TIHEC and this process has been enhanced by the involvement of ANU Colleges. Undergraduate enrolments have continued to increase slowly with skilled staff and members employed by the TIHEC to support the increase in student numbers at both the undergraduate level and the postgraduate coursework level.

The total number of commencing Aboriginal and Torres Strait Islander students is as follows:

	2013	2014
Aboriginal and Torres Strait Islander students	59	73
Non Aboriginal and Torres Strait Islander students	8623	9697

Becoming an ANU student

The ANU Extension Program continues to be an additional alternative pathway attracting Indigenous students. ANU accepts senior secondary students into this ANU academic award program enabling them to undertake courses in sciences, engineering, mathematics and languages. Students who successfully undertake studies in ANU Extension will be able to articulate into an ANU bachelor degree program and receive credit towards the bachelor degree for the studies successfully completed.

The University welcomes applications from students who have academic potential but whose circumstances are such that they have not had the opportunity to realise fully their academic abilities. The University will work with schools to identify such students and encourage them to apply.

Indigenous students enrolled in the Program can:

- Gain access to the ANU, including access to the library and computer systems and cutting edge facilities at the ANU;
- be eligible to use the courses studied in the calculation of the Australian Tertiary Admission Rank (ATAR);
- Complete the program at an appropriate level and may be given an early offer of entry to the ANU;
- Gain credit towards their studies at the ANU in each of the subject areas successfully completed; and
- Apply for tutoring through the Tjabal Indigenous Higher Education Centre for supplementary academic support.

In 2014, ANU collaborated with the University of Canberra to implement the *ACT Indigenous Success Project* (ACT-IS) which prepares Indigenous year 11 and 12 students for further study. This is to be rolled out in 2015.

ANU College (ANUC) is the academic pathway provider for ANU. ANUC equips students with academic and research skills that are world class and to the standard ANU requires. The ANU College incorporates supervised self-directed learning into all programs. This provides another opportunity for students to receive individual academic support and advice. Teachers are available to give guidance on study strategies and work closely with TIHEC to assist students with any cross-cultural issues or with balancing study and personal commitments.

The ANU Associate Degree is another pathway option utilised by Indigenous students to access their Bachelor-level degree of choice. This is an Australian Quality Framework level 6 program providing supported study for students to bring them to a level where they could successfully undertake Bachelor Degree study at ANU within two years.

The ANU Associate Degree pathway acknowledges that there are many reasons why a student may not be ready to undertake Bachelor degree level study, but still have potential for university studies, many of which may have been because of past circumstances that are often beyond their control. The Associate Degree allows entry of these students to study ANU courses, but with a parallel, co-requisite, course providing bridging, support, academic skills, a slower paced delivery and individual guidance to each student, so that their study experience is more likely to be successful. The full-time load for each student will be two ANU courses, and two support courses, for three semesters of study. In the final semester of study, successful students will undertake a normal full-time academic program.

Students may specialise in the areas of business, social studies or science and technology. To maximise the credit they can be granted into an ANU Bachelor's degree they should follow one or another of these specialised streams. Courses additional to those listed as part of this program may be able to be included on a case by case basis.

The ANU Preparatory Program is a semester-long non-award program preparing students for Degree level study at ANU. Indigenous students aspiring to study at ANU, and those whom the University wishes to reach, sometimes do not meet its minimum entry standards.

There are pathway options for students without the ATAR entry scores to study at ANU. However, even these programs can contain barriers to participation for some of the students ANU wishes to reach. The University continues to provide an Enabling Program for students from equity groups who want to access ANU, but who lack the confidence, or the academic skills for study.

Table 2. Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
ANU Extension Program	Year 11 and 12 students with academic potential including those experiencing disadvantage	Exposes Years 11 and 12 students to ANU coursework and experiences whilst still at school which assist in qualifying for entry	Student become familiar with university studies and motivated to gain entry to Bachelor-level degree of choice
ANU College Pathways Programs	Prospective Indigenous students who haven't achieved an ATAR sufficient for entry to a Bachelor degree program	A university preparatory program, a sub-bachelor degree allows prospective students of varied levels of preparedness to gain entry into a Bachelor-level degree of their choice	Upon completion students gain entry into a Bachelor-level degree of choice
Schools Recommendation Scheme	Year 11 and 12 students achieving 70 -79 ATAR	Offers early entry to eligible Indigenous school leavers completing year 12 at the recommendation of the School	Students falling short of 80 minimum ATAR courses gain entry at the school's recommendation
Various Student Employer Partnerships	Current ANU Indigenous Students, and prospective Indigenous students	To assist with overcoming financial barriers to studying, TIHEC partners with a number of employers, including the ANU to provide students with a steady income and work experience through internships and cadetships	Students develop employment skills whilst receiving an income during their studies.
Various outreach activities (see Table 3.)			

Actively engaged in Outreach

In 2014 as in previous years TIHEC through the Community Engagement Program undertook a range of activities working very closely with Aboriginal and Torres Strait Islander communities across Australia engaging with relevant representative organisations to raise awareness around the benefits of higher education. The Community Engagement program has been specifically developed to target young secondary students and provide them with information to assist them in their planning around the pursuit of higher education studies. A number of events are held each year at ANU specifically to engage with Indigenous students and to provide an awareness of the ANU as an ideal place for further study.

Community and school liaison network contacts are maintained by the Centre which cover key catchment areas. Activities include presentations at schools with the ANU and TIHEC hosting visits to the Colleges on campus as well. This cycle of continuous engagement allows the TIHEC to develop close relations with the schools and assist students and their families in planning for entry into university studies. Outreach activities engaged in in 2014 are in Table 3 following.

Table 3. Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
Yalbalinga Camp	Indigenous Year 11 and 12 students of the ACT and Regional NSW	TIHEC, Access and Inclusion and Bruce Residential Hall host students and their ILOs for 4 days as they experience university life	Students become familiar with university studies and motivated to gain entry to Bachelor-level degree of choice or pathways programs
Cape York Leadership Group Partnership	Indigenous Year 11 and 12 students registered as Cape York young leaders	TIHEC hosts students and CYLG Educational Advisor for 4 days as they experience university life, and life in Canberra	Students become familiar with university studies and motivated to gain entry to Bachelor-level degree of choice or pathways programs
Regular Career Counsellors Visit on Campus	Career Counsellors of Indigenous students at local and regional schools	ANU including TIHEC, discuss entry and eligibility issues and support of greatest benefit to Indigenous students at their schools	Career Counsellors are better able to guide students through university preparation and application phases
Visits to schools, school visits to TIHEC and ANU	School-based teachers and Principals and their Indigenous students (Years 8-12)	After an annual mail out to schools, TIHEC negotiates school visits to meet with Indigenous students to inform them of ANU programs offered at the ANU, and Indigenous student-specific support available	Students are informed and guided through university preparation and application phases
Career and university expos local and interstate	Secondary school students local and interstate	TIHEC was represented at a number of expos across the country to promote higher education programs offered at the ANU, and Indigenous student-specific support available	Students are informed of study options available to them at the ANU
Various community gatherings including	Indigenous community members	TIHEC has a presence at the majority of Canberra's Indigenous Community Gatherings including NAIDOC on the Peninsula, events celebrating days of cultural significance	Prospective students are informed of study options and support available to them at the ANU
Indigenous Student Ambassadors	Indigenous young people	Current Indigenous students share their journey and experiences and their experiences at university	Young people are provided first-hand accounts of university life

TIHEC provided information, advice and support for students to access to a range of scholarships in addition to the Indigenous Commonwealth Education Costs Scholarships (I-CECS), Indigenous Commonwealth Accommodation Scholarships (I-CAS) and Indigenous Access Scholarship (IAS). The main scholarships targeting Aboriginal and Torres Strait Islander students are as follows with further details provided at Table 4:

- Freilich Indigenous Student Scholarship in Law
- Leonard Broom Scholarship
- Nugget Coombs Scholarships for Indigenous Australian Students

- Rotary-Alf Gillespie Scholarship for Indigenous Australian Undergraduate Student
- Joseph and Lindsay Croft Memorial Scholarship
- Elspeth Young Memorial Bequest Grants
- St Vincent de Paul ANU Alumni Indigenous Scholarship
- Indigenous Australian Graduate Scholarship
- Indigenous Reconciliation PhD Scholarship
- Ken Wanganeen Scholarship
- Judith Wright Scholarship

Table 4. Scholarships details

Scholarship	Government/ Private/University	Number Allocated	Value	Number Awarded
ANU College of Business & Economics Graduate Scholarship	University	1	\$ 25,984.00	0
ANU College of Business & Economics Undergraduate Scholarship	University	1	\$ 5,000.00	1
Elspeth Young Memorial Grant	University	17	\$ 1,410.00*	17
Fenner School Scholarship	University	1	\$ 1,000.00	0
Freilich Indigenous Student Scholarship in Law	University	1	\$ 3,000.00	1
Garrurru Postgraduate Indigenous Scholarship	University	Unlimited	\$ 20,000.00	2
GDLP Indigenous Scholarship Scheme	University	2	\$ 16,868.00	2
Indigenous Access Scholarship	Government	4	\$ 4,702.00	4
Indigenous Australian Graduate Scholarship	University	1	\$ 25,392.00	1
Indigenous Australian Reconciliation PhD Scholarship	University	1	\$ 25,392.00	1
Indigenous Commonwealth Accommodation Scholarships	Government	1	\$ 4,985.00	1
Indigenous Commonwealth Education Costs Scholarships	Government	4	\$ 2,492.00	4
Indigenous Enabling Commonwealth Accommodation Scholarships	Government	2	\$ 4,985.00	0
Indigenous Enabling Commonwealth Education Costs Scholarships	Government	5	\$ 2,492.00	0
Indigenous Music HDR Scholarship	University	1	\$ 5,000.00	1
John XXIII College Aboriginal & Torres Strait Islander (Indigenous) Equity Scholarships	University	Up to 4	\$ 15,500.00	2
Joseph and Lindsay Croft Memorial Scholarship	University	1	\$ 3,800.00	1
Judith Wright Scholarship	University	1	\$ 6,600.00	1
Ken Wanganeen Scholarship	University	1	\$ 5,000.00	1

*average value awarded

Table 4. Scholarships details (cont'd)

Scholarship	Government/ Private/University	Number Allocated	Value	Number Awarded
National Indigenous Merit Scholarship	University	Unlimited	\$ 6,500.00	1
National Indigenous University Scholarship	University	Unlimited	\$ 12,500.00	0
National Security College Entry Scholarship	University	1	\$ 11,500.00	0
Leonard Broom Scholarship	University	1	\$ 5,000.00	0
Malcolm Stewart Scholarship	University	1	\$ 5,000.00	1
Manning Clark House/National Centre for Indigenous Studies Indigenous Fellowship	University	1	\$ 26,000.00	0
Nugget Coombs Scholarships for Indigenous Australian Students	University	1	\$ 4,800.00	1
Rotary-Alf Gillespie Scholarship for Indigenous Australian Undergraduate Student	University	1	\$ 3,000.00	1

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

Director of the TIHEC Anne Martin and Professor Mick Dodson, Director of the National Centre of Indigenous Studies (NCIS) are active members of a number of these high level committees at the ANU. There is ongoing consultation with these Indigenous leaders across a range of subjects pertaining to Indigenous participation, employment, research and study matters as well as educational developments across the ANU. High-level engagement has resulted in significant strategies implemented across the Campus addressing Aboriginal and Torres Strait Islander student participation (see various governing bodies listed on page 3).

The TIHEC continued to administer the Indigenous Tutorial Assistance Scheme (ITAS). In 2014 TIHEC submitted a funding application to the Indigenous Advancement Strategy (IAS) seeking funding for 2015's ITAS. All Indigenous final year and, where possible, graduate students are offered the role of ITAS tutor for commencing and continuing Indigenous students. All non-Indigenous ITAS tutors undertake training in Indigenous Australian cultural awareness.

ANU is committed to supplying the best tuition to Indigenous students and supports Indigenous student tuition beyond PM&C's minimum requirement. In 2014 the ANU contributed additional funding to the ITAS program to employ postgraduate students as ITAS tutors. In recognition of the need for continuity in service delivery, and in line with the ANU ethos of personalising the Indigenous Education experience of each Indigenous student at the ANU, the University employs a full-time ITAS Coordinator in TIHEC.

The TIHEC also provides support and access to a range of scholarships to support the retention of Indigenous students, as has been previously described in Table 4. Table 5 below provides enrolment number comparisons for 2013 and 2014.

Table 5. Total number of Aboriginal and Torres Strait Islander enrolments for 2013 and 2014

	2013	2014
Aboriginal and Torres Strait Islander students:	166	173
Non Aboriginal and Torres Strait Islander students:	20,770	22,220

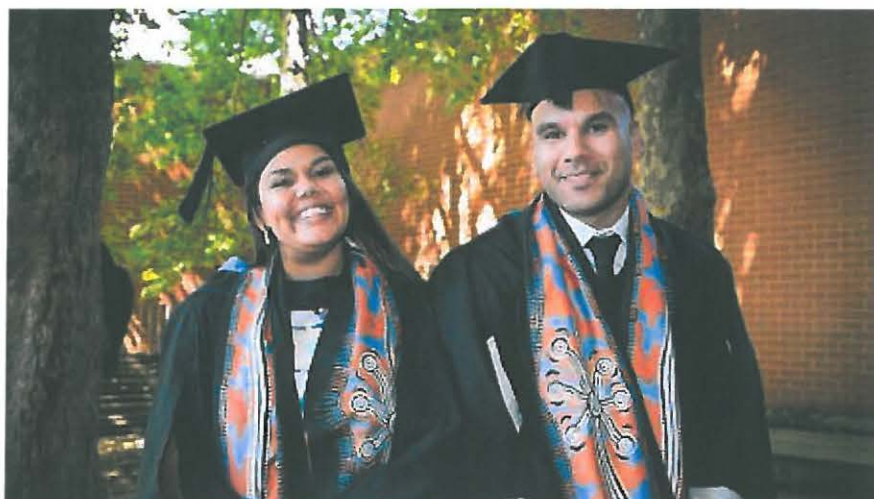
5. Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.

In 2014 the ANU celebrated a large cohort of graduating students in both undergraduate and postgraduate programs. Completions are included in Table 6.

Student snapshot

Charlee-Sue Frail is a Ngemba woman and the first person in her family to graduate from university, graduating with a Bachelor of Arts, majoring in Political Science, Anthropology and Sociology in 2014. During her degree, Charlee-Sue worked part time at Recognise, the educational campaign for constitutional recognition of first Australians, a job she now does full time. Charlee-Sue grew up in Armidale and then moved to Wollongong to complete her schooling. Her family originates from Brewarrina, a rural and remote community in Northern New South Wales. Her extended family from rural and remote Australia came to ANU to be with her at her graduation.

Bhiamie Williamson grew up in Mount Isa in North West Queensland with his Mother's family coming from Cloncurry and his Father's family from Goodooga in NSW. Bhiamie is a descendent of the Euhalia (Yuwaalaraay) peoples of Northern NSW. Bhiamie works in the Native Title Research Unit of the Australian Institute for Aboriginal and Torres Strait Islander Studies (AIATSIS) as a project officer, facilitating Native Title publications and also participating on Research Projects. Bhiamie graduated from the ANU with a Bachelor of Arts majoring in Political Science and Environmental Studies, and a First Class Honours, looking at Cultural and Natural Resource Management initiatives in the NT, South West Gulf of Carpentaria.



Charlee-Sue and Bhiamie. Photo courtesy of ANU College of Arts and Social Sciences (news article 22/12/2014).

Table 6. Total number of Aboriginal and Torres Strait Islander student completions for 2013 and 2014

	2013	2014
Aboriginal and Torres Strait Islander students: (Higher Degree)	2	2
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	361	390
Aboriginal and Torres Strait Islander students: (Other postgraduate)	19	31
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	3,642	4356
Aboriginal and Torres Strait Islander students: (Bachelor degree)	24	18
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	2,468	2309

TIHEC works closely with the Colleges of the ANU and the wider University community to provide a range of professional services and academic support for the University's Aboriginal and Torres Strait Islander students from pre-enrolment through to graduation and post-graduation employment. Support mechanisms are described in Table 7 overleaf.

TIHEC strongly supports the celebration of Aboriginal and Torres Strait Islander cultures and recognises the significant contributions Aboriginal and Torres Strait Islander peoples and perspectives make to the ANU.

Student-centred support includes:

- Student outreach programs for prospective students to inform post-compulsory schooling decision-making;
- Assistance with admission to the University, including information on the range of tertiary programs available, tertiary preparation programs and alternative entry pathways;
- Orientation and transition to University life programs;
- Learning support and advice, including workshops, group sessions, tutorial sessions and individual consultations; and
- Access to information and advice on scholarships, grants, awards, and student financial support and student employment opportunities.

Table 7. Support mechanisms

Support mechanisms	Description	Constraints	Outcome
Access to scholarships/bursaries	TIHEC works with ANU Scholarships Office to provide access to Scholarships (See Table 4.)	None	Students are financially supported to complete their studies
Abstudy Access	TIHEC promotes and facilitates access to Abstudy in collaboration with key Centrelink staff	None	Students are financially supported to complete their studies
Access to internships/graduate positions	To assist with overcoming financial barriers to studying, TIHEC partners with a number of employers, including the ANU to provide students with a steady income and work experience through internships and cadetships	Number of employers offering placements	Students develop employment skills whilst receiving an income during their studies.
Tuition support	TIHEC administers the ITAS Program	TIHEC works within ITAS guidelines	Students are provide tuition support to achieve excellence
Academic and cultural support	TIHEC provides strong academic and cultural support to all Indigenous students, ensuring there are no barriers to success	None	Students achieve a sense of place and purpose
Engagement with Colleges	TIHEC collaborates continually with the academic and residential colleges in the support of each and every student	None	A culture of high quality support across the ANU campus
Engagement with ANU Student Support Services	TIHEC collaborates continually and closely with the Dean of Students and the Pro-Vice Chancellor of Student Experience in the support of each and every student and their particular needs throughout their degree	None	A culture of high quality networked support across the ANU campus

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

Embedding Indigenous perspectives in the curriculum is considered important in supporting Indigenous students' participation in higher education, in providing all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures, and in challenging traditional western perspectives on Indigenous epistemologies and cultures. ANU continues to work towards the inclusion of Indigenous perspectives in diverse curricula and not just that which is Indigenous specific.

Aboriginal and Torres Strait Islander higher education strategies coupled with the higher degree by research programme cut across several disciplines with an interest in Indigenous studies at ANU. The Centre for Indigenous Studies (NCIS) is recognised as a preeminent academic institute for inter-disciplinary research in fields that are of particular relevance to Indigenous Australians. The NCIS works in collaboration with ANU research and teaching centres including the Centre for Aboriginal Economic Policy and Research (CAEPR), Australian Centre for Indigenous History, School of Archaeology and Anthropology and the School of Music.

ANU strives to provide a supportive learning environment where all students can realise their potential in an environment that builds strong and mutually beneficial partnerships. These relationships provide an opportunity to share the knowledge and ideas of others and in particular provide an opportunity for non-Indigenous students to learn about the past, explore the current circumstances of Indigenous Australia and look to the future. Each of the Colleges of the ANU engages members of the Indigenous community to contribute Indigenous knowledge and perspectives into learning programs.

TIHEC continues to play a significant role in providing all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures through the following initiatives:

- Cultural awareness workshops are delivered annually across Colleges by qualified Indigenous presenters
- TIHEC hosts guests and visitors from Indigenous nations across globally
- Partnering with the Indigenous Cultures Learning Community of the ANU
- Partnering with the Tuckwell Scholars
- Garma Festival representation by students and staff
- Hosting and co-hosting youth camps on campus
- O-Week's Music on the Meadow
- Medical students cultural competency training
- ITAS Tutors cultural competency training
- Keynote addresses at Academic Colleges

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: Richard Baker	Name: Anne Martin
Position Title: PVC Student Experience	Position Title: Director
Phone Number:	Phone Number: 0261251742
Email: pve.se@anu.edu.au	Email: anne.martin@anu.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

Organisation	Australian National University		
Postal Address	Lower Melville Hall, Building 12 ACTON ACT 2601		
Contact Person	Anne Martin	Title	Director
Phone	02 61251742	Fax	02 61253658
E-mail	anne.martin@anu.edu.au		

Financial Acquittal

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)	<input type="checkbox"/>

For each Attachment:

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

Certification

Complete this certification after you have completed the *Financial Acquittal* for any ISP funding which you have received in 2014 and after you have entered all relevant information in the *Assets Register*.

ISP FUNDING RECIPIENT'S CERTIFICATION

I, **Richard Baker**

(print name of chief officer or equivalent)

Pro-Vice Chancellor Student Experience

(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:

28.5.15

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: Australian National University

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).			\$
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)			\$
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.	\$0
(+) 2. Unexpended and uncommitted Indigenous Support Programme funds from 2013 which were approved for expenditure in 2014.	\$0
(+) 3. Indigenous Support Programme funds provided in 2014. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$562,000
(+) 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2014.	\$0
(=) 5. Total Indigenous Support Programme funds to be acquitted in 2014.	\$562,000

EXPENDITURE

6. Total Indigenous Support Programme expenditure in 2014, <u>excluding any GST</u> .	\$562000
(+) 7. Unexpended Indigenous Support Programme funds which were committed for expenditure prior to 31/12/2014.	\$0
(+) 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. ¹	\$0
(=) 9. Total Indigenous Support Programme funds which by 31/12/2014 were fully expended and/or committed for expenditure.	\$562000
10. Returns of 2014 Indigenous Support Program Funds by 31/12/2014.	\$0
11. Balance of Funds for 2014 (Unexpended/uncommitted Indigenous Support Programme funds to be returned or recovered from 2014 entitlements).	\$0
12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2014.	\$0

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

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

	Salaries	\$491,649
	Advertising	\$5,633
	Office Expenses	\$3,577
	Conferences and Recruitment travel	\$37,284
	Scholarships	\$10,000
	Computers	\$5,490
	Desks and chairs	\$8,367
		\$
		\$
(=)	Total 2014 ISP Program Expenditure	\$562,000

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

	Salaries	\$157,367
	Office expenses	\$50,192
	Conferences and recruitment travel	\$15,727
	Publications	\$2,773
	Furniture and Office equipment	\$8,793
	Building maintenance	\$4,187
	ITAS Gap funding	\$42,830
		\$
		\$
		\$
(=)	Total of 2014 Non-ISP expenditure	\$281,869