



INDIGENOUS EDUCATION STATEMENT - OVERVIEW

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

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

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

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

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

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

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

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

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

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FORMAT FOR INDIGENOUS EDUCATION STATEMENT

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

NAME OF UNIVERSITY: **AUSTRALIAN NATIONAL UNIVERSITY**

NAME OF INDIGENOUS SUPPORT CENTRE: **TJABAL INDIGENOUS HIGHER EDUCATION CENTRE**

SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2015 AND PLANS FOR FUTURE YEARS

Please provide evidence of:

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

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

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

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

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.

Dr Asmi Wood, a proud Torres Strait Islander, recently held the role of Director of Higher Degree by Research Programs. Dr Wood is an academic advisor at the ANU College of Law. This includes being the College's Indigenous academic advisor to teach and mentor Indigenous law students by providing individualised academic and pastoral support, in addition to the normal academic duties of teaching and research. Dr Wood won the 2015 prestigious Neville Bonner Award for Indigenous Education. The award citation states that "Dr Asmi Wood has transformed the ANU's Indigenous Law Program, moving it from a zero percentage graduation rate to a 94% graduation rate. Dr Wood has a great ability to inspire and motivate his students. His academic support is matched by the care he takes in supporting them beyond the classroom, including involvement with their families, schools and their cultural activities".

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. TIHEC is managed by a dedicated and experienced team of professional Indigenous staff. 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.

In 2015 the University has continued to ensure the membership of the following decision-making groups of the University included Senior 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

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

TIHEC is proud to be a continuing participating member of the National Aboriginal and Torres Strait Islander Higher Education Council (NATSIHEC) which held a number of national meetings in 2015. TIHEC, together with the Office of the Pro-Vice Chancellor (Student Experience) will host the first meeting of this Council in March 2016.

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 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 identified role of 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 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 46 (both on-going and casual appointments). Tables 1 and 2 overleaf show the faculties (Colleges) and Service Divisions in which Indigenous staff of the ANU are employed.

Table 1. Indigenous Employees in Permanent positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Facilities & Services Division	Non-academic – ANUO4 (Admin)	General Services & Facilities Officer
Finance & Business Services	Non-academic – ANUO8 (Admin)	Contract Administrator
Human Resources Division	Non-academic – ANUO6/7 (Admin)	Senior Web/HR Systems Support Officer
Human Resources Division	Non-academic – ANUO6/7 (Admin)	Indigenous Employment Coordinator
Student Recruitment & Admissions	Non-academic – ANUO5 (Admin)	Admissions Officer, Domestic
Tjabal Centre	Non-academic – ANUO8 (Admin)	Administration Manager
Tjabal Centre	Non-academic – ANUO6/7 (Admin)	Senior Administration Officer, TIHEC
Tjabal Centre	Non-academic – SM2	Head, TIHEC
Tjabal Centre	Non-academic – ANUO5 (Admin)	Administration Officer, TIHEC
ANU College of Arts & Social Sciences	Non-academic – SM2	Finance Services Manager
ANU College of Arts & Social Sciences	Academic – Level B	ARC Discovery Indigenous Award
ANU College of Arts & Social Sciences	Academic – Level C	ARC Discovery Indigenous Award
ANU College of Asia & the Pacific	Non-academic – ANUO4 (IT)	Service Desk Officer
ANU College of Asia & the Pacific	Non-academic – ANUO6/7 (Admin)	Senior Administrator
ANU College of Asia & the Pacific	Non-academic – ANUO4 (Admin)	Operations Administrator
ANU College of Engineering & Computer Science	Non-academic – ANUO4/5 (Tech)	Teaching & Research Technical Support Officer
ANU College of Law	Academic – Level B	Lecturer
ANU College of Law	Academic – Level C	Senior Lecturer
ANU College of Law	Academic – Level E2	NCIS Director

Table 1. Indigenous Employees in Permanent positions (Continued)

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
ANU College of Law	Non-academic – ANUO 6/7 (Admin)	Indigenous Communications Consultation Coordinator
ANU College of Law	Non-academic – ANUO 5/6 (Research)	Research Assistant
ANU College of Medicine, Biology & Environment	Academic – Level C	Senior Lecturer
ANU College of Medicine, Biology & the Environment	Non-academic – ANUO6/7 (Admin)	Indigenous Community Engagement Coordinator
ANU College of Medicine, Biology & the Environment	Non-academic – ANUO4 (Admin)	Stores Officer
ANU College of Medicine, Biology & the Environment	Non-academic – ANUO6/7 (Admin)	Indigenous Health Coordinator
ANU College of Medicine, Biology & the Environment	Academic – Level C	NHMRC Fellow
Total	Academic = 7, Non-Academic = 19	Grand Total = 26

Table 2. Indigenous Employees in Casual positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Alumni Relations & Philanthropy	Non-academic – ANUO23 (Admin)	Indigenous Intern
Facilities & Service Division	Non-academic – Casual Theatre Staff	Casual Theatre Staff
Facilities & Service Division	Non-academic – ANUO23 (Admin)	Tours Officer
Facilities & Service Division	Non-academic- ANUO2 (Hospitality)	Hospitality Assistant
Information and Technology Services	Non-academic – ANUO4 (IT)	Service Desk Officer
Registrar & Student Services	Non-academic – ANUO23 (Admin)	Admin Support Officer
ANU College of Asia & the Pacific	Non-academic – ANUO23 (Admin)	ANU Officer 5 (Administration)
ANU College of Asia & the Pacific	Non-academic - ANUO56 (Res)	Research Assistant
ANU College of Arts& Social Sciences	Non-academic – ANUO56 (Res)	ANU Officer Gr 5/6 (Research)
ANU College of Arts& Social Sciences	Academic – Casual Sessional Academic	Casual Sessional Academic
ANU College of Business & Economics	Academic – Casual Sessional Academic	Casual Sessional Academic
ANU College of Business & Economics	Academic – Casual Sessional Academic	Casual Sessional Academic
ANU College of Law	Academic – Casual Sessional Academic	Casual Sessional Academic
ANU College of Law	Non-academic – ANUO5 (Admin)	Graduate Research Retreat Assistant
ANU College of Medicine, Biology & the Environment	Academic – Casual Sessional Academic	Casual Sessional Academic
ANU College of Medicine, Biology & the Environment	Academic – Casual Sessional Academic	Casual Sessional Academic
ANU College of Medicine, Biology & the Environment	Non-academic – ANUO56 (Res)	Research Assistant
ANU College of Physical & Mathematical Sciences	Academic – Casual Sessional Academic	Casual Sessional Academic
ANU College of Physical & Mathematical Sciences	Academic – Casual Sessional Academic	Casual Sessional Academic
Joint Colleges of Science	Non-academic – ANUO4 (IT)	Client Services Officer
Total	Academic = 8, Non-academic = 12	Grand Total = 20

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 2015 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:

Table 3. Commencing Aboriginal and Torres Strait Islander students

	2014	2015
Aboriginal and Torres Strait Islander students	55	41
Non Aboriginal and Torres Strait Islander students (Domestic students only):	7,753	7,134

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.

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 explore new ways to engage and encourage participation within the higher education sector.

Table 4. 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

Table 4. Programs to Improve Access (Continued)

Program Name	Target audience	Outline of Program	Outcome
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 5.)			

Actively Engaged in Outreach

In 2015 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 5 following.

Table 5. 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. TIHEC also attends Leadership Camp.	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

Table 5. Outreach activities (Continued)

Outreach activity	Target audience	Outline of Program	Outcome
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

During Outreach activities, and through the Aurora Project's national scholarship website, we promote the scholarship opportunities outlined in Table 6 following. Enrolled and commencing students are also made aware of scholarships opportunities throughout their study journeys.

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 in Table 6 overleaf.

- 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 6. Aboriginal and Torres Strait Islander Scholarships Awarded in 2015

Scholarship Details	Government/ Private/University	Number Allocated	Average Cost	Number Awarded
ANU College of Business & Economics Graduate Scholarship	University	1	\$ 27,312.00	0
ANU College of Business & Economics Undergraduate Scholarship	University	1	\$ 5,000.00	0
Elsbeth Young Memorial Grant	University	17	\$ 1,376.56	17
Fenner School Scholarship	University	1	\$ 1,000.00	0
Freilich Indigenous Student Scholarship	University	1	\$ 3,000.00	1
Garrurru Postgraduate Indigenous Scholarship	University	Unlimited	\$ 20,000.00	0
Indigenous Access Scholarship	Government	10	\$ 48,230.00	4
Indigenous Australian Graduate Scholarship	University	1	\$ 25,849.00	1
Indigenous Australian Reconciliation PhD Scholarship	University	1	\$ 25,849.00	1
Indigenous Commonwealth Accommodation Scholarship	Government	1	\$ 5,087.00	1
Indigenous Commonwealth Education Costs Scholarship	Government	4	\$ 10,172.00	4
Indigenous Music HDR Scholarship	University	1	\$ 5,000.00	0
Indigenous Students Practical Legal Training Scholarship	University	1	\$ 13,156.00	0
John XXIII College Aboriginal & Torres Strait Islander Equity Scholarships	University	Up to 4	\$ 15,518.50	2
National Indigenous Merit Scholarship	University	Unlimited	\$ 6,500.00	1
National Indigenous University Scholarship	University	Unlimited	\$ 12,500.00	2
National Security College Entry Scholarship	University	1	\$ 11,832.00	1
Nugget Coombs Indigenous Australian Scholarships	University	1	\$ 4,800.00	0
Rotary-Alf Gillespie Scholarship for Undergraduate Students	University	1	\$ 3,000.00	0
Tjabal Indigenous Higher Education Centre Accommodation Grants	University	8	\$ 2,250.00	8
Leonard Broom Scholarships	University	1	\$ 5,000.00	0
Judith Wright Scholarship	University	1	\$ 6,600.00	1
Ken Wanganeen Scholarship	University	1	\$ 4,500.00	1
Malcolm Stewart Scholarship	University	1	\$ 5,000.00	0

Table 6. Scholarships Awarded in 2015 (Continued)

Scholarship Details	Government/ Private/University	Number Allocated	Average Cost	Number Awarded
Joseph & Lindsay Croft Memorial Scholarships	University	1	\$ 3,800.00	0
Manning Clark House/National Centre for Indigenous Studies Indigenous Fellowship	University	1	\$ 26,000.00	1
National Indigenous Medical Scholarship	University	1	\$ 18,000.00	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 Tjabal Indigenous Higher Education Centre (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 2015 TIHEC was successful in applying for funding for 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 6. Table 7 below provides enrolment number comparisons for 2013 and 2014.

Table 7. Total number of Aboriginal and Torres Strait Islander enrolments for 2014 and 2015

	2014	2015
Aboriginal and Torres Strait Islander students:	173	163
Non Aboriginal and Torres Strait Islander students (Domestic students only):	16,503	16,356

Table 8. Strategies to Address Participation

Strategies	Outline of strategies	Constraints	Outcome
Conduct outreach activities (See Table 4.)	We raise awareness of possibilities in Higher Education through information sessions	Limited resources to fund regular visits across the nation	Students are more aware of university options post-school
Have a presence at, and promote ANU recruitment events	We encourages participation of all prospective students in annual recruitment events and activities	Time and people resources mean we must prioritise events based on prospective student needs (if known)	Students receive information on program and career choices
Student-to-prospective student approach	We encourage students to promote their programs, colleges and the wider ANU to family and friends	Students can be quite busy, but enjoy speaking to prospective students during outreach	Referrals lead to applications and enrolments

Table 8. Strategies to Address Participation (Continued)

Strategies	Outline of strategies	Constraints	Outcome
Promote annual <i>Music on the Meadow</i> Commencement Event widely	We encourage students to celebrate their journey with family, friends and community members	The student associations support this event financially and are joint hosts	Students and families are warmly welcomed into ANU community
Host series of "Taste of ANU" (4 per year)	We invite interested groups of students to experience life on Campus and to meet with current students and course convenors	With more funding, we could hold more events, invitees are targeted and prioritised	Prospective students are more aware of ANU options post-school
Promote scholarships and other support on offer	We promote how we address barriers to participation through financial support, and other means	Not all accommodation support can be supported due to limited funds	Prospective students are more aware of ANU options post-school
Engage with Indigenous staff networks of Canberra workplaces	We promote how university studies can be achieved alongside work responsibilities	None	Prospective students are more aware of ANU options post-school
Work collaboratively across the ANU to increase participation	We meet with a number of contacts across academic and residential colleges to design and implement program-specific strategies to boost participation	None	Colleges work collaboratively with TIHEC to create opportunities seeking to boost participation rates

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 2015 the ANU celebrated a large cohort of graduating students in both undergraduate and postgraduate programs. Completions are included in Table 9, and Support Mechanism are in Table 10.

Table 9. Total number of Aboriginal and Torres Strait Islander student completions for 2014 and 2015

	2014	2015
Aboriginal and Torres Strait Islander students: (Higher Degree)	2	1
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	397	403
Aboriginal and Torres Strait Islander students: (Other postgraduate)	31	18
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	4349	3508
Aboriginal and Torres Strait Islander students: (Bachelor degree)	18	16
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	2309	2103

Table 10. 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 interdisciplinary 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
- 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 2015, noting that a breakdown of expenditure is required. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2015 provided under section 19-10 of *Higher Education Support Act 2003*, please provide reconciliation.

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

SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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

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

University Officer	Indigenous Education Support Unit Officer
Name: Professor Shirley Leitch	Name: Anne Martin
Position Title: Acting Deputy Vice-Chancellor (Academic)	Position Title: Director, TIHEC
Phone Number: 0261257350	Phone Number: 0261251742
Email: shirley.leitch@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. The documents are required to be externally accessible to the public. Please provide PM&C with a link to these statements.



Australian Government

Department of the Prime Minister and Cabinet

FINANCIAL ACQUITTAL

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

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

ISP FUNDING RECIPIENT'S CERTIFICATION

I,

(print name of chief officer or equivalent)

(print position title)

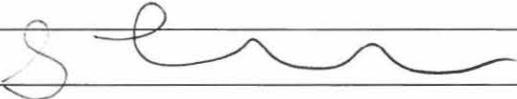
certify that:

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

I understand that:

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

Signed:



Date:

Privacy Notice

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

ATTACHMENT 1 - Indigenous Support Program

Provider Name: Australian National University

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

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

1. If applicable, GST received by you in 2015 as part of the Indigenous Support Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$	
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 2014 which were committed for expenditure prior to 31/12/2014.	\$0
(+) 2. Unexpended and uncommitted Indigenous Support Programme funds from 2013 which were approved for expenditure in 2015.	\$0
(+) 3. Indigenous Support Programme funds provided in 2015. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$538,000
(+) 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2015.	\$
(=) 5. Total Indigenous Support Programme funds to be acquitted in 2015.	\$538,000

EXPENDITURE

6. Total Indigenous Support Programme expenditure in 2015, <u>excluding any GST</u> .	\$538,000
(+) 7. Unexpended Indigenous Support Programme funds which were committed for expenditure prior to 31/12/2015.	\$0
(+) 8. Requested carryover into 2014 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2015 – written approval date /.../2015. ¹	\$0
(=) 9. Total Indigenous Support Programme funds which by 31/12/2015 were fully expended and/or committed for expenditure.	\$538,000
10. Returns of 2015 Indigenous Support Program Funds by 31/12/2015.	\$0
11. Balance of Funds for 2015 (Unexpended/uncommitted Indigenous Support Programme funds to be returned or recovered from 2014 entitlements).	\$0
12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2015.	\$0

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

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

Salaries	\$498,322
Student Engagement	\$36,635
Administration & Centre Support	\$3,043
(=) Total 2015 ISP Program Expenditure	\$538,000

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

Salaries	\$25,476
Office Expenses	\$39,662
Furniture & Office Equipment	\$4,577
Publications	\$4,471
Scholarships	\$12,115
ITAS Gap Funding	
(=) Total of 2015 Non-ISP expenditure	\$86,301