



INDIGENOUS EDUCATION STATEMENT - OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to the 2016 outcomes and future plans to meet their ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

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

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

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

Universities in receipt of ISP funding during 2016 are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2016 ISP funds is included within this document. Please provide as much information as possible.

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

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

In accordance with the Guidelines, the Indigenous Education Statement is **due** to be submitted and accepted by the Department **on or before 31 May 2017**. Please allow sufficient time for follow up discussions between PM&C and the University to avoid any possible delay to 2017 ISSP progress payments.

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

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

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FORMAT FOR INDIGENOUS EDUCATION STATEMENT

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

[University name] Deakin University

[Indigenous Education Unit Name] Institute of Koorie Education

SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2016 AND PLANS FOR FUTURE YEARS

Please provide evidence of:

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

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

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

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

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

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

In 2016, Deakin University has reinforced its commitment to achieving the National Aboriginal and Torres Strait Islander education policy (AEP) goals. Having entered the second year of the University's strategic plan 'LIVE the future: Agenda 2020 – 2015-2017 Triennium', Deakin has improved on existing strategies and has strategically implemented new strategies to meet the AEP goals relevant to higher education.

The University's legislation was amended in 2016 to formally align the Institute of Koorie Education with the Faculty of Arts and Education; to augment the objectives of the Institute, and to establish the Institute Advisory Board. The Institute's five yearly cyclical review was also conducted recommendations, with the recommendations and Vice-Chancellor's response ratified in 2016. As a result of the review the Institute underwent a Major Workplace Change in 2016, which resulted in considerable changes to the Institute's professional staffing structure. Collectively, these significant developments have contributed to the increased participation of Aboriginal and Torres Strait Islander people in leadership roles within the Institute, and accordingly, in educational decision-making across the University.

The Institute management structure comprises of the Director, Deputy Director, Associate Professor Indigenous Studies, Institute Manager, and the Associate Head of Teaching and Learning. These senior positions are occupied by Aboriginal and Torres Strait Islander individuals. The Director and Deputy Director resumed their substantive positions in 2016. The Associate Professor Indigenous Studies was successfully appointed who is a highly respected Aboriginal scholar and leader, with extensive community and higher education teaching, research, and management experience. The substantive role of the Associate Professor Indigenous Studies is oversight of the development of new Aboriginal and Torres Strait Islander curriculum. The Associate Head of Teaching and Learning was successfully appointed from within Deakin University, and recruitment of the Institute Manager position commenced at the end of 2016. It is anticipated a successful appointment will be made in 2017.

The Institute Director is a member of the Academic Board, the University's Senior Management Group, the Faculty of Arts and Education Board, and the Professoriate as part of the Faculty-level governance. The Deputy Director sits on the University Research and University Ethics Committees. Institute Staff sit on a range of committees across the four Faculties, the Higher Degrees by Research Division, and the various Administrative Divisions throughout the University.

A crucial appointment for the University in 2016 has been the HR Consultant (Indigenous Staffing) position. This position aims to increase Indigenous employment throughout the University, and to provide networking opportunities amongst Indigenous staff to ensure that Aboriginal and Torres Strait Islander staff are not isolated.

The Institute Advisory Board is an independent body established in October 2016 to advise and direct the University on Aboriginal and Torres Strait Islander matters. This Board is constituted by senior Institute representatives, the Executive Dean of the Faculty of Arts and Education, national Aboriginal and Torres Strait Islander representatives, an Institute student, HR Consultant (Indigenous Staffing) and is Chaired by a senior external Indigenous Academic. The Board's Terms of Reference have been developed, with the Board approval followed by the Vice-Chancellor's approval scheduled for 2017.

Future Strategies

- Increased appointment of Aboriginal and Torres Strait Islander Leaders within the Institute of Koorie Education and Deakin University;
- Ensure continued Institute representation on all Committees of the Academic Board;
- Ensure continued Institute representation on all Faculty Boards and student related Faculty Committees;
- Ensure Institute representation of ongoing Curriculum Development and cultural contextual enhancement at various Faculty levels;
- Ensure continued advocacy and cross-institutional collaboration through the University to promote a positive higher education experience for Aboriginal and Torres Strait Islander students.

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

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

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

The Aboriginal and Torres Strait Islander Employment Strategy has continued to be developed under the auspices of the University-wide Indigenous Employment Outcomes Committee. The HR Consultant (Indigenous Staffing) was successfully appointed in 2016, and this role has commenced the delivery of parity strategies and outcomes for employment and retention of Aboriginal and Torres Strait Islander Staff.

The Deakin University Enterprise Agreement 2013 sets specific targets for employment of Aboriginal and Torres Strait Islander staff across the University. In 2016, the University drafted the internal Aboriginal and Torres Strait Islander Higher Education @ Deakin Agenda 2016-2020 ('Agenda'). The Agenda informs the University's developing Reconciliation Plan, the Deakin University strategic plan 'LIVE the future: Agenda 2020', and the Aboriginal and Torres Strait Islander Employment Strategy. The objectives outlined in the Agenda build on existing strategies and introduces new strategies to achieve Deakin's vision for Aboriginal and Torres Strait Islander Higher Education.

The Major Workplace Change within the Institute of Koorie Education was a lengthy and challenging adjustment in 2016. A significant outcome from the major Workplace Change has been the increase in Indigenous specific positions advertised at the end of 2016 for middle management professional roles within the Institute. 2017 will see an increase in senior academic roles within the Institute.

Future Strategies

- Finalisation of the Aboriginal and Torres Strait Islander Higher Education @ Deakin Agenda 2016-2020;
- Finalisation of the Deakin University 'Reconciliation Action Plan';
- Finalisation of the Deakin University Aboriginal and Torres Strait Islander Employment Strategy;
- Finalisation of the Indigenous Student Support Hub at the University's Burwood Campus as a strategic measure to extend academic and professional support to Aboriginal and Torres Strait Islander students enrolled outside of the Institute.

Table 1 – Permanent positions

Faculty/Institute/Section	Academic / Non-Academic	Position level	Staff Count
Faculty of Arts and Education	Academic	LEVEL E	1
Faculty of Business and Law	Academic	LEVEL C	1
Faculty of Business and Law	Academic	LEVEL E	1
Faculty of Health	Academic	LEVEL B	2
Institute of Koorie Education	Academic	LEVEL B	4
Institute of Koorie Education	Academic	LEVEL C	2
Institute of Koorie Education	Academic	LEVEL D	1
Institute of Koorie Education	Academic	LEVEL E	1
Deakin eSolutions	Non-Academic	HEW 7	1
Deakin eSolutions	Non-Academic	HEW 9	1
Facilities Services	Non-Academic	HEW 6	1
Faculty of Business and Law	Non-Academic	HEW 5	2
Faculty of Business and Law	Non-Academic	HEW 8	1

Faculty of Business and Law	Non-Academic	HEW 9	1
Human Resources	Non-Academic	HEW 7	1
Institute of Koorie Education	Non-Academic	HEW 4	3
Institute of Koorie Education	Non-Academic	HEW 6	3
Institute of Koorie Education	Non-Academic	HEW 8	1
	Total Academic: 13 positions	Total Positions	28
	Total Non-Academic: 15 positions		

Table 2 - Casual positions

Faculty/Institute/Section	Academic / Non-Academic	Classification	Staff Count
Faculty of Arts and Education	Academic	Casual Academic	2
Faculty of Health	Academic	Casual Academic	1
Institute of Koorie Education	Academic	Casual Academic	18
Deakin International	Non-Academic	Casual Exam Supervisor	1
Institute of Koorie Education	Non-Academic	HEW 2	1
Institute of Koorie Education	Non-Academic	HEW 3	1
Institute of Koorie Education	Non-Academic	HEW 7	1
Institute of Koorie Education	Non-Academic	HEW 8	6
Student Administration	Non-Academic	Casual Exam Supervisor	21
	Total Academic: 21 positions	Total Positions	52
	Total Non-Academic: 31 positions		

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

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

- **Commencing Aboriginal and Torres Strait Islander student** numbers for 2016 (access rate) as compared to 2015 (please provide an all student comparison).
- **Programmes run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your University**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up of available scholarships.
- **Indigenous Education / Support Unit's role**.

Commencing Aboriginal and Torres Strait Islander students

	2015	2016
Aboriginal and Torres Strait Islander students	234	247
Non Aboriginal and Torres Strait Islander students (Domestic students only):	16,300	14,611

Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
Institute Orientation (week long)	All commencing Institute students	Welcome to Country, cultural and well-being orientation, system orientation, study skills	Positive experience for new students
Pre-assessment	Potential Institute students	Transition to university, formative assessment task	Appropriate course offering, Compulsory
Cultural and Emotional Wellbeing Officer	All Institute students	To provide a dedicated culturally based support Officer within the Institute	Positive, enhances Institute culturally safe space
Deakin School of Medicine and Public Health Indigenous Entry Scheme	Indigenous students already holding health-related degrees	Pathway to increase numbers of Indigenous Doctors	Successful, first intake in Medicine in 2016
Graduate Diploma of Indigenous Research	Indigenous graduates seeking HDR admission	Pathway into HDR programs	Developed with first intake in 2017

Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
AIME	Years 7 -12 Indigenous students	Match Indigenous students with University mentor to deepen educational aspirations and access	Successful, program commenced at the Institute in 2016
Community Engagement	Local Indigenous communities	To engage local Indigenous community within the Institute and promote higher education aspirations	Successful, program commenced at the Institute in 2016

Scholarships details

Scholarship Name	Value	Commencing Students
Bendigo Bank Community Scholarship Program	\$4,000	2
Deakin Scholarship for Excellence (Commencing)	\$10,000	1
Deakin Scholarship for Excellence (Honours)	\$10,000	1
Deakin Student Support Scholarship \$1000	\$1,000	5
Deakin Student Support Scholarship \$2500	\$2,500	2

Deakin Student Support Scholarship \$5000	\$5,000	8
Deakin Student Support Scholarship \$7500	\$7,500	1
Deakin Student Technology Scheme	\$1,000	43
Dr (Aunty) Mary Atkinson Scholarship	Course contribution	2
HEPP First in Family Access Grant - Business and Law	\$4,000	1
HEPPP Global Student Mobility Scholarship	\$5,000	2
HEPPP Retention and Support Scholarship \$1500	\$1,500	8
HEPPP Retention and Support Scholarship \$2500	\$2,500	23
Indigenous Access Scholarship	\$4,904	1
Indigenous Commonwealth Education Costs Scholarship (ICECS)	\$2,599	5
INTRAIN	\$50,940	4
JHC Wilson Family Scholarship in Memory of William Cooper	\$3,000	1
Learning & Development School Associate Degree Arts & Education	\$500	3
NTSV Law Student Scholarship	\$6,000	2
Percy Baxter Charitable Trust Indigenous Medical Scholarship	\$10,000	2
Rotary District 9780 Indigenous Medical Scholarship	\$10,000	1
Student Rental Grant	\$1,115	8
Work Integrated Learning (WIL) Financial Support Scheme	\$1,500-4,500	5
WORKSAFE Victoria Indigenous Law Scholarship	\$12,500	2
	Grand Total	133

The Institute of Koorie Education underwent a further period of transition in 2016, with the Major Workplace Change. Following on the transition period in 2015 and the development of the Institute Strategic Plan, the number of commencing Aboriginal and Torres Strait Islander students has increased in 2016 from the previous year. The Institute implemented a number of improvements to positively impact on student access, participation and completion rates which has led to the increase in commencing students.

The Institute of Koorie Education provides a vital service in delivering higher education qualifications to Aboriginal and Torres Strait Islander people from across Australia. The Community Based Delivery model of education provides access to higher education for individuals residing in regional and remote areas, and for individuals with substantial community, family, and/or work commitments. The Associate Degree of Arts, and the Associate Degree of Education, provided students with a stand-alone qualification and an articulated pathway into a number of Bachelor degrees.

The development of the Graduate Diploma of Indigenous Research in the Institute, will provide Aboriginal and Torres Strait Islander graduates with the qualification and research skills to seek admission into Higher Degrees by Research. The Graduate Diploma will commence in trimester 1 2017, and will provide access for Indigenous graduates seeking post-graduate research qualifications.

Future Strategies:

- Continue to target student recruitment in geographical areas where there is low Aboriginal and Torres Strait Islander participation in higher education;
- Continue to target student recruitment across families that have been socially excluded over generations from educational opportunities in higher education;
- Continue to work with alumni, past students and current students to act as advocates for the Institute's Community Based Delivery model.
- Utilise the expertise, relationships and infrastructure to further expand and consolidate programs and partnerships for growth in access and retention of Aboriginal and Torres Strait Islander student enrolments and Indigenous content.

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

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

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

The total number of Aboriginal and Torres Strait Islander student enrolments is as follows:

	2015	2016
Aboriginal and Torres Strait Islander students:	702	659
Non Aboriginal and Torres Strait Islander students (Domestic students only):	43,838	42,181

Strategies to address participation

Strategies	Outline of strategies	Constraints	Outcome
Mixed-mode delivery (away from base)	To provide higher education opportunities to Indigenous students from regional and remote locations	Complexities with mix-mode delivery Funding	Successful, ongoing practice
High quality educational practice	Review and self-critique of teaching and cultural practice	Mixed-mode delivery creates additional challenges	Implemented, ongoing practice
Kitjarra Residence	Provide a culturally safe accommodation, meals, and travel during study residential	Space constraints Staff Funding	Successful, ongoing practice
Indigenous Tutorial Network (I.T.N.)	Provide tutorial support to Indigenous students	Locating I.T.N. tutors throughout Australia, especially in remote areas, Funding	Successful, ongoing practice
Training for students and Staff in digital technology and Cloud Learning	Workshops and support	Student remoteness Financial	Implemented, ongoing training, laptop scheme
Further Scholarship Opportunities	Engage and partner with key stakeholders	Financial	Ongoing
Culturally Appropriate Learning Environment	Culturally enhance the Institute's learning space, and finalise learning space at Burwood	Space constraints Staff Funding	Ongoing
HEPPP Curriculum Renewal Project	Enhance digital teaching practice and student engagement in online learning environments	Staff Funding Student digital access	Ongoing

The transition periods in 2015 and 2016 within the Institute of Koorie Education, and the changes to ABSTUDY may have impacted on the decline of Aboriginal and Torres Strait Islander student enrolments (commencing and returning) at Deakin University. The recommendations from the Institute Review has identified a number of strategies to enhance Indigenous participation within the University. The recommendation to increase Indigenous staff within the Institute and across the University, has been implemented in 2016 and will see an increase in Indigenous staff in 2017.

The internal drafted Aboriginal and Torres Strait Islander Higher Education @ Deakin Agenda 2016-2020 ('Agenda'), outlines a number of strategies to address Aboriginal and Torres Strait Islander participation. The Agenda outlines the goals for Aboriginal and Torres Strait Islander higher education to attain the four LIVE themes from the University's 'LIVE the future: Agenda 2020', which are:

- Learning - Offer a brilliant education where you are and where you want to go
- Ideas - Make a difference through world-class innovation and research
- Value - Strengthen our communities, enable our partners and enhance our enterprise
- Experience - delight our students, our alumni, our staff and our friends.

Future Strategies

- Finalisation of the Aboriginal and Torres Strait Islander Higher Education @ Deakin Agenda 2016-2020;
- Increase of Aboriginal and Torres Strait Islander academic and professional staff within the Institute and throughout Deakin University;
- Finalisation of the Indigenous Student Support Hub at the University's Burwood Campus as a strategic measure to extend academic and professional support to Aboriginal and Torres Strait Islander students enrolled outside of the Institute.

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

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

- The **total number** of Aboriginal and Torres Strait Islander student **completions** at Bachelor level and above in 2016, compared to 2015 (please provide an all student comparison).
- **Support mechanisms** you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
- **Indigenous Education / Support Unit's role.**

	2015	2016
Aboriginal and Torres Strait Islander students: (Higher Degree)	19	20
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	2,659	2,749
Aboriginal and Torres Strait Islander students: (Other postgraduate)	8	13
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	1,185	1,170
Aboriginal and Torres Strait Islander students: (Bachelor degree)	55	41
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	6,505	6,466

Support mechanisms

Support mechanisms	Description	Constraints	Outcome
Indigenous Tutorial Network (I.T.N.)	Provide tutorial support to Indigenous students	Locating I.T.N. tutors throughout Australia, especially in remote areas, Funding	Successful, ongoing practice
Indigenous Staff	Provide cultural and relational support to students	Attraction and retention of suitable Indigenous staff	Ongoing
Institute Strategic Research Centre, The Wearuruk Research Centre	Institute staff to achieve active researcher status and support Students for research pathways	Funding	Deakin Reference Group For ARC funding for full SRC Status in 2017/2018
Kitjarra Residence	Provide a culturally safe accommodation, meals, and travel during study residential	Space constraints Funding	Successful, ongoing practice
Appointment of Curriculum Academic	To develop and deliver culturally appropriate content to support student engagement	Funding	Ongoing curricula revision and cultural competence training for staff
Bruny Island HDR on-Country study intensive	Provide a cultural immersive research experience on-Country for Indigenous researchers	Funding	Successful
Visual Art Student study tour	Denmark study tour to engage in workshops on Indigenous knowledge in design practice	Funding	Successful
Institute Community Graduation Ceremony	Graduation ceremony at the Institute for all Institute graduates	Funding	Successful Ongoing

The 2016 there was a graduate cohort of 67 students at the Institute of Koorie Education, the fifth year that the Institute has graduated over fifty students. This takes the total number of graduates from the Institute to over 900. From the Higher Degrees by Research program the Institute saw 3 Masters by Research submissions, and 2 PhD submissions in 2016. The graduates from the Institute are representatives of Aboriginal and Torres Strait Islander communities from across Australia, and each graduate strengthens the higher education aspirations for their community.

The Institute is committed to creating an academic, cultural and social place of integrity the places Aboriginal values, protocols, cultural perspectives and Knowledge Systems at the forefront. Student progress is closely monitored through the Institute's Student Progress Committee and Academic Progress and Discipline Committee. Particular attention is paid to the matching of students with ITN tutors and the provision of the in-house tutorial service when students are on campus. Priority students who are experiencing difficulty with their studies are advised with regard to their academic load and additional teaching support provided to maximise successful outcomes.

Further Activities:

- MOU between the Institute of Koorie Education and Centurion University of Management and Technology in India was achieved in 2016. The President of Centurion University attended and presented at the Bruny Islander HDR study intensive, through a successful Thinker in Residence bid. The forthcoming joint international peer reviewed journal is in progress. One international HDR Candidate from Centurion University has commenced at the Institute in 2016.
- The HDR study intensive on Bruny Island was held in April 2016 in partnership with the Tasmanian Health Service. The intensive included an Indigenous Knowledge symposium which showcased Institute HDR research projects, and provided valuable training in on-Country fieldwork methods and protocols.
- The Graduate Diploma in Indigenous Research was developed during 2016 and will commence in trimester 1 2017. This qualification will provide a pathway Aboriginal and Torres Strait Islander graduates seeking admission into Higher Degrees by Research.

Future Strategies

- Finalisation of the Aboriginal and Torres Strait Islander Higher Education @ Deakin Agenda 2016-2020;
- Increase of Aboriginal and Torres Strait Islander academic and professional staff within the Institute and throughout Deakin University;
- Continue to network with Communities, Community Organisations, professional bodies, and other employers regarding opportunities for graduates;
- Encourage and develop pathways for current students and graduates to move into the HDR area as Aboriginal researchers;
- Consolidate the Indigenous Tutoring Network program to increase Indigenous graduates.

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 Institute of Koorie Education continues to work with academic staff in the Faculty of Arts and Education, Faculty of Business and Law, Faculty of Health, and the Faculty of Science, Engineering and Built Environments to embed Indigenous perspectives within course offerings. A major objective of the Institute is the academic development and expansion of curricula, units, and courses in the discipline of Aboriginal and Torres Strait Islander history, knowledge, language and cultures. The Indigenous Studies Curriculum Developer appointed in 2015, and has successfully developed an Indigenous Studies elective available to all Deakin students, with the first offering of this unit occurring in Trimester 1 2017. In addition to this unit, the Institute has developed the Graduate Diploma of Indigenous Research in 2016, with the first intake occurring in Trimester 1 2017.

Deakin University has embedded a cultural immersion and introduction to Aboriginal and Torres Strait Islander cultures in the formal induction program. The internal drafted Aboriginal and Torres Strait Islander Higher Education @ Deakin Agenda 2016-2020 ('Agenda'), outlines strategies to enhance the cultural competence of Deakin staff, embed Indigenous Knowledges and perspectives in University curricula, and the inclusion cultural competence as a Deakin graduate outcome. The University is committed to the development of a Reconciliation Action Plan to be developed across 2017 as a whole of Deakin initiative and signed in 2017.

The Coordinator in Indigenous Medical Education continued in 2016 with the delivery of Cultural Awareness Training across all clinical schools. The Coordinator maintained the one-day Cultural Immersion program with all first year medical students. The program was again successful and is planned to continue in 2017.

Future Strategies

- Finalisation of the Aboriginal and Torres Strait Islander Higher Education @ Deakin Agenda 2016-2020;
- Finalisation of the Deakin University 'Reconciliation Action Plan';
- Ongoing development of embed Indigenous perspectives within course offerings;
- Cultural Competence training for Deakin University staff;

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

Please use the financial acquittal template attached to report on the expenditure of your University's ISP grant for 2016, noting that a breakdown of expenditure is required (eg salary and travel breakdown). Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2016 provided under section 19-10 of *Higher Education Support Act 2003*, please provide reconciliation.

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

SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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

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

University Officer	Indigenous Education Support Unit Officer
Name: Professor Brenda Cherednichenko	Name: Professor Liz Cameron
Position Title: Executive Dean, Arts and Education	Position Title: Director, Institute of Koorie Education
Phone Number: (03) 9251 7099	Phone Number: (03) 5247 9358
Email: b.cherednichenko@deakin.edu.au	Email: l.cameron@deakin.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	Deakin University		
Postal Address	Locked Bag 20000, Geelong VIC 3220		
Contact Person	Luke Cuttance	Title	Mr
Phone	03 9244 6384	Fax	N/A
		E-mail	luke.cuttance@deakin.edu.au

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

Certification

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

ISP FUNDING RECIPIENT'S CERTIFICATION

I,

(print name of chief officer or equivalent)

(print position title)

certify that:

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

I understand that:

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

Signed:

Date:

Privacy Notice

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

ATTACHMENT 1 - Indigenous Support Program

Provider Name: Deakin University

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

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

1. If applicable, GST received by you in 2016 as part of the Indigenous Support Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /
	Amount remitted: \$ Date remitted: / /

PART B – Acquittal Summary Details (excluding GST):

INCOME

1. Unexpended Indigenous Support Programme funds from <u>2015</u> which were committed for expenditure prior to 31/12/2015.	\$ Nil
(+) 2. Unexpended and uncommitted Indigenous Support Programme funds from <u>2013 or 2014</u> which were approved for expenditure in 2016.	\$ Nil
(+) 3. Indigenous Support Programme funds provided in 2016. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$1,564,000
(+) 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2016.	\$ Nil
(=) 5. Total Indigenous Support Programme funds to be acquitted in 2016.	\$1,564,000

EXPENDITURE

6. Total Indigenous Support Programme expenditure in 2016, <u>excluding any GST</u> .	\$1,564,000
(+) 7. <u>Unexpended</u> Indigenous Support Programme funds which were <u>committed</u> for expenditure prior to 31/12/2016.	\$ Nil
(+) 8. Requested <u>carryover</u> into 2016 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2016 – written approval date /.../2016. ¹	\$ Nil
(=) 9. Total Indigenous Support Programme funds which by 31/12/2016 were fully expended and/or committed for expenditure .	\$1,564,000
10. Returns of 2016 Indigenous Support Program Funds by 31/12/2016.	\$ Nil
11. Balance of Funds for 2016	\$ Nil

12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2016.

\$ Nil

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

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

Salaries including on-costs	
Academic Salaries including on-costs	\$897,884
General Salaries including on-costs	\$470,483
Fringe Benefits Tax	\$15
Total Salary Expenditure	\$1,368,382
Non Salaries	
Communication Costs	\$10,908
Consumables (incl. copying & printing)	\$29,288
Course Materials	\$144
Equipment – Minor Purchases	\$961
Computer Equipment & Software	\$34,328
Motor Vehicle Expenses	\$302
Student Awards – Grants	\$691
Higher Degree Support - PhD	\$6,842
Student Placement Costs	\$82,980
Other Student Expenses	\$1,675
Travel - Domestic	\$14,706
Books Purchases	\$11,854
Staff Recruitment & Development	\$235
Catering & Meeting Costs	\$404
Miscellaneous Expenses	\$300
Total Non Salary Expenditure	\$195,618
(=) Total 2016 ISP Program Expenditure	\$1,564,000

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

Deakin University Funding Allocation Expenditure	\$5,289,820.32
Deakin University HDR Funding Expenditure	\$64,755.96
Indigenous Education Program, Away from Base	\$2,463,116
Indigenous Tutorial Network	\$583,185
ABSTUDY Testing & Assessment	\$11,364.16
Indigenous Commonwealth Education Costs Scholarships	\$138,017.00
Indigenous Access Scholarships	\$220,680.00
Indigenous Commonwealth Accommodation Scholarship	\$51,990.01
Indigenous Student-Centred Research Projects	\$9,950.47
Indigenous Training & Recruitment Initiatives, Dept Health MPH Scholarships	\$57,690.50
NHMRC PhD Scholarship	\$12,879.88
Privately-funded Scholarships	\$57,899.01
Public Health Education and Research Program (PHERP)	\$209,345.85
Vic Dept Education Student Scholarship	\$138,037.53
Various Other Projects	\$1,866.20
(=) Total of 2016 Non-ISP expenditure	\$9,310,597.89

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

STAFFING COSTS

Position	Indigenous Centre/Faculty staff	Cost
Program Assistant	Indigenous Centre	\$1,130.33
Program Assistant	Indigenous Centre	\$538.50
Program Assistant	Indigenous Centre	\$134.62
Program Assistant	Indigenous Centre	\$807.48
Program Assistant	Indigenous Centre	\$538.50
Student Services Assistant	Indigenous Centre	\$78,009.02
Program Assistant	Indigenous Centre	\$273.06
Lecturer	Indigenous Centre	\$28,991.67
Program Assistant	Indigenous Centre	\$1,480.84
Program Assistant	Indigenous Centre	\$673.12
Program Assistant	Indigenous Centre	\$807.74
Program Assistant	Indigenous Centre	\$269.25
Program Assistant	Indigenous Centre	\$134.62
Student Services Coordinator	Indigenous Centre	\$200,755.39
IT & Resources Coordinator	Indigenous Centre	\$105,809.07
Senior Administrative Officer	Indigenous Centre	\$69,950.02
Lecturer	Indigenous Centre	\$149,137.48
Program Assistant	Indigenous Centre	\$673.12
Project Officer	Indigenous Centre	\$9,265.51
Lecturer in Graphic Design	Indigenous Centre	\$138,600.27
Lecturer	Indigenous Centre	\$149,110.54
Lecturer in Social Work	Indigenous Centre	\$133,046.87
Lecturer	Indigenous Centre	\$149,137.42
Program Assistant	Indigenous Centre	\$555.01
Student Services and ITN Assistant	Indigenous Centre	\$83,381.44
Program Assistant	Indigenous Centre	\$673.12
Finance Officer	Indigenous Centre	\$64,497.99

TRAVEL COSTS

Description	Destination & details	Cost
Domestic travel to student placement locations to support students in completing their required placements – 6 staff	Travel costs including fares, accommodation and meals	\$13,103.76
Industry based workshops - 4 staff	Travel costs including fares, accommodation and meals	\$181.74
PHILE meeting - 1 staff	Travel costs including fares, accommodation and meals	\$130.85
HDR intensive Bruny Island TAS - 1 staff	Travel costs including fares, accommodation and meals	\$608.26
The ReMSTEP conference, Melbourne - 1 staff	Travel costs including fares, accommodation and meals	\$267.91
Intensive Warrnambool - 1 staff	Travel costs including fares, accommodation and meals	\$45.40
IKE Symposium - July 2016 - 1 staff	Travel costs including fares, accommodation and meals	\$281.27
Accommodation Shepparton Gallery Exhibition - 2 staff	Travel costs including fares, accommodation and meals	\$87.28

SERVICES RENDERED

Description	Internal/external cost	Cost
Course materials (incl. printing)	Internal expense	\$29,432
Course materials (books)	External expense	\$11,854
Student placements	External expense	\$82,980
Technology costs	Internal expense	\$35,591
Student grants & awards	Internal expense	\$9,208
Communications	Internal expense	\$10,908
Other Services	Internal expense	\$939