

INDIGENOUS EDUCATION STATEMENT – DEAKIN UNIVERSITY

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

The Institute of Koorie Education wishes to begin this report with the following statement:

“The education of Aboriginal and Torres Strait Islander people within the Higher Education domain is now a clearly articulated national priority; it is also enshrined in the National Aboriginal and Torres Strait Islander Education Policy goals. As the nation’s universities embark on a transformation of higher education it is important that a space in core business is created in the education revolution for Aboriginal and Torres Strait Islander teaching, learning and research.

For over two decades the Institute of Koorie Education has been the flagship of Aboriginal and Torres Strait Islander education at Deakin and the Institute continues to be an exemplar in the field. Deakin University has substantially invested in the Institute which has in turn resulted in a teaching, learning and a collaborative research environment that builds capacity in the community without students having to withdraw from it. Symbolic of this strategy is the financial development of a ‘community based delivery’ suite of programs, which over time have broadened workplace offerings. Further financial investment in ‘state of the art’ residential arrangements has been complemented by the intellectual investment of two Chairs of Indigenous Knowledge Systems who have now been appointed and are in place.

Within the Institute, and endorsed by the broader University, the role and place of Elders is reinforced both practically and symbolically. Cultural construction in the form of a practical investment will shift outcomes and significantly enhance personal and community capacity, as well as workforce strategy, and add to the national ‘knowledge bank’.

Senior University members meet with community through the Institute of Koorie Education’s governance board which distinguishes it from other arrangements in the state. This formal nexus provides a bridge by which the community and the University engage in the pursuit of National Aboriginal and Torres Strait Islander Education Policy goals.

Deakin University has identified six core commitments that shape its distinct position in higher education in Australia. These core commitments guide every aspect of the University’s activities:

- *Rural and regional engagement*
- *Continuing education and life-long learning*
- *Equity and access for individuals and groups who might not otherwise enjoy the benefits that flow from participation in higher education*
- *Research that makes a difference*
- *Contemporary and flexible teaching programs*
- *An international outlook*

The long-lasting and constant partnership with the Victorian Aboriginal community through Victorian Aboriginal Education Association Incorporated (VAEAI) grounds the core business of the Institute of Koorie Education in the cultural framework and has been recognised by students from communities all over Australia. Students from far and distant communities

recognise from the VAEAI partnership and contribution, an authentic place for Aboriginal and Torres Strait Islander learning. The partnership is over two decades old and its longitudinal vantage has weathered the many changes in Aboriginal and Torres Strait Islander Higher Education and has not only endured but also prospered.

The Institute will enhance its research capability in communities and will increase Aboriginal and Torres Strait Islander student participation in higher degrees. In 2008, Deakin University funded two Chairs of Indigenous Knowledge Systems; one appointment was made in 2008 and the second was made in 2009. Through these appointments, the Institute of Koorie Education will embark on expand its research capacity.

As has been the practice for over twenty years, the Institute consulted widely with Elders and Respected Persons and Aboriginal and Torres Strait Islander communities for direction. The direction received included strong affirmation for 'Cultural Standards' as an imperative combined with close collaboration with community. Cultural Standards have long been the way that the Institute has addressed education, creating a space for graduates to engage in both Knowledge Systems with confidence. Through community consultation the current research agenda was translated by firstly seeking that the veracity of research must be recognised in both Western and Aboriginal and Torres Strait Islander dimensions in order to develop a community catalyst. Programs for Higher Degree by Research students will be predicated on these values from the community. A detailed plan for this is about to be completed and will ensure Aboriginal and Torres Strait Islander participation and growth in the research domain."

1.1 Objectives for Indigenous Higher Education

Deakin University strives to make a significant contribution to higher education for Aboriginal and Torres Strait Islander students. It does this by:

- working in partnership with the Victorian Aboriginal Education Association Incorporated (VAEAI) to address the higher education needs of Aboriginal and Torres Strait Islander people that have been identified by representatives of Aboriginal and Torres Strait Islander communities;
- embedding within Deakin's Strategic Plan and annual Operational Plans, objectives in relation to Indigenous student and staff outcomes;
- maintaining a commitment to adapting designated courses to a community-based mode of delivery that is available to Indigenous students, thus differentiating Deakin's approach to Indigenous student education from that of other providers;
- valuing, supporting and properly resourcing a dedicated Institute of Koorie Education through which the partnership with VAEAI is championed, community-based courses are delivered, research is undertaken and leadership is provided in relation to Deakin's approach to supporting the goals of the National Aboriginal and Torres Strait Islander Education Policy.

Deakin's objectives for Indigenous higher education are set out in the University legislation that establishes the Institute of Koorie Education (the Institute). The objects of the Institute are to:

- (a) provide a community focus for Koorie, Aboriginal and Torres Strait Islander education within the University;
- (b) provide appropriate teaching and research methodologies that actively engage students' cultural identities in their academic advancement;
- (c) give advice to the University on Koorie Education in general;

- (d) give advice on the curriculum, staffing and resources for Koorie Education Programs offered by the Faculties of the University;
- (e) advise the University on matters affecting the academic advancement and general well being of Koorie, Aboriginal and Torres Strait Islander Australian students;
- (f) monitor, evaluate and advise on developments in Koorie Education; and
- (g) foster the University's collaboration with the Koorie Community.

1.2 Embedding an Indigenous perspective in Deakin's Strategic Plan

Deakin's Strategic Plan, *Delivering Effective Partnerships*, which operates from 2008-2012, aims to set out a clear vision for Deakin that distinguishes it from other Australian universities. *Delivering Effective Partnerships* details the strategies that Deakin will pursue to achieve its goals and the measures that it will use to judge its performance. An Indigenous perspective has been embedded in the following ways:

Teaching and learning:

Deakin will pursue a strategy of strengthening the relationship it has with Aboriginal and Torres Strait Islander communities to deliver a concerted strategy for Indigenous student participation that will improve success, retention and completion outcomes (Teaching and Learning, Strategy 1.12).

Research and research training:

Deakin will pursue a strategy of encouraging and supporting Aboriginal and Torres Strait Islander researchers, including increasing higher degree by research enrolments in Indigenous knowledge systems (Research and Research Training, Strategy 2.9).

Rural and regional engagement:

Deakin will pursue a strategy of extending and strengthening the provision of higher education opportunities to Aboriginal and Torres Strait Islander students through engagement with rural and regional Aboriginal and Torres Strait Islander communities (Rural and Regional Engagement, Strategy 4.3).

Equity and access:

Deakin will pursue the following strategies which have implications for Aboriginal and Torres Strait Islander students:

- working in partnership with secondary schools whose students are under-represented in higher education, encouraging and informing students from Government designated equity groups to consider studying at Deakin and providing support and pathways for them to do so (Equity and Access, Strategy 5.5);
- broadening Deakin's profile of students through flexible and transparent admission processes and special support initiatives (Equity and Access, Strategy 5.6); and
- enhancing the University's scholarship program and other financial support for students (Equity and Access, Strategy 5.7).

Deakin will judge its performance against the following measures and targets to be achieved by the end of 2012:

Achieve a success rate for Indigenous students of at least 0.60 (0.55 in 2006) and a retention rate of at least 0.85 (0.79 in 2006) (PM 5.1)

In 2007 the success rate for Indigenous students was 0.61 and the retention rate was 0.82 [Please note - at the University's 2008 Institution Assessment Meeting it was suggested that Deakin should review the success target as it had already been met. It was decided not to alter the targets in the Strategic Plan as they are expressed to be "at least" those in the Performance Measure.]

Increase the number of scholarships provided each year to new students from rural and regional areas and from low socio-economic status backgrounds from 45 to at least 70 (PM 5.3)

The number of scholarships offered in 2008 was 45; this number increased to 57 in 2009. Details of scholarships available specifically to Indigenous students are included in Section 2.3 below.

By 2012, increase by at least 25% the number of Indigenous staff employed (16 in 2007) (PM 6.3)

The figure of 16 in this Performance Measure is the number of staff who had identified themselves as Indigenous in official records in 2007. In 2008 the number of staff who had identified themselves as Indigenous in official records was 18 and this number increased to 22 in 2009. A further breakdown of Indigenous staff numbers is included in Appendix A.

In fact, the Director of the Institute of Koorie Education is satisfied that there are significantly more Aboriginal and Torres Strait Islander people employed at Deakin University. In 2007 there were 20 continuing and fixed term positions and 57 casuals. The current figures are: 31 continuing and fixed term; and 60 casuals.

Deakin's long term (5 year) strategies are pursued in annual Operational Plans for the University and for its individual organisational areas. The Institute develops an Operational Plan which demonstrates how its activities will contribute to the achievement of Deakin's Operational Plan, which in turn, is designed to advance the University's Strategic Plan. The 2009 Institute of Koorie Education Operational Plan is attached.

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATIONAL POLICY (AEP) GOALS IN 2007 AND PLANS FOR FUTURE YEARS

Deakin supports the goals of the National Aboriginal and Torres Strait Islander Education Policy (AEP) and it meets the conditions of eligibility for Indigenous Support Programme funding. Further detail is provided in the report against the individual AEP goals. In summary, Deakin has:

- (i) strategies for improving access, participation, retention and success of Indigenous Australian students. Deakin's long standing commitment to a community-based form of course delivery for Aboriginal and Torres Strait Islander students is the overarching principle from which it derives its strategies to improve Aboriginal and Torres Strait Islander student outcomes.

In 2008, in addition to the normal teaching allocation of \$1.423 million, Deakin provided additional funding of \$946,000 to the Institute to support the achievement of the University's objectives in relation to Aboriginal and Torres Strait Islander students.

- (ii) Indigenous representation on all major decision-making bodies of the University. A feature of Deakin University's approach to Aboriginal and Torres Strait Islander education is its commitment to joint management which gives Aboriginal and Torres Strait Islander people a voice in their educational decision-making and is an important part of self-determination and community development. At the highest level this is reflected in a formal Higher Education Agreement between Deakin University and the Victorian Aboriginal Education Association Incorporated.

Operationally, there is Koorie representation on all major decision-making bodies of the University – the Academic Board (Deakin's three Indigenous Professors, one of whom is the Director of the Institute, are members of the Academic Board), the Planning and Resources Committee (the Director of the Institute is a member), Faculty Boards and Joint Faculty/Institute committees.

- (iii) a current, functioning Indigenous employment strategy. Evidence of this strategy functioning includes the establishment of two Research Chairs in Indigenous Knowledge Systems, the embedding of a target in Deakin's Strategic Plan in relation to the number of Aboriginal and Torres Strait Islander staff employed and ongoing work associated with the development of culturally appropriate academic staff promotion processes.

Targets to advance Deakin's Indigenous employment strategy are included in the annual Operational Plans of the Institute of Koorie Education.

Report in relation to the AEP goals relating to higher education

2.1 Establish effective arrangements for the participation of Indigenous peoples in educational decision-making

“As the Board of the Institute of Koorie Education we acknowledge the values and ethos that underpin the facilitation of appropriate participation of Aboriginal and Torres Strait Islander peoples in educational decision-making. Through its interactive arrangements, space is created for a seamless line of meaningful consultation and decision making for all stakeholders. In this way the Institute of Koorie Education moves to the heartbeat of the community.”

Institute of Koorie Education Board, 2009

Evidence of strategies working

- The Board of the Institute of Koorie Education includes representatives of VAEAI and representatives from Deakin. Through this arrangement, the views of the Victorian Aboriginal communities are represented.
- This arrangement is articulated in a formal Higher Education Agreement between Deakin University and VAEAI. Through this agreement, Deakin and VAEAI are committed to continuing the partnership approach that has defined the long-standing arrangements between Victorian Koorie Communities and the University in relation to the higher education of Koories and Aboriginal and Torres Strait Islander Australians, and the development of collaborative research partnerships.
- The Institute of Koorie Education prepares an annual report which is considered by the University Council; its Director (a Koorie person) is an ex-officio member on all of the major decision making bodies of the University.
- Two Chairs of Indigenous Knowledge Systems at professorial level were appointed in 2008, Professor Veronica Arbon and Professor Mark Rose; this is a salient testament to Indigenous leadership at Deakin University. The two Professors, in addition to the Director, make a total of three Aboriginal people on the Academic Board of the University.
- More generally, the Institute of Koorie Education is represented on all Faculty Boards and Joint Faculty/Institute committees operate to enhance the communication between the Faculties and the Institute.
- The Institute was invited to be a member of the Leaders in Indigenous Medical Education (LIME) Steering Committee.

Constraints on the ability to achieve the goal

- There are no constraints to establishing effective arrangements for the participation of Indigenous peoples in educational decision-making at Deakin University.

Plans for the future

- Deakin University supports in principle the Toorong Marnong Accord¹ and will work with VAEAI to implement the next of phase of the project in line with Deakin University’s Higher Education Agreement with the Koorie Communities of Victoria.
 - Secure at least 10 InTrainships to support students enrolling in the graduate Certificate of Diabetes Education.

¹ The Toorong Marnong Accord was signed by VAEAI and all nine Victorian universities on 8 December 2008. The accord reflects the strategic approach in Victoria to higher education for Aboriginal and Torres Strait Islander students and paves the way for cooperative initiatives to improve participation and success rates.

- Engage with local communities to further advance the Institute's research activities in line with community determined research priorities.

2.2 Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions

"As a Board we endorse that statistically and effectively the Institute of Koorie Education continues to be an employer of choice for the Aboriginal and Torres Strait Islander community in Higher Education within the state. This preference is borne out of the deliberate promotion of Koorie values in the workplace that are easily recognised for the community and supported by the broader University."

Institute of Koorie Education Board, 2009

Evidence of strategies working

- The two Chairs in Indigenous Knowledge Systems are working with both Aboriginal Communities and the University community to develop research priorities and a plan. These are Indigenous-specific positions.
- The Aboriginal Employment Strategy Plan is written by the Institute.
- Deakin University continues to be the largest employer of Aboriginal and Torres Strait Islander people in the Barwon region where the University's Geelong Campus at Waurn Ponds, which houses the Institute of Koorie Education, is located.
- In 2008 Deakin University established an Indigenous Academic Promotion Procedure and associated guidelines for Indigenous academic staff (attached). The main differences between this Procedure and that which applies to other academic staff are:
 1. An Indigenous Staff Academic Promotions Committee (ISAPC) has been established which includes an Elder nominated by the Director of the Institute (section 22).
 2. The ISAPC makes recommendations to the University Academic Promotions Committee in relation to applications for promotion from Indigenous and non Indigenous academic staff specialising in Indigenous education at Deakin (section 21).
 3. As well as receiving individual applications, the ISAPC can consider applications submitted by a group where one or more of the group is applying for promotion (section 2; Schedule A, 2).
 4. Particular attention is paid to the responsiveness of applicants' teaching, research and service to the needs of the Indigenous community (Schedule A, 4).
- Targets are included in annual Operational Plans of the Institute of Koorie Education to advance Deakin's plans for increasing the number of Aboriginal and Torres Strait Islander staff.
- With the exception of the Faculty of Business and Law, Faculty Course Teams have Aboriginal academics. In 2009 there are 18 Aboriginal academics and 22 non-Aboriginal academics (this does not include casual academics).
- The Administrative Team is made up of 13 Aboriginal general staff and the 4 non-Aboriginal general staff (this does not include casual general staff).
- The Elders in Residence program grew in 2008. More than 20 Elders from Victoria and South Australia attended the Orientation sessions in February and July. All Course Teams had Elders deliver guest lectures, participate in tutorials or visit on an informal basis with students throughout the year.
- The Bachelor of Arts (Visual Arts) program hosted an Elders and Artists in Residence program throughout the year and had seven Elders work with students in various mediums including painting, photography and the development of community arts projects.

- Details of staff who identified themselves as Indigenous in official records in 2007 and 2008 are included in Appendix A.

Constraints on the ability to achieve the goal

- Securing suitably qualified academic sessional staff and Indigenous Tutorial Assistance Scheme (ITAS) tutors continues to prove problematic in some discipline areas.

Plans for the future

- The University's Aboriginal Employment Strategy Plan will be updated by the Institute by the end of 2009 and will be made available on the University's website.
- Making suitable appointments so as to achieve Deakin's target of at least a 25% increase in the number of Aboriginal and Torres Strait Islander staff employed by the end of 2012.
- Appointing staff to be involved in the teaching of Aboriginal and Torres Strait Islander medical students.
- The Aboriginal Employment Strategy Plan will involve collaboration with the Gordon Institute of TAFE in the training of young Aboriginal Apprentices as Chefs.
- Development of an academic mentoring program to share and induct new academics as they come into Faculty Course Teams to share and improve practice.
- Implementation of the Indigenous Academic Promotion Procedure and associated guidelines for Indigenous academic staff (see above). Academic staff will be encouraged to apply for promotion in 2009.

2.3 Ensure equitable access of Indigenous students to higher education

"The Institute of Koorie Education in its pursuit of equitable access for Aboriginal and Torres Strait Islander students to higher education know that we are committed to both the students and their community. However as a Board we also know that to concentrate on mere access would be to ignore the complexity of Aboriginal and Torres Strait Islander higher education. It is our clear position that the use of equity access mechanisms is such that communities and workplaces are enhanced through the agency of the Institute's students and graduates."

Institute of Koorie Education Board, 2009

Evidence of strategies working

- Deakin continues to enrol the largest number of Aboriginal and Torres Strait Islander students in Victoria and is one of the largest providers of Indigenous higher education in Australia with 186 students commencing in 2008 (1.8% of total commencing domestic student enrolments) compared with 167 in 2007 (1.6% of total commencing domestic student enrolments).
- Deakin continues to offer the largest number of degree programs delivered in a community-based mode of any Australian university and keeps these courses under continual review to ensure that they meet the educational and professional needs of Aboriginal and Torres Strait Islander communities.
- Commencing student enrolment projections are carefully determined having regard to advice from course teams following recruitment activities that canvass the spectrum of Aboriginal and Torres Strait Islander nations.
- New courses are introduced in response to emerging needs. The most recent courses proposed for the future are the Graduate Certificate of Diabetes and strategies are being developed for a Parallel Program for Aboriginal and Torres Strait Islander Medical students.

- To enhance the attractiveness of university study, Deakin is continuing to expand its scholarship program for Aboriginal and Torres Strait Islander students through substantial investments of its own funding and by attracting generous external donations. New scholarships offered by Deakin and taken up by Indigenous students from 2007-2009 are as follows:

Indigenous Scholarships*	2007	2008	2009 (est)
Dr Aunty (Mary) Atkins Scholarship	2	2	2
Deakin Indigenous Bursary	87	132	100
Deakin Pratt Foundation Scholarship	40	36	44
Deakin Life Long Learning Scholarship	2	1	0
Total	131	171	146

*These figures exclude Commonwealth Scholarships directed at Indigenous students which increased from 25 in 2007 to 30 in 2009.

All available scholarships are included in Deakin University's Scholarships Guide which is distributed in hard copy at various events, including Open Day, and is available on the University's website.

- Deakin's special entry provisions and culturally appropriate student recruitment processes contribute to its excellent outcomes on indicators of student access.
- Deakin is successfully attracting more students to postgraduate study, including to higher degree by research programs.
- In 2009 there will be six students undertaking honours programs and one student is enrolled in the Bachelor of Social Work in the fourth year honours program.
- The Institute has 63 students enrolled in postgraduate courses in 2009 (51 in 2008).
- In 2009 it is expected that there will be six higher degree by research (HDR) student enrolments.
- Deakin has recently established two new scholarships for HDR students studying at the Institute which will be offered in 2009.

Constraints on the ability to achieve the goal

- A project to extend and refurbish the Institute's academic facility has commenced and design development is under way. Until the new facility is developed, the capacity of the Institute's building will limit sustained growth; however an interim solution is being developed to expand the existing teaching space.

Plans for the future

- Continue to develop plans and strategies in collaboration with the School of Medicine for the commencement of a Parallel Program for Aboriginal and Torres Strait Islander Medical students, depending on external funding.
- Strengthen our relationships with education networks in secondary and TAFE sectors.
- Continue to explore opportunities for securing an increased range of scholarships.
- Continue to seek external funds for the refurbishment and extension of the Institute's academic facility to increase its capacity and improve the teaching and learning environment for students and staff.
- Continue to work in close cooperation with the Marketing Division to secure funding for the extension and refurbishment of the academic facility. Members of the Deakin Foundation toured the Institute's existing facilities and have identified this as a key priority.

- Develop partnerships with other International Tertiary Institutions with First Nations Education Programs.
- Actively target student recruitment in geographical areas where there is low Aboriginal and Torres Strait Islander participation in higher education.

2.4 Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians

“The Board, in tandem with Institute of Koorie Education, has always been committed to growing the participation of students in higher education, at rates commensurate with those of other Australians. As core business the work of the Institute places as much emphasis on retention and completion as it does on the attraction of students.”

Institute of Koorie Education Board, 2009

Evidence of strategies working

- Deakin continues to be one of the largest providers of Aboriginal and Torres Strait Islander higher education in Australia and the leader in Victoria with a total of 475 students enrolled in 2008 (1.6% of total domestic enrolments) and 444 in 2007 (1.6% of total domestic enrolments).
- Deakin secured an extension of the Commonwealth funding for Phase III of the Public Health Education and Research Program in collaboration with Onemda at the University of Melbourne.
- The Commonwealth Department of Health and Ageing provided funding for 2007 to 2009 for the ongoing consolidation of the Bachelor of Nursing program.
- As noted in Section 2.3 above, the number and value of scholarships available to Aboriginal and Torres Strait Islander students has been expanded.
- Deakin’s longstanding and respectful partnership with VAEAI means that Deakin enjoys broad community support for its initiatives and is aware of and responsive to the educational needs of Aboriginal and Torres Strait Islander communities.
- Deakin’s community-based learning approach to curriculum delivery provides opportunities for participation in higher education that successfully allows students to balance study, family and community responsibilities.
- Continued support of the KooRight Custody Program is successfully assisting incarcerated students to overcome obstacles that would have otherwise prevented them from continuing with their study. In 2008 19 students participated in the program; in 2009 14 students participated. The Institute is reviewing its practice with post-release students and developing a stronger support structure in consultation with Corrections Victoria.
- The Institute and the Faculty of Business and Law are assisting three students to participate in an international study experience.

Constraints on the ability to achieve the goal

- The continuing requirement for three quarter load for Abstudy eligibility means students increase their study load to gain Abstudy which impacts on student retention and progression rates.
- High education expenses including HECS/FEE-HELP debts impact on some students continuing with their studies.

Plans for the future

- Survey all students to determine current access and use of Deakin’s online teaching and learning environment (Deakin Studies Online – DSO) and identify measures to ensure students have greater access to DSO when away from the Deakin Campus.
- Within the next 12 months enrol one Law and one Commerce HDR student to be supervised by the Chairs of Indigenous Knowledge Systems.

2.5 Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians

“The Board recognises and is pleased at the achievement that the Institute of Koorie Education has made for over two decades. In partnership with the community balancing educational offerings with practical support mechanisms while remaining grounded with the community we have witnessed constant growth in graduation rates. At the same time the Institute has broadened its course offerings while never resiling from its cultural and ethical commitment to community. The track that our students have made over this time on the higher educational landscape is one that is reinforced by community endorsement, appreciation and growing completion rates.”

Institute of Koorie Education Board, 2009

Evidence of strategies working

- The total number of Indigenous student completions and percentage of total student completions in 2007 and 2008 are as follows:

Course Type	2007 Number	2007 %	2008 Number	2008 %
Bachelor	26	0.5	30	0.6
Postgraduate Coursework	4	0.2	8	0.3
Higher Degree by Research	3	2.2	0	0.0
Total	33	0.4	38	0.5

- The Institute implements a holistic approach to student support, focussing on student-centred teaching, learning and research activities.
- Deakin’s Aboriginal and Torres Strait Islander graduates continue to make a positive contribution to workforce strategies, making a difference as nurses, social workers, lawyers, teachers, artists, health professionals and natural resource managers as well as fulfilling a role as custodians of Indigenous Knowledge.
- Student feedback indicates extremely high levels of satisfaction with the teaching and course experience as well as with the academic and holistic support services provided by the staff of the Institute. For example, in Semester 2 2008, the Student Evaluation of Teaching and Units (SETU) survey results showed 85.8% agreement by Institute students with the statement “This unit was well taught” and 80% agreement with the statement “I would recommend this unit to other students” (compared to percentage agreement of 73% and 67.2% respectively from non Institute students).
- Deakin’s involvement in the collaborative Master of Public Health program, which involves four universities in curriculum development and delivery, continues to be the most successful in the country, consistently producing the largest number of Aboriginal and Torres Strait Islander graduates from the program.
- While successful course completion is always the desired outcome, it is recognised by the Institute and VAEAI that the opportunity to participate in some form of higher education

experience is beneficial to the lives and livelihood of Aboriginal and Torres Strait Islander people.

- The Institute has appointed a staff member to work with the Department of Human Services, the School of Nursing and the Victorian Aboriginal Community Controlled Health Organisation (VACCHO) to develop a model to provide support and mentoring to Koorie nursing graduates in their graduate year in both acute and community settings.
- Continue to implement the Elders in Residence Program to enhance the teaching culture and practice of the Institute of Koorie Education and help students to become fluent in two knowledge systems - Indigenous and Western Knowledge Systems.

Constraints on the ability to achieve the goal

- External circumstances are often the greatest constraining factor as students attempt to balance personal ambitions with the realities and expectations of their family, workplace and community responsibilities.

Plans for the future

- Develop an ongoing process to benchmark the Institute's practices and outcomes against similar teaching, learning and research centres in other universities.
- Review the graduate attributes that each course seeks to develop to ensure that the attributes are aligned to community professional needs so as to ensure that they have a positive impact on the workforce.
- Maintain a network of graduates and past students as a means of tracking graduate employment outcomes and providing feedback for further strategic planning.
- Initiate cultural exchange through staff and student involvement with other Indigenous programs and communities both nationally and globally.
- Maintain a Koorie community graduation ceremonial celebration.

2.6 To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures

“As the Board of the Institute we commend the work of the Institute and the work which revolves around the liberation of Aboriginal and Torres Strait Islander peoples through education. We also acknowledge that the provision for Australian students to develop an understanding of and respect for Indigenous traditional and contemporary cultures resides in the domain of the broader University. The Institute through its work recognise that our students do much in their own communities and workplace to foster an understanding of and respect for Indigenous traditional and contemporary cultures for the wider community.”

Institute of Koorie Education Board, 2009

“Cultural Competency is a vexed concept for the Victorian community and the Institute of Koorie Education's position will be developed and implemented in tandem with the community's direction on this. The Institute of Koorie Education values its cross cultural teaching, learning and research environment. Deakin University's community continues to challenge its cultural behaviour so that it is being responsive to the cultural needs of the many different student cohorts. This commitment flows from the highest executive level and cultural standards are projected practically, symbolically and effectively where it creates a space for the expression of authentic Aboriginal education. From senior leadership cascading through the ranks, cultural practises are constantly reviewed to be shifted where necessary.”

Deakin University's 2009 Operational Plan includes the following target which is of relevance to this:

“Introduce an extension program that provides students with the opportunity to enhance their intercultural understanding and cultural competence and ensures that Deakin graduates are properly equipped to work in a global environment.”

Evidence of strategies working

- The Institute is one of Deakin's great assets and enjoys the genuine support of many people within and outside the University.
- Deakin's support for two foundation research Chairs in Indigenous Knowledge Systems will enable the Institute to take on a greater role in research and provide tangible evidence of Deakin's long-term commitment to Indigenous education and to furthering the development of leadership and research in Indigenous knowledge systems.
- Joint management principles formalise the promotion, maintenance and support for Deakin's approach to Aboriginal and Torres Strait Islander higher education throughout the University.
- The visibility of the Institute in official University publications, such as the Strategic Plan, has increased.
- Joint Institute/Faculty Committees and other structures provide representation between Faculty-based staff and the Institute's Faculty Course Teams.
- New links have been forged with a number of schools in Victoria, the Northern Territory, South Australia and Queensland to support placements for Education students.
- 30 staff and 50 students from the Institute attended the World Indigenous Peoples Conference: Education (WIPCE) held in Melbourne in December 2008. Six papers were presented over the three days by the Institute's students from five discipline areas. More than 80 international conference guests, joined by more than 250 Deakin staff, students and dignitaries, attended the formal opening by the Vice-Chancellor of the Kitjarra Student Residency and Study Centre located at Deakin's Geelong Campus at Waurn Ponds. Different spaces in the Centre are named after honourable ancestors and Koorie Elders from the community who have contributed to the Institute's growth for more than 20 years.

Constraints on the ability to achieve the goal

- Acceptance across the University that everyone is responsible for the integration of Aboriginal and Torres Strait Islander knowledge systems throughout the curriculum.
- Resources need to be allocated to enable the integration of Aboriginal and Torres Strait Islander knowledge systems throughout the disciplines.

Plans for the future

- The Institute plans to use its membership of the main planning committees of the University to encourage Deakin University to provide an educational environment in which all students can look through their own cultural lens to clarify the role that they play in understanding the shared history between Aboriginal and Torres Strait Islander people and non Aboriginal people.
- Introduction of a program available to all Deakin students to enhance their inter-cultural understanding and cultural standards (addressing Deakin's 2009 Operational Plan target set out above).
- Extending invitations to some delegates from the WIPCE to visit the Institute and meet with staff and students.
- Developing two partnerships with international tertiary institutions delivering First Nations Education Programs.

- Initiate cultural exchange through staff and student involvement with other Indigenous programs and communities both nationally and globally.
- Continue to engage with local communities to further strengthen involvement in the Institute's teaching programs, research and project activities.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

Indigenous higher education expenditure 2008

INCOME for Indigenous higher education purposes		
1	Indigenous Support Program (ISP) 2008 grant	\$1,173,000
2	Unspent 2007 ISP funds, carried over to 2008 – as reported in Deakin University's 2008 audited annual financial statements	\$285,000
3	TOTAL ISP income for 2008	\$1,458,000
4	Other funds provided to Indigenous higher education (non ISP funds), including other Commonwealth grants:- Indigenous Access Scholarships Indigenous Tutorial Assistance Scheme, (ITAS) Indigenous Education Program, Away From Base, mixed-mode delivery, (IEP AFB) Community Based Bachelor of Nursing Program- Phase 2 National Curriculum Development & Delivery for Indigenous Public Health NCG Commonwealth Research ABSTUDY Testing and Assessment	\$138,720 \$432,485 \$2,405,025 \$283,516 \$276,205 \$30,000 \$62,325
5	Other funds provided to Indigenous higher education (non ISP funds), including other State grants:- Victorian Department of Education & Early Childhood Development Victorian Department of Justice, Koori Court	\$604,265 \$36,364
6	Other funds provided to Indigenous higher education (non ISP funds, including other privately sourced funds). Major sources include the Pratt Foundation, Sydney Myer Fund and the ANZ Banking Group	\$160,817
7	Other funds provided to Indigenous higher education (non ISP funds), Deakin University income allocation	\$2,371,092
8	Total Indigenous higher education income for 2008	\$8,258,814
EXPENDITURE of Indigenous Support Program (ISP) for 2008		
9	Operating costs, including salaries and non-salaries for Indigenous support services	\$1,266,599
10	Higher education provider overheads	\$0
11	Unspent 2008 ISP funds, carried over to 2009 – as reported in Deakin University's 2008 audited annual financial statements	\$191,401

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

Contact Officers

<p>Ms Geraldine Atkinson Chair Board, Institute of Koorie Education Deakin University Geelong Campus at Waurin Ponds Pigdons Road Geelong VIC 3217 Telephone: 03 52272538 Facsimile: 03 52272019</p>	<p>Professor Philip Clarke Deputy Vice-Chancellor (Academic) designate Deakin University Geelong Waterfront Campus 1 Gheringhap Street Geelong VIC 3217 Telephone: 03 52278507 Facsimile: 03 52278510 Email: philip.clarke@deakin.edu.au</p>
<p>Professor Wendy Brabham Director Institute of Koorie Education Deakin University Geelong Campus at Waurin Ponds Pigdons Road Geelong VIC 3217 Telephone: 03 52272538 Facsimile: 03 52272019 Email: wendy.brabham@deakin.edu.au</p>	

Appendix A

Number of Staff who Identify as Aboriginal and Torres Strait Islander in Official Records

Category	Area	Level	31-03-08	31-03-09	30-06-09
Academic	School of Health & Social Development	Level A	1		
	Institute of Koorie Education	Level B	4	4	6
		Level C	1	1	1
		Level E	1	2	3
Academic Total			7	7	10
General	School of Health & Social Development	Hew 8	1		
	Arts and Education - Business Unit	Hew 7		1	1
	Dean's Office - Science & Technology	Hew 6	1	1	1
	Institute of Koorie Education	Hew 4	4	5	5
		Hew 5			1
		Hew 6	2	2	2
		Hew 7	1	1	1
	Koorie Student Centre	Hew 7	1	1	1
Library	Hew 3	1			
General Total			11	11	12
Grand Total			18	18	22

Note:

Includes continuing and fixed term staff only