



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.

AUSTRALIAN NATIONAL UNIVERSITY

TJABAL INDIGENOUS HIGHER EDUCATION CENTRE

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.

The University is governed by a 15 member Council, whose duties include: providing strategic oversight of the University; ensuring effective overall management, appointing the University's senior leadership; and ensuring responsible financial and risk management.

The primary responsibilities of Council members are to:

- appoint the Chancellor and Pro-Chancellor
- appoint the Vice-Chancellor as the Chief Executive Officer of the University and monitor his/her performance
- oversee the strategic direction of the University
- oversee and monitor the academic activities of the University
- approve the University's annual budget or its business plan
- oversee and review the management of the University and its performance
- oversee and monitor the assessment and management of risk across the University, including commercial undertakings
- approve and monitor systems of control and accountability, including general overview of any controlled entities
- monitor the commercial activities of the University, and its subsidiaries and any other entities it controls
- enact Statutes, Rules and Orders
- establish policy and procedural principles, consistent with legal requirements and community expectations
- approve the annual report of the University
- ensure the effective operation of Council including the induction and professional development of Council members and the evaluation of the performance of Council and its committees

Yawuru Man Peter Yu from Broome in the Kimberley region in North West Australia was appointed to the Council in 2016 following Pat Dodson vacating his role on the Council to perform his Senator role. Peter Yu brings to the role over 35 years of experience in Indigenous development and advocacy in the Kimberley and at the state, national and international levels to the Council.

He has been an advocate for the social, cultural and economic advancement and wellbeing of Kimberley and other Aboriginal communities for his entire career. Over this period he has been instrumental in the development of many community based regional organisations. He was Executive Director of the Kimberley Land Council during the 1990s and had a national leadership role negotiating the Australian nation's response to the High Court's 1992 Mabo decision. Peter was a key negotiator on behalf of the Yawuru Native Title Holders with the Western Australian State Government and Shire of Broome over the landmark 2010 Yawuru native title agreement and is the current Chief Executive Officer of the Yawuru Corporate Group. Peter is a Board Member of the North Australian Indigenous Land and Sea Managers Alliance Ltd (NAISMA Ltd), deputy Chair of the AFL Aboriginal Advisory Committee, Deputy Chair of Broome Future Ltd, and a Trustee of the Princes Charities Australia (PCA).

As part of responsible governance, Council delegates day-to-day management responsibilities and other functions to the University's executive and other senior staff in order to be able to focus on the broader policy and strategic issues.

Professor Mick Dodson AM, Director of the National Centre of Indigenous Studies (NCIS) and Director of the Tjabal Indigenous Higher Education Centre (TIHEC) Ms Anne Martin are active members of a number of high-level decision-making 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.

In 2016 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
- Coursework and Admissions Committee
- Vice-Chancellor's Deans and Directors Committee
- University Access and Equity Committee
- University Education Committee
- John XXIII Residential College Board
- 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

In 2016 Vice-Chancellor Professor Brian Schmidt commenced a university-wide process for developing the University's Strategic Plan. A strategic working group was formed to discuss the University's unique national responsibility to Indigenous Australia. The high-level working group was comprised of an Indigenous Chair, Dr Asmi Wood along with senior Indigenous and non-Indigenous academic and professional staff, and Indigenous Alumni. The group formulated a number of key initiatives under this national responsibility to be launched in the ANU Strategic Plan in 2017.

The plan seeks to build on the University's success in hosting some of the nation's most influential Indigenous researchers and researchers on Indigenous issues. Influential Indigenous Leaders driving this and many other important processes at the ANU, include Dr Ray Lovett and Professor Mick Dodson.

Dr Ray Lovett BN, RN, BHSc, MAE, PhD is an NHMRC Early Career Fellow and Research Fellow with the Epidemiology for Policy and Practice group at the National Centre for Epidemiology and Population Health. A Wongaibon man from far west New South Wales, Dr Lovett recruits and mentors Indigenous post-graduate students to work in his Centre and to grow the number of Indigenous researchers in the health fields. In December 2016 Dr Lovett received funding of \$1.9 million to lead a project aiming to better understand how cultural factors affect health outcomes in Aboriginal and Torres Strait Islander communities.

Associate Professor Dr Asmi Wood BE, LLB (Hons), teaches at the ANU College of Law and is a practicing barrister and solicitor in the ACT. As a proud Aboriginal and Torres Strait Islander, Dr Wood is an academic advisor at the ANU College of Law providing individualised academic and pastoral support, in addition to the normal academic duties of teaching and research. In 2016 Dr Wood spearheaded the hosting of the National Indigenous Legal Conference on campus, with a team of Indigenous and non-Indigenous students and staff from his College, TIHEC and wider networks in the legal field.

An Aboriginal woman from Tasmania, Ms Gaye Doolan also holds a significant role on campus as 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 University benefits from a number of senior non-Indigenous academics and professional staff who are committed, engaged and linked in with Indigenous leaders to actively pursue advancements in policy and programs across the University to increase Indigenous participation in university programs and employment. The University continues to make progress across academic colleges, in consultation with TIHEC.

TIHEC is pleased to be a continuing member of the National Aboriginal and Torres Strait Islander Higher Education Council (NATSIHEC) which held a number of national meetings in 2016. TIHEC, together with the Office of the Pro-Vice Chancellor (University Experience) hosted 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's Aboriginal and Torres Strait Islander Employment Strategy (the Strategy) supports the ANU Reconciliation Action Plan and prioritises measures to improve access, participation and inclusion of Aboriginal and/or Torres Strait Islander people. The objectives of the Strategy are to:

- Maximise staff development along with the transfer of job skills and information in order to increase Aboriginal and Torres Strait Islander staff knowledge, independence, remuneration, job security and self-sufficiency;
- Encourage and foster the employment and participation of Aboriginal and Torres Strait Islander people at all levels of work activity within the University;
- Facilitate and encourage the direct involvement of Aboriginal and Torres Strait Islander staff in determining career strategies, goals and objectives;
- Achieve the Indigenous employment targets established in the ANU Enterprise Agreement;
- Establish, promote and maintain a Talent Register of potential Aboriginal and Torres Strait Islander candidates; and
- Market and promote suitably qualified candidates from the Talent Register to Colleges and Divisions.

Responsibility for the implementation of the Indigenous Employment Strategy rests with the Director of Human Resources in partnership with the Pro Vice-Chancellor (University Experience). The University reports quarterly the recruitment and retention rates of its Indigenous Australian staff to measure progress.

At the University's 70th Anniversary celebrations in 2016, the Vice-Chancellor reaffirmed the aspiration for ANU to be the University of choice for Indigenous Australians, and a commitment for the University to build a substantial Indigenous research and education community that can generate world-leading and influential Indigenous-led research which informs policy and practice and contributes to our understanding of the world.

To support this commitment, the Vice-Chancellor announced an Indigenous Postdoctoral Fellowships Program to attract talented, recent Australian Aboriginal and Torres Strait Islander doctoral graduates across all academic disciplines of the University. The program aims to, from 2017, recruit Early Career Academics who have the potential to become academic leaders in their discipline area. Over the medium to long term it is anticipated that Indigenous scholars will be embedded in all Colleges, Research Schools and Centres of the University.

Through the discussions of the University Research Committee (URC) in 2016, ANU has also made significant first steps to improve the framework to enable and support Indigenous research at ANU, including the mechanisms to identify priority areas for investment, philanthropic and foundation support was discussed. Key actions agreed by the URC for implementation include (i) making Indigenous health and medical research as a strategic priority; (ii) further development of a proposal for a National Institute for Aboriginal and Torres Strait Islander Health and Medical Research; and (iii) the establishment of a reference group of Indigenous researchers across University.

As indicated previously, 2016 was a significant period of strategic planning due to the impending launch of the Vice-Chancellor's new Strategic Plan in early 2017. During this planning phase in 2016, the University sought advice and feedback on a wide range of targeted initiatives and activities to increase the proportion of Aboriginal and Torres Strait Islander professional and academic staff.

In 2016 the ANU committed to changing the nature of engagement around Indigenous employment and worked with Colleges and others including TIHEC to establish a range of enhancements to the public realm of the University inclusive of Indigenous identity. The creation of an Indigenous employment strategy grants program and an Indigenous employment network supported by the Human Resources Division and TIHEC will come into effect in 2017.

The tables overleaf reflect staff who have voluntarily declared their Indigenous heritage through the human resources system. As at 31 December 2016, the combined number of self-identified Indigenous staff is 48 (including casual appointments).

Table 1. Continuing and fixed term Indigenous Staffing Numbers

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
ANU College of Arts and Social Sciences	Academic - Level B	ARC Discovery Indigenous Award
ANU College of Arts and Social Sciences	Non academic - SM3	General Manager
ANU College of Asia and the Pacific	Non academic - ANUO4 (Admin)	HR Assistant
ANU College of Asia and the Pacific	Non academic - ANUO6/7 (Admin)	Senior Administrator
ANU College of Engineering and Computer Science	Non academic - ANUO4/5 (Technical)	Technical Maintenance Ops Officer
ANU College of Law	Academic - Level B	Lecturer
ANU College of Law	Academic - Level D	Reader
ANU College of Law	Academic - Level E	NCIS Director
ANU College of Law	Non academic - ANUO6/7 (Admin)	Indig. Comm. Consultation Coordinator
ANU College of Medicine, Biology and Environment	Academic - Level C	NHMRC Fellow
ANU College of Medicine, Biology and Environment	Academic - Level C	Fellow
ANU College of Medicine, Biology and Environment	Academic - Level C	Senior Lecturer
ANU College of Medicine, Biology and Environment	Non academic - ANUO4 (Admin)	Stores Officer
ANU College of Medicine, Biology and Environment	Non academic - ANUO5 (Admin)	Research Services Officer
ANU College of Medicine, Biology and Environment	Non academic - ANUO6/7 (Admin)	Ind Comm Eng Coordinator
ANU College of Medicine, Biology and Environment	Non academic - ANUO6/7 (Admin)	Indigenous Health & SE Coordinator
Facilities and Services Division	Non academic - ANUO2/3 (Admin)	Administration Assistant
Facilities and Services Division	Non academic - ANUO4 (Admin)	General Services & Facilities Officer
Information and Technology Services	Non academic - ANUO5/6 (IT)	Service Desk Officer
Student Recruitment and Admissions	Non academic - ANUO5 (Admin)	Admissions Officer, Domestic
Tjabal Centre	Non academic - ANUO6/7 (Admin)	Student Recruitment Coordinator
Tjabal Centre	Non academic - ANUO6/7 (Admin)	Senior Admin Officer, TIHEC
Tjabal Centre	Non academic - ANUO8 (Admin)	Administration Manager
Tjabal Centre	Non academic - SM2	Head, JIHEC
Total	Academic = 7, Non-Academic = 17	Grand Total = 24

Table 2 - Casual Indigenous Staffing Numbers

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
ANU College of Arts and Social Sciences	Academic - Casual Sessional Academic	Casual Sessional Academic
ANU College of Asia and the Pacific	Non academic - ANUO5/6 (Research)	Research Assistant
ANU College of Business and Economics	Academic - Casual Sessional Academic	Casual Sessional Academic
ANU College of Business and Economics	Non academic - ANUO4 (Admin)	WHS and Facilities Administrator
ANU College of Business and Economics	Non academic - ANUO4 (Admin)	Casual Student Administrator
ANU College of Law	Academic - Casual Sessional Academic	Casual Sessional Academic
ANU College of Law	Academic - Casual Sessional Academic	Casual Sessional Academic
ANU College of Medicine, Biology and Environment	Academic - Casual Sessional Academic	Casual Sessional Academic
ANU College of Medicine, Biology and Environment	Non academic - ANUO5/6 (Research)	Research Assistant
ANU College of Medicine, Biology and Environment	Non academic - ANUO5/6 (Research)	Research Assistant
ANU College of Physical and Mathematical Science	Academic - Casual Sessional Academic	Casual Sessional Academic
Facilities and Services Division	Non academic - ANUO2 (Hospitality)	Hospitality Assistant
Facilities and Services Division	Non academic - ANUO2/3 (Admin)	Tours Assistant
Facilities and Services Division	Non academic - ANUO2/3 (Admin)	Administration Assistant
Facilities and Services Division	Non academic - ANUO2/3 (Admin)	Assistant Heritage Officer
Facilities and Services Division	Non academic - Theatre Staff	Theatre Staff
Joint Colleges of Science	Non academic - ANUO4 (IT)	Client Services Officer
Strategic Communications and Public Affairs	Non academic - ANUO4 (Admin)	Communications & PA Assistant
Tjabal Centre	Academic - Casual Sessional Academic	Tjabal Casual Tutor
Tjabal Centre	Academic - Casual Sessional Academic	Tjabal Casual Tutor
Tjabal Centre	Academic - Casual Sessional Academic	Tjabal Casual Tutor
Tjabal Centre	Academic - Casual Sessional Academic	Tjabal Casual Tutor
Tjabal Centre	Non academic - ANUO2/3 (Admin)	Admin Support Officer
Tjabal Centre	Non academic - ANUO2/3 (Admin)	Administration Assistant
Total	Academic = 10, Non-academic = 14	Grand Total = 24

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

The activities of the TIHEC continue to be 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 2016 TIHEC continued its engagement with Colleges to develop strategies and initiatives aimed at increasing Indigenous student participation and engagement at the ANU. This work with the College of the Sciences and Engineering in particular resulted in the successful running of the *Inaugural Indigenous Science and Engineering Summer Camp* held in December. Each College continues to set individual recruitment and retention targets, and strategies to meet these targets.



Photo: Science and Engineering staff and TIHEC Staff host secondary Indigenous students with a strong interest in science and engineering.

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 commencement and retention 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 in 2015 and 2016

	2015	2016
Aboriginal and Torres Strait Islander students	52	44
Non Aboriginal and Torres Strait Islander students (Domestic students only):	5,378	5,191

Improving access for all Indigenous students

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 overleaf outlines the ANU programs improving access to all Indigenous students pursuing studies at the ANU.

Table 4. 2016 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
ANU Indigenous Traineeships Program	Indigenous community members seeking training and employment	The ANU engages the Australian Training Company to recruit and train Indigenous trainees to professional positions across the University. Upskilling in Certificate III and IV qualifications, they are then supported to continue into Diploma and Bachelor-level degree programs if they choose	Prospective Indigenous students receive training and employment at the University and access to further study if they choose
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 2016 as in previous years TIHEC 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. The ANU promotes and recruits across the country each year and TIHEC joins ANU recruiting team at carefully selected locations. In 2015 the focus was on schools in Queensland and in 2016, TIHEC visited the Northern Territory for a range of engagement activities with Indigenous students across school sectors. The aim was to promote the uniqueness of Australia's national university and to discover the kinds of programs and vocations the young people were considering.

Engagement with teaching staff, career advisors and school leaders is also considered essential as part of these activities. Community and school liaison network contacts are maintained by the Centre which cover key catchment areas.

Activities regularly held and managed by a dedicated Recruitment and Community Engagement Officer include presentations at schools with the ANU and TIHEC hosts a series of visits 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 2016 are in Table 5 below.

Table 5. 2016 Outreach Activities

Outreach activity	Target audience	Outline of Program	Outcome
Inaugural Science and Engineering Summer School	Indigenous Year 11 and 12 students nationwide, with an interest in science and engineering	TIHEC and the College of the Sciences host students for a week-long program experiencing university life studying sciences and engineering	Students become familiar with university studies and motivated to gain entry to Bachelor-level STEM degrees of choice or pathways programs
Cape York Leadership Group Partnership	Indigenous Year 11 and 12 students registered as Cape York scholarship recipients	TIHEC visited with students at their annual Leadership Camp in January at the Sunshine Coast, Queensland	Students become familiar with university studies and motivated to gain entry to Bachelor-level degree of choice or pathways programs
Regular Career Counsellors Visit on Campus	Career Counsellors of Indigenous students at local and regional schools	ANU including TIHEC, discuss entry and eligibility issues and support of greatest benefit to Indigenous students at their schools	Career Counsellors are better able to guide students through university preparation and application phases
Visits to schools, school visits to TIHEC and ANU	School-based teachers and Principals and their Indigenous students (Years 8-12)	After an annual mail out to schools, TIHEC negotiates school visits to meet with Indigenous students to inform them of ANU programs offered at the ANU, and Indigenous student-specific support available	Students are informed and guided through university preparation and application phases
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, and events celebrating days of cultural significance	Prospective Indigenous 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

Promoting scholarships on offer is important during outreach activities as financial considerations continue to be a barrier for many families and young people. 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). There are over 30 scholarships for Indigenous students available across the University. A number of Indigenous students also successfully gain scholarships for all students.

A summary of awarded scholarships in 2016 to commencing and continuing students are listed in Table 6 overleaf.

Table 6. Scholarships details for 2016

Scholarship details	Government/ Private/University	No. Allocated	Average Value	No. Awarded
Garrurru Postgraduate Indigenous Scholarship	University	1	\$ 5,600.00	1
ANU College of Business & Economics Graduate Scholarship	University	1	\$ 4,698.00	1
ANU College of Business & Economics Undergraduate Scholarship	University	1	\$ 5,000.00	1
Commonwealth Scholarship - CAS	Government	2	\$ 5,199.00	2
Commonwealth Scholarship - CECS	Government	4	\$ 2,599.00	4
Commonwealth Scholarship - IECAS	Government	2	\$ 5,199.00	1
Commonwealth Scholarship - IECECS	Government	3	\$ 2,599.00	1
Elsbeth Young Memorial Grant	University	N/A	\$ 1,286.24	20
Fenner School Scholarship	University	1	\$ 1,000.00	1
Indigenous Access Scholarship	Government	8	\$ 4,904.00	6
Indigenous Australian Graduate Scholarship	University	2	\$ 26,288.00	2
Indigenous National Merit Scholarship	University	N/A	\$ 6,500.00	1
Indigenous National University Scholarship	University	N/A	\$ 12,500.00	1
IT Newcom Scholarship	Private	1	\$ 5,000.00	1
Joseph & Lindsay Croft Memorial Scholarships	University	2	\$ 3,800.00	2
Judith Wright Scholarship	University	1	\$ 6,600.00	1
National Security College Entry Scholarship	University	1	\$ 4,878.00	1
Tjabal Indigenous Higher Education Centre Accommodation Grants	University	N/A	\$ 2,286.25	16
TOTAL				63

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

TIHEC provides support and access to a range of scholarships to support the retention of Indigenous students, as has been previously described in Table 6. A number of strategies continue to be implemented towards greater participation and these are outline below in Table 7.

Table 7. 2016 Strategies to Address Participation

Strategies	Outline of strategies	Constraints	Outcome/s
Promote access avenues to Indigenous communities (See Table 4.)	See Table 4.	Avenues are open to all students and places are limited, though are yet to be exceeded.	Students have alternative access pathways to gain entry into desired study program
Conduct outreach activities (See Table 5.)	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
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

Driving Engagement and Participation Strategies

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 high level committees at the ANU driving improvements to higher education outcomes for Indigenous Australians. There is ongoing consultation with Indigenous leaders across a range of subjects pertaining to Indigenous participation and achievement across the ANU, particularly as the new Strategic Plan was being developed. 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).

TIHEC continued to administer the Indigenous Tutorial Program (ITP) to support ANU Indigenous students. All non-Indigenous ITAS tutors undertake mandatory training in Indigenous Australian cultural awareness. TIHEC's Tuition Coordinator delivers this training and is on hand to provide ongoing support to tutors and students to ensure successful tuition partnerships. The Centre promotes two-way learning, on the basis that Indigenous students have much to teach also. Demonstrating this ethos under which our tuition program operates is a conversation that took place between senior academics at TIHEC. Academic asked tutor *"I didn't know you were helping [Student's name] out..."* to which the tutor responded *"we actually help each other out"*.

As in previous years all Indigenous final year and, where possible, graduate students are offered the role of ITP tutor for commencing and continuing Indigenous students.

Table 8 below provides enrolment number comparisons for 2015 and 2016.

Table 8. Total number of Aboriginal and Torres Strait Islander enrolments for 2015 and 2016

	2015	2016
Aboriginal and Torres Strait Islander students:	166	163
Non Aboriginal and Torres Strait Islander students (Domestic students only):	16,356	16,295

5. Enable Aboriginal and Torres Strait Islander students to attain the same completion 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 2015 and 2016

	2015	2016
Aboriginal and Torres Strait Islander students: (Higher Degree)	1	1
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	254	254
Aboriginal and Torres Strait Islander students: (Other postgraduate)	17	21
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	2,145	1,849
Aboriginal and Torres Strait Islander students: (Bachelor degree)	20	17
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	1,988	1,799

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 Indigenous Tuition Program (ITP)	TIHEC works within Funding 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 University 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 to demonstrate best-practice in delivering education for all with cultural integrity.

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 is actively engaged in partnerships across campus to contribute cultural knowledges and methods of teaching to their education programs. The Science and Engineering Indigenous Summer School is an example of a College working closely with TIHEC in 2016 to ensure the camp's cultural rigour. The Summer School program included research sessions at the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), as well as curriculum on traditional astronomy knowledges and methods. The Indigenous young people participating were supported throughout the program with regular yarning circles and an Indigenous student ambassador and staff mentors working alongside for the duration.

In addition to these significant projects, TIHEC continues to play a key 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
- ITP 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 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: Richard Baker	Name: Anne Martin
Position Title: Pro-Vice Chancellor, University Experience	Position Title: Director, TIHEC
Phone Number: 02 6125 4873	Phone Number: 02 6125 1742
Email: Richard.Baker@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	6125 1742	E-mail	anne.martin@anu.edu.au

Financial Acquittal		Checklist
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.		
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 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: Australian National University
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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).	\$ 0
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$ 0
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 <u>2015</u> which were committed for expenditure prior to 31/12/2015.	\$ 0
(+) 2. Unexpended and uncommitted Indigenous Support Programme funds from <u>2013 or 2014</u> which were approved for expenditure in 2016.	\$ 0
(+) 3. Indigenous Support Programme funds provided in <u>2016</u> . These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$ 527,000
(+) 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2016.	\$ 0
(=) 5. Total Indigenous Support Programme funds to be acquitted in 2016.	\$ 527,000

EXPENDITURE

6. Total Indigenous Support Programme expenditure in 2016, <u>excluding any GST</u> .	\$ 527,000
(+) 7. <u>Unexpended</u> Indigenous Support Programme funds which were <u>committed</u> for expenditure prior to 31/12/2016.	\$ 0
(+) 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	\$ 0
(=) 9. Total Indigenous Support Programme funds which by 31/12/2016 were fully expended and/or committed for expenditure .	\$ 527,000
10. Returns of 2016 Indigenous Support Program Funds by 31/12/2016.	\$ 0
11. Balance of Funds for 2016	\$ 0
12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2016.	\$ 0

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

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

Salaries	\$ 517,434.66
Student Engagement	\$ 8,800.11
Administration & Centre Support	\$ 765.23
	\$
	\$
	\$
	\$
	\$
	\$
(=) Total 2016 ISP Program Expenditure	\$ 527,000.00

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

Salaries	\$ 6,878.90
Academic support for PG program for Indigenous students	\$ 47,287.75
Scholarship	\$ 61,021.24
Accommodation support for students	\$ 22,835.95
Advertising	\$ 6,144.90
Office expenses	\$ 1,760.90
Events	\$ 12,871.44
	\$
	\$
	\$
	\$
(=) Total of 2016 Non-ISP expenditure	\$ 158,801.08