



Australian Government

Department of the Prime Minister and Cabinet

INDIGENOUS EDUCATION STATEMENT

OVERVIEW

The Department of the Prime Minister and Cabinet (PMandC) requires information from higher education providers relating to their 2013 outcomes and future plans to meet ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

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

The Indigenous Education Statement is also used to determine providers' eligibility for Indigenous Support Program (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 providers must demonstrate to PMandC 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 provider's decision-making processes; and
- Have an Aboriginal and Torres Strait Islander employment strategy.

Providers in receipt of ISP funding are also required to provide PMandC with a report on the expenditure of the grant amount. The expenditure report for 2013 ISP funds is included within this document.

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

The Indigenous Education Statement is **due by 31 May 2014**.

Please submit electronic documents by email at scholarships@pmc.gov.au

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FORMAT FOR INDIGENOUS EDUCATION STATEMENT

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

University of Sydney

Office of Deputy Vice-Chancellor (Indigenous Strategy and Services)

SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2013 AND PLANS FOR FUTURE YEARS

Please provide evidence of:

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

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

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

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

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

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

With the introduction of our integrated strategy **Wingara Mura – Bunga Barrabugu (Wingara Mura)** at the University of Sydney, effective arrangements for Aboriginal and Torres Strait Islander participation and representation in key decision-making process have been introduced throughout the comprehensive governance arrangements and committee system of the University.

Wingara Mura is a key strategy of the University's Strategic Plan 2011-2015, approved and released in 2012. The objectives of the University of Sydney in relation to Aboriginal and Torres Strait Islander higher education, research and community engagement are outlined in **Wingara Mura**, which can be found at: http://sydney.edu.au/strategy/wingara_mura/

Aboriginal and Torres Strait Islander people are participating at the highest levels of the University in decision-making, for example, since 2011-2013:

- an Aboriginal woman continues to be a member of the Senate, the highest authority in the University;
- an Aboriginal man continues in the role of Deputy Vice Chancellor, Indigenous Strategy and Services (DVCISS) and reports directly to the Vice Chancellor (VC) supported by the Provost;
- the DVCISS continues to participate as a full member of the Senior Executive Group which is the most senior structure for the University's strategic planning, decision-making and oversight; and
- the DVC chairs a SEG Sub Committee (SEG Aboriginal and Torres Strait Islander Strategy and Services), a SEG subcommittee with seven (7) Aboriginal and Torres Strait Islander members of a total 22 members representing a range of professional service units (PSU) and faculties.

The above listed Aboriginal and Torres Strait Islander participation provides an opportunity for perspectives from Aboriginal and Torres Strait Islander interests and experiences to be considered as part of key business discussions and processes of the University.

Aboriginal and Torres Strait Islander participation in decision-making extends to include a number of other structures at faculty, professional service unit or whole of University level, such as, the:

- Governing Committee of the Charles Perkins Centre
- SEG Research Committee and Research Training Committee
- Advisory Board for the Poche Centre for Indigenous Health
- Advisory Board for the Faculty of Health Sciences
- Strategic Information and Business Intelligence (SIBI) Program Board
- Vice Chancellor's Senior Officers Group
- Indigenous Major Studies Review Committee
- Wingara Mura Bunga Barrabugu Steering Committee for summer and winter student recruitment/social inclusion programs
- National Reconciliation Week Working Committee.

Two (2) Aboriginal people continued in their role as Senior Project Officer to advise and support faculties and professional services units to develop and deliver improved contributions to Aboriginal and Torres Strait Islander outcomes. The University established a Senior Manager Trust and Engagement and in 2013 made a permanent appointment of a very experienced senior Aboriginal woman to guide and co-

ordinate the engagement of the University with Aboriginal and Torres Strait Islander communities and organisations, with government and industry and civil society on matters relating to Aboriginal higher education. The University also appointed another Aboriginal woman to the Director of Operational Reform position to inform, influence and embed Aboriginal and Torres Strait Islander strategic reform plans at a divisional, faculty, school and business unit level. Both these positions are key support roles to the DVCISS. The University has also created and interviewed for the position of Senior Director, Aboriginal and Torres Strait Islander Research, a new role that bridges the Research and Aboriginal services portfolios. A suitable senior Aboriginal researcher will fill this position.

The University has also established faculty and professional units based leadership roles that are accompanied by new engagement structures and processes at a faculty level. For example, the University has established a level E appointment in Aboriginal and Torres Strait Islander educational research to lead an Aboriginal and Torres Strait Islander consortium in the Faculty of Education and Social Work. In addition a level C appointment is also being created to focus effort in social work. Aboriginal people will fill these positions reinforcing the notion of Aboriginal engagement in decision making in faculties and professional service units. Senior Aboriginal and Torres Strait Islander appointments across a range of other faculties and areas are currently being negotiated. Embedding appointments in faculties and professional service units will ensure that the daily business of the areas will increasingly be engaging Aboriginal people and issues as core business.

These appointments provide for further Aboriginal and Torres Strait Islander inclusion in decision-making processes across the University enterprise.

The Merit Appointment Scheme (MAS) has fostered the creation of new positions for Aboriginal people and Torres Strait Islanders across the University at all levels. In 2013, the recruitment and promotion of 29 subsidised permanent positions were advertised and 14 were filled with newly appointed Aboriginal and Torres Strait Islander staff across the University at other levels and these roles will add significant and focused impact educational decision-making and student experience.

Efforts to engage Aboriginal and Torres Strait Islander people in educational decision making have not been constrained to engagement through full-time employment. It has also included the appointment of Aboriginal and Torres Strait Islander people currently working in their professions outside the University to a range of adjunct academic roles across the University. Examples include in the Faculties of Architecture, Design and Planning, Nursing, Medicine and Health Sciences. Engagement is also fostered through advisory boards that bring local Aboriginal and Torres Strait Islander people into the decision making process of different faculties.

The transformation of the Koori Centre under the Wingara Mura strategy is now complete. Under this reform a number of Aboriginal and Torres Strait Islander staff have been transferred to other professional service units (PSU) and faculties thus placing them in a more focussed position to contribute to educational outcomes, particularly to the Faculties of Education and Social Work, and Arts and Social Sciences. The Koori Centre remains as a facility for use by staff, students and community, including a common room, computer lab, kitchenette and courtyard. Upgrades to facilities commenced in 2013 and continue throughout 2014.

Local Implementation Plans (LIPs) for 2012 to 2015 were developed with all divisions, faculties, professional service units and DVC offices to embed Aboriginal and Torres Strait Islander education, research and engagement in the University's core business and to realise the vision and objective of Wingara Mura.

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

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

- An outline of your active **Aboriginal and Torres Strait Islander Employment Strategy** including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet. (please provide a current link)
- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander staff employed at your university. (Please provide a link to your Employment statement).
- The **number of Indigenous-specific positions** at your university, detailed by occupation and level.
- The **current number of Aboriginal and Torres Strait Islander staff at your institution** and their roles across the university (including numbers in academic and non-academic roles, and by level).

The University of Sydney's Aboriginal and Torres Strait Islander employment targets are set in Wingara Mura and our Enterprise Bargaining Agreement. At the completion of the Strategy we aim to have 97 professional staff and 75 academic staff. These targets and the various initiatives that are focused on delivering this outcome are detailed in [Wingara Murra](#).

The University of Sydney Aboriginal and Torres Strait Islander Employment Framework expresses the principles and objectives that underpin initiatives, aligned with the University's Wingara strategy that seeks to develop a diverse but unified workforce with improved access for Aboriginal and Torres Strait Islander people to high quality employment and career development opportunities at all levels of the University. To achieve these aims, the University of Sydney has developed several strategies that include mainstream advertising of all roles; advertising and promotion of 'identified' roles, and alternative pathways, which include apprenticeships, trainee, and cadetship opportunities. Positions are advertised via the University website, print media, word-of-mouth, and social media, including LinkedIn and Aboriginal and Torres Strait Islander media. A staff recruitment video was produced in 2013 to be launched at the start of 2014 National Reconciliation Week at a local community event. Aboriginal and Torres Strait Islander staff retention programs, include staff mentoring, staff network, and a staff retreat.

Within the first 18 months of Wingara Mura, the University introduced the Merit Appointment Scheme (MAS), to improve Aboriginal and Torres Strait Islander representation in our workforce – as referred in Section 1. Since 2012 our staff numbers have increased, in 2013 we have appointed 14 new Aboriginal and Torres Strait Islander staff under MAS. The University anticipates continuing growth through MAS and from other broader employment approaches in the years to come, and is currently reviewing and updating our Aboriginal and Torres Strait Islander Employment Strategy to incorporate new opportunities and pathways.

The University's Aboriginal and Torres Strait Islander Employment Strategy, which aims to increase the number of Aboriginal and Torres Strait Islander Australians as academics and professional personnel across the University, is consistent with the elements outlined in the SEG Indigenous Education Review and as part of the University's strategic directions. The University employs a dedicated Indigenous Employment Manager within the Equity and Diversity Strategy Centre, Human Resources, and has supporting responsibility for the University's Aboriginal and Torres Strait Islander Employment Strategy.

The University is also exploring the following initiatives to increase the recruitment and support of Aboriginal and Torres Strait Islander staff members:

- Establish co-ordination and cooperation across marketing and recruitment effort at the University in relation to Aboriginal and Torres Strait Islander students and staff;
- Develop a campaign to identify and recruit outstanding Aboriginal and Torres Strait Islander staff to this University from the existing pool of academic staff nationally.

- Develop a campaign to identify and recruit talented and qualified Aboriginal and Torres Strait Islander people from other sectors such as community service, government and industry.
- Develop and implement a strategy to identify and recruit talented Aboriginal and Torres Strait Islander people from other sectors such as community service, government and industry who do not yet have tertiary qualifications.
- Design and establish strategies to invest in the careers and potential of existing Aboriginal and Torres Strait Islander staff at the University.
- Develop and implement a pan-University cross cultural education program for all staff that meets the targets established by this Strategy.
- Establish an Aboriginal and Torres Strait Islander staff network to promote sharing of experience, networking and support.
- Establish partnerships with key employers that open up development opportunities for existing University staff and which provides reciprocal opportunities for staff that work for our Partners.
- Increase the number of Aboriginal and Torres Strait Islander staff employed in academic and general staff roles by establishing a merit appoint incentive.
- Establish an Aboriginal and Torres Strait men's working group that will advise and contribute to student and staff recruitment campaigns.
- Develop and pursue specific elements in our staff recruitment strategies to address Aboriginal and Torres Strait Islander men.
- Include specific provision that promotes the appointment of Aboriginal and Torres Strait Islander women to senior roles.
- Establish and implement a professional senior development initiative for Aboriginal women at Sydney.
- Create a project to explore, especially in the area of family responsibility, the creation of additional services and initiatives in partnership with Aboriginal and Torres Strait Islander organisations to provide work opportunities at Sydney.

Aboriginal and Torres Strait Islander graduates and undergraduate students are often employed as faculty tutors, research assistants, mentors and as tutors through the Indigenous Tutorial Assistance Scheme (ITAS) and Support Programs offered at the University. Other departments and faculties throughout the University have employed Aboriginal personnel to advise, support and assist Aboriginal and Torres Strait Islander students in their studies. Aboriginal and Torres Strait Islander academic and professional staff are employed in various faculties and departments across the University.

Table 1 – Permanent positions

Faculty/Institute/Section	Academic / Non-Academic	Position title/s
Office of DVC (Indigenous Strategy and Services)	Academic	DVC ISS
	Academic	Academic Leader
	Non-Academic	Director, Operational Reform
	Non-Academic	Manager, Trust and Engagement
	Non-Academic	Senior Project Officer x 2
	Non-Academic	Web and Administration Officer
Human Resources/HR Service Centre	Non-Academic	Director HR Shared Services
	Non-Academic	Administrative Officer
Human Resources/Equity and Diversity Strategy	Non-Academic	Manager Indigenous Employment
School of Letters, Arts & Media/Media and Communications (SLAM)	Academic	Lecturer
School of Philosophy & Historical Enquiry/SOPHI Admin	Non-Academic	Administrative Assistant
DVC (Education)/Social Inclusion and Community Programs Office	Non-Academic	Project Officer

Faculty/Institute/Section	Academic / Non-Academic	Position title/s
Information & Communications Technology/Operations and Infrastructure	Non-Academic	Project Coordinator
Campus Infrastructure Services/CIS: Management	Non-Academic	Asset and Business Manager
Marketing & Strategic Communications/Web and Digital Development	Non-Academic	Web Content Assistant
Campus Infrastructure Services/Procurement Services	Non-Academic	Director, Procurement and Finance Service Centre
DVC (Education)/Student Support Services	Non-Academic	Accommodation Officer
	Non-Academic	Aboriginal and Torres Strait Islander Student Support Coordinator
	Non-Academic	Student Accommodation Liaison Officer
	Non-Academic	ITAS Coordinator
	Non-Academic	Aboriginal and Torres Strait Islander Student Support Officer x 2
	Non-Academic	Coordinator
DVC (Education)/Student Recruitment Group	Non-Academic	Indigenous Student Recruitment Manager
	Non-Academic	Indigenous Student Recruitment Assistant
DVC (Education)/Student Affairs	Non-Academic	Student Affairs Officer
Faculty of Education and Social Work	Academic	Lecturer x3
	Non-Academic	Administrative Officer x 2
	Non-Academic	Project Officer
Faculty of Pharmacy	Non-Academic	Research Officer
Faculty of Dentistry	Academic	Lecturer
Sydney Medical School/Medicine: Concord CS	Non-Academic	Education Support Officer
Sydney Medical School/Addiction Medicine: Central CS	Academic	Associate Lecturer
Faculty of Health Sciences	Academic	Senior Lecturer x 2
	Non-Academic	Indigenous Student Support Officer
Sydney Medical School/Public Health: School of Public Health	Academic	Lecturer Indigenous Health
	Academic	Associate Lecturer-indigenous Health Promotion
	Non-Academic	Aboriginal Study Manager ARDAC
Sydney Medical School/Rural Health: Lismore	Academic	Associate Lecturer
	Non-Academic	Aboriginal Coordinator
Sydney Medical School/Rural Health: Broken Hill	Non-Academic	Project Officer
	Non-Academic	Administrative Officer
University Libraries/Health Law and Med Sciences Libraries	Non-Academic	Library Assistant
Faculty of Science/School of Biological	Non-Academic	Senior Technical Officer –

Faculty/Institute/Section	Academic / Non-Academic	Position title/s
Sciences		Carslaw
	Non-Academic	Research Assistant (Indigenous Traineeship)
Faculty of Science/School of Molecular Bioscience	Non-Academic	School Administration Manager
University Library/Humanities Arts Sciences and Tech Libraries	Non-Academic	Library Assistant
School of Letters, Arts & Media/English	Academic	Senior Lecturer
School of Philosophical & Historical Enquiry/Gender and Cultural Studies	Academic	ARC Indigenous Research Fellow
Sydney College of Arts/SCA Academic Programs	Academic	Senior Lecturer
Faculty of Engineering & IT/School of Civil Engineering	Non-Academic	Apprentice Fitter-Machinist
Provost & DVC/University Museums	Non-Academic	Assistant Curator
DVC (Research)/Research Development and Collaboration	Non-Academic	Project Officer-Aboriginal and Torres Strait Islander Research
Total	56	
Non-Academic Total	40	
Academic Total	16	

Table 2 - Casual positions

Faculty/Institute/Section	Academic / Non-Academic	Position title/s
School of Social & Political Science/Sociology and Social Policy	Academic	Casual Academic x 2
Provost & DVC/University Museums	Non-Academic	Casual General 35 hpw
Student Lifecycle Management/Student Centre	Non-Academic	Casual General 35 hpw x2
DVC (Education)/Student Recruitment Group	Non-Academic	Casual General 35 hpw
Sydney Medical School/Poche Centre for Indigenous Health	Non-Academic	Casual General 35 hpw
Office of DVC (Indigenous Strategy and Services)	Non-Academic	Casual General 35 hpw
Total	8	

Table 3 – Merit Appointment Scheme (MAS) positions

Faculty/Institute/Section	Academic / Non-Academic	Position title
DVC (Education)/Social Inclusion Unit	Non- Academic	Campus Experience Officer
DVC (Indigenous Strategy and Services)	Non- Academic	Director, Operational Reform
	Non- Academic	Snr Project Officer
	Non- Academic	Web and Admin Officer
	Academic	Senior Lecturer - Social Work
Faculty of Education and Social Work	Academic	Lecturer - Social Work
Human Resources	Non- Academic	Director, Shared Services

Faculty/Institute/Section	Academic / Non-Academic	Position title/s
	Non- Academic	HR Contact Centre Manager
Sydney Medical School/NRUDRH	Academic	Associate Lecturer
Sydney Medical School	Academic	Associate Lecturer
	Non- Academic	Admin Officer
SNS	Academic	Associate Lecturer
DVC (Education)/Student Recruitment Group	Non- Academic	Academic and Cultural Support Network Coordinator
	Non- Academic	Indigenous Student Recruitment Assistant
Total	14	
Non-Academic Total	9	
Academic Total	5	

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

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

- **Commencing Aboriginal and Torres Strait Islander student** numbers for 2013 (access rate) as compared to 2012 (please provide an all student comparison).
- **Programs run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in including and attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your university**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.
- **Indigenous Education/Support Unit's role**.

Commencing Aboriginal and Torres Strait Islander students*

	2012	2013
Aboriginal and Torres Strait Islander students	152	158
Non Aboriginal and Torres Strait Islander students (Domestic students only)	15,762	14,745

Note: 2012 figures extracted from HEIMS

The University of Sydney remains committed to the empowerment and self-determination of Aboriginal and Torres Strait Islander Australians through education. The development of the Pemulwuy Pathway trial uses non-cognitive methods of assessing ability of Aboriginal and Torres Strait Islander students for admission. The University of Sydney provides Aboriginal student advocacy and offers a range of enabling, undergraduate and postgraduate programs for Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students, through the Koori Centre and the School of Public Health.

The University facilitates access through the Cadigal Special Entry Program as well as offering financial support through a broad range of scholarships (see table below). The Cadigal Program is an access and support program designed to assist prospective Aboriginal and Torres Strait Islander school-leavers and mature aged entry students by offering a modified entry for UAC applicants who are supported by an intensive two week Academic Skills Program. The University encourages full faculty support for students entering tertiary study through the Program and has set at least a five point reduction on ATAR admission scores. The University recognises that equity of access alone does not lead to academic success. To ensure success the University is appointing an additional two Aboriginal and Torres Strait Islander Support Officers to monitor student progress and liaise with Aboriginal students regularly to ensure that they are provided with appropriate academic and pastoral support through the Indigenous Tutorial Assistance Scheme (ITAS) and other available support services.

Student recruitment and retention

In 2013 we exceeded the target of 320 for student enrolments¹ by achieving an enrolment headcount of 346 – with representation across every faculty.

Recognition of Sydney as a destination for Aboriginal and Torres Strait Islander students continues to improve. The number of Aboriginal and Torres Strait Islander students listing Sydney as their first preference continues to rise and the number of offers we have made to talented students also continues to rise. In 2013 the University had Aboriginal and Torres Strait Islander students in every faculty.

¹ Refers to total undergraduate, postgraduate and HDR students by headcount.

The diverse enrolment pathways to Sydney, including our Pemulwuy and Cadigal programs, ensure that students from all backgrounds experience the rights and opportunities to an elite education at a world-class university.

2013 saw the planning for the inaugural *Wingara Mura - Bunga Barrabugu* Summer Program. This was a truly collaborative effort engaging over 200 staff from across every division, faculty and many professional services units.

Following the transition of the Koori Centre during 2011/2012 the Student Transition and Retention Team (STAR) was established in 2013. Our STAR Team has delivered an impressive result in 2013 with a 40% increase in access to tutorial support and a 160% increase in student contacts. The dedicated staff from the STAR Team, together with other staff from Student Support Services, the faculties and from the Koori Centre provides students with culturally safe spaces and services to maximise their experience on campus. The University is a community with many social activities, modern campus amenities including computer labs, tutorial rooms, clubs and societies, food outlets and open spaces.

Programs to improve access

Increased student preference/enrolment

About 48% of Aboriginal and Torres Strait Islander students with an Australian Tertiary Admission Rank (ATAR) greater than 80 who applied through the University Admissions Centre (UAC) listed Sydney as their first preferences. Enrolment numbers for 2013 went slightly up (by 8), while total Aboriginal and Torres Strait Islander student numbers also increased by 17 to 346 students.

Preparing for the HSC

Together with the Centre for Continuing Education (CCE) we have established a program to encourage the most promising Aboriginal and Torres Strait Islander students to commit themselves to a great HSC result and to look to Sydney as the natural fit for their ambitions. Hundreds of others will receive online support through our *Get Prepared* initiative.

Breadwinners financial support program

The University has established a Commonwealth funded program that will support Aboriginal and Torres Strait Islander people who want to study but have not been able to pursue a university degree because their families rely on their salary. Recruitment to the *Breadwinners Program* will commence in second semester (July) 2014.

Outreach activities

The Social Inclusion Unit runs multiple programs and events throughout the year such as AIME days which have created numerous contacts with Aboriginal and Torres Strait Islander students, as well as Compass events such as the **Year 7 and 8 Experience Day**, **The Smith Family Year 9 and 10** and the **Year 11 and 12 Experience Day**. These experience days aim to firstly introduce the University as a place that is inclusive, inspiring and innovative for all students regardless of their background. Secondly through participation the students will be able to recognise their educational options and make an informed decision about career choices. In 2013, 189 students enrolled in the Year 7 and 8 Experience Day, 37 students in the Smith Family Year 9 and 10 and 38 students took part in the Year 11 and 12 Experience Day.

The regional programs (**Kickstart** in Broken Hill and Dubbo etc.) attracted 109 students.

The Wingara Mura Bunga Barrabugu Summer Program

This Social Inclusion initiative was developed in 2013 with the aim to bring together all 16 faculties in a single program to give Aboriginal and Torres Strait Islander students nationally a taste of the University's educational opportunities and potential: three days for Years 9-10 and five days for Years 11-12.

Bridges to Higher Education

This is another broader HEPPP initiative that engages with a range of students from schools across Sydney including Aboriginal and Torres Strait Islander students.

Engineering and Information Technologies (IT)

The Faculty of Engineering and IT ran the 16th Indigenous Australian Engineering Summer School (IAESS) from 13 – 19 January 2013. 22 students from all over Australia participated in the program. The objective of the IEASS is to attract indigenous students with an aptitude in mathematics, science and technology to tertiary studies in engineering. The program is designed to create awareness and to give students an insight into engineering and possible career opportunities. The overall aim is to raise aspirations to tertiary education and increase the number of Indigenous engineering students in Australia. Information sessions regarding the University of Sydney and the Support and services available to Aboriginal students are presented to local schools career forums. The expansion of the University's Student Ambassador Program enabled the University to have better representation at Careers Markets and Expos. The ambassadors also assisted in the school visits and University activities. There are currently 10 registered Aboriginal and Torres Strait Islander Student Ambassadors and their involvement at events has proven to be a positive recruitment strategy.

The University continues to develop and maintain relationships with schools, TAFE's, Aboriginal and Torres Strait Islander organisations locally and regionally to promote and publicise the University of Sydney as a destination for Aboriginal Students who qualify for tertiary study, and to highlight the programs and services offered for Aboriginal and Torres Strait Islander students.

The University has expanded its financial support for the Australian Indigenous Mentoring Experience (AIME) with its voluntary mentoring initiative which further enhances opportunities for high school students to access university study in the future. This has been expanded to take the program out into Western Sydney and into rural NSW.

Indigenous Student Scholarships and Bursaries

The University and several faculties offer scholarships, bursaries and prizes of varying size that have been donated from **private sources** to Aboriginal and Torres Strait Islander students. These are for undergraduate as well as postgraduate students who wish to study at Sydney. In 2013, the University awarded \$140,000 in scholarships, bursaries and prizes to 56 recipients.

The University allocated 129 scholarships, bursaries or prizes to Aboriginal and Torres Strait Islander students from **Australian Government** funding totaling more than \$316,653.

The Faculty of Engineering and Information Technology established two new scholarships for Aboriginal and Torres Strait Islander students in 2012 and 2013 respectively. These are:

- The Leighton Contractors Undergraduate Scholarship in Engineering to encourage prospective students of disadvantaged Aboriginal or Torres Strait Islander descent with a strong academic record to pursue further studies in engineering in the areas of civil, electrical or mechanical engineering with a value of \$10,000.
- The NBN Co Undergraduate Scholarship in Engineering and Information Technologies for Aboriginal and Torres Strait Islander Students to encourage students to pursue studies in civil engineering, electrical and information engineering or information technologies with a value of \$30,000 over 4 years.

University funding	Amount	Type	Recipients	Total
Bernard Lee Scholarship for Indigenous Australian Students	up to \$5,000	Advertised Bursary	10	\$48,000
Robert Floyd Marshall and Essen Marshall Scholarship	up to \$3,000	Advertised Bursary	26	\$59,000
Poppy Harris Bursary	\$1,000	Advertised Bursary	2	\$2,000
Alice Mary Wingrove Bursary	up to \$300	General Bursary	2	\$700
Australian Aboriginal and Torres Strait Islander Scholarship	up to \$500	Advertised Bursary	2	\$1,500
A P Elkin Fund for the Assistance	up to \$1,000	Advertised Bursary	2	\$800
Chancellor's Committee Indigenous Australian Postgraduate Bursaries	up to \$2,000	Advertised Bursary	4	\$11,000
Total University funded			48	\$123,000

Government funding	Amount	Type	Recipients	Total
University of Sydney Away-from-base Laptop Scholarship	\$2,000	Advertised Bursary	4	\$8,000
University of Sydney Indigenous Australian Entry Scholarship	up to \$10,000	Scholarship	5	\$25,000
University of Sydney Indigenous Progress Award	\$2,000	Prize	84	\$168,000
University of Sydney Indigenous Support Award	up to \$2,000	Advertised Bursary	9	\$19,000
University of Sydney Indigenous Australian Postgraduate Scholarships	\$3,000	Advertised Bursary	20	\$60,000
University of Sydney Indigenous Australian Undergraduate and Postgraduate Conference Assistance Scholarships	up to \$2000	Advertised Bursary	5	\$9,500
Total Indigenous Support Program funded			5	\$289,500
Commonwealth Indigenous Access Scholarship	\$4,659	Commonwealth Scholarship	9	\$41,931
Commonwealth Indigenous Access Scholarship	\$4,939	Commonwealth Scholarship	1	\$4,939
Commonwealth Indigenous Commonwealth Education Costs Scholarship	\$2,469	Commonwealth Scholarship	7	\$17,283
Total Commonwealth Indigenous Scholarship funded			17	\$64,153
Total Government funded			22	\$353,653

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

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

- The **total number** of Aboriginal and Torres Strait Islander student **enrolments** for 2013, compared to 2012 (please provide an all student comparison).
- Details of your institution's **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education/Support Unit's role.**

The total number of Aboriginal and Torres Strait Islander student enrolments for 2012 and 2013 is as follows:

	2012	2013
Aboriginal and Torres Strait Islander students	329	346
Non Aboriginal and Torres Strait Islander students (Domestic students only)	41,216	40,776

Note: 2012 figures extracted from HEIMS

Strategies to address participation

The University offers a number of Aboriginal and Torres Strait Islander specific access programs. Under the **Cadigal Alternative Entry Pathway**, students can choose between the Cadigal program (full-time course study) and the Pemulwuy Pathway (reduced load). While the Cadigal program is available for students in their first and second semester, the Pemulwuy Pathway can only be accessed in the first semester.

In addition, Aboriginal and Torres Strait Islander students are also targeted in the **E12 program**, a high school principal's recommendation based initiative, has also provided greater access for Aboriginal and Torres Strait Islander students to tertiary study at Sydney.

The **Indigenous Tutorial Assistance Scheme (ITAS)** aims to help all Aboriginal and Torres Strait Islander students achieve academic success. ITAS is a Commonwealth funded program that provides Aboriginal and Torres Strait Islander students with one-on-one private or group tuition. The program is designed to assist Aboriginal and Torres Strait Islander students in their tertiary studies by aligning them with qualified ITAS tutors suited to the students' needs.

ITAS is an academic support initiative of the Department of Education, Employment and Workplace Relations (DEEWR), which aims to improve educational outcomes for Aboriginal and Torres Strait Islander students. DEEWR funding covers the costs associated with providing tutors to aid Aboriginal and Torres Strait Islander students in their studies. There is no charge to the students themselves.

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

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

- The **total number** of Aboriginal and Torres Strait Islander student **completions** at Bachelor level and above in 2013, compared to 2012 (please provide an all student comparison).
- **Support mechanisms** you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
- **Indigenous Education/Support Unit's role.**

Total number of Aboriginal and Torres Strait Islander student completions

	2012	2013
Aboriginal and Torres Strait Islander students: (Higher Degree)	6	3
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	3,253	3,663
Aboriginal and Torres Strait Islander students: (Other postgraduate)	44	39
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	617	600
Aboriginal and Torres Strait Islander students: (Bachelor degree)	28	31
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	6,103	5,844

Note: Figures extracted from both HEIMS and 2013 IES.

Support mechanisms

Increased student support services

In 2013, there has been an increase of more than 40% in the student uptake of tutorial support and 160% increase in contacts with students following the expansion of Aboriginal and Torres Strait Islander student support service staff from two to seven, aided by the creation of an academic adviser network.

STAR Team

Established in 2012, the Student Transition and Retention (STAR) Team has specific responsibility to promote the successful transition and retention of Aboriginal and Torres Strait Islander students. An early intervention program ('Track and Connect') which aims to identify students at risk of failure or discontinuation and connects them with their faculty's academic support mechanisms and to other University services such as the [Learning Centre](#), [Scholarships and Financial Support](#) and [Accommodation Services](#). The goal of this enhanced support is to decrease the amount of unnecessary or early attrition, and encourage students' persistence, engagement and sense of belonging at the University.

Student Support Services

In addition to the services the STAR Team offers, Aboriginal and Torres Strait Islander students have access to culturally competent support from whichever area of support services they choose to engage with. The former Koori Centre offers safe facilities, where students can enjoy their identity freely, confidently and with pride in the University.

Sydney Academic Support Network

Established in 2013, this network has created faculty based lead advisers with specific responsibility to work with Aboriginal students and colleagues to secure the academic success of Aboriginal and Torres Strait Islander students. This network does not relieve the responsibility of each teacher to work with their students but acts as a further support and specialist resource.

Aboriginal and Torres Strait Islander graduates and undergraduate students are often employed as faculty tutors, research assistants and mentors through the Indigenous Tutorial Assistance Scheme (ITAS) and support programs offered at the Koori Centre and Yooroang Garang Indigenous Student Support Centre. Other departments and faculties throughout the University have employed Aboriginal and Torres Strait Islander personnel to advise, support and assist Aboriginal and Torres Strait Islander students in their studies.

Indigenous Education Unit's role

Wingara Mura establishes the commitment of the University to include Aboriginal and Torres Strait Islander outcomes as core business and responsibilities have been embedded and are actively monitored. In this sense the University is the Aboriginal and Torres Strait Islander education unit. The Office of the DVC ISS sets strategic direction and monitors outcomes.

A number of faculties and schools have undertaken a review of their curricula which now include Aboriginal and Torres Strait Islander perspectives. The University has agreed to ensure that each student graduates as a culturally competent person. The strengthening of graduate attributes involves adaptation to curricula, the students' experience and pedagogy to ensure that students possess the knowledge and skills to engage effectively in situations where there is more than one culture at play. A Coordinator to oversight this important curriculum and graduate attribute change has been appointed in 2013 to ensure effective implementation.

Critical to progress also is the cultural competence of University staff. Changes to curricula are inadequate if staff members are not able to effectively engage with these issues in learning and teaching. The University has developed and introduced a cultural competence journey for Sydney staff, both academic and professional. In 2013, one of the academic leaders started developing and implementing an 'Online Kinship Module' that will be launched at the start of the second semester 2014. Through a website, which later will be embedded in the National Centre for Culture Competence (NCCC), staff and students will be able to access an interactive module to accompany them on their journey. Around 400 students, mainly from the Faculty of Education, will take this new tool into high schools to test it and teach high school students about cultural awareness and competence.

Intellectual engagement with cultural competence is also being pursued at Sydney. The Commonwealth-funded National Centre for Cultural Competence (NCCC) was established in late 2013.

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

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

- Details of how and to what extent **Indigenous perspectives are reflected in curriculum at your institution.**
 - How the University addresses the **cultural competency** of its staff and students.
 - The **University's involvement with Indigenous community** members in working toward this goal.
 - **Indigenous Education/Support Unit's role.**
-

Cultural Competency

In 2013, the University of Sydney received \$5.6 million from the Australian Government to complement the University's funding to establish a National Centre for Cultural Competence (NCCC) to work across learning and teaching, student outcomes and research and scholarship. The NCCC is the first academic unit of its kind in the country and will evolve into a nationally and internationally recognised leader in the development of knowledge and practice on matters of cultural competence. The NCCC will become a knowledge hub specifically established to foster scholarship and research in and translation of cultural competence, an area of increasing academic interest. A priority in 2014 will be the recruitment of key academic and non-academic staff. Partnerships were being negotiated with Georgetown University and the Australian Institute of Aboriginal and Torres Strait Islander Studies, along with the possibility of NCCC Fulbright scholarships.

Most faculties embarked on a review of curriculum to find ways of transforming learning and teaching outcomes so that our students acquire the capability to operate in contexts where there is more than one culture in play. The appointment of a curriculum review coordinator to assist with the implementation of embedding cultural competency into curriculum has produced significant dividends as faculties and schools work to establish cultural competency as a Sydney graduate attribute.

A review of the Indigenous Studies major commenced in 2013. The outcomes will add value to the existing offering and engage students an expanded Aboriginal and Torres Strait Islander learning experience that will be the best in the country.

Community Engagement

In 2013 formal partnerships with high-profile community groups such as South Sydney Football Club (SSFC) and Souths Cares (SC) were established. These arrangements are designed to further extend the University's reach and work collaboratively to encourage and support young Aboriginal and Torres Strait Islander people to focus on education, training and employment, with the ultimate aim of encouraging their greater engagement in higher education. This has led to a greater focus on students' placements and internships with both, the SSFC and SC.

Another agreement focusing on engagement with the Redfern community was also signed with the Metropolitan Aboriginal Land Council who with the University is working towards increasing the understanding of Aboriginal rights, and culture in Australian life, institutions, in higher education and in civil society.

The expansion of a 'service learning model' and by developing closer relationships with Aboriginal and Torres Strait Islander-controlled organisations to deliver placement opportunities for our students in areas such as medicine, nursing, health sciences, business and social work, will further embed an understanding of Aboriginal and Torres Strait Islander culture, providing students with a significantly different cultural and intellectual experience that will influence their future thinking and attitudes.

Indigenous architectural design

The Faculty of Architecture engaged final-year Master of Architecture students in an innovative studio to design the NCCC, an exercise about how they incorporate Aboriginal and Torres Strait Islander cultural perspectives in the functional design and aesthetic. An Aboriginal architect shared teaching responsibility during the studio. An additional studio called *Finding Country* was held for second year students, a design exercise that focused on building understanding of and engagement with traditional land management practices and values. *Finding Country* was led by a Torres Strait Islander architect.

Visiting Thinker program

Eminent academics from the United States and New Zealand were among a panel of experts who met last year to create the Wingara Mura Visiting Thinker program, which will kick off later this year with the appointment of two Indigenous figures to short-term residencies.

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

Please use the financial acquittal template attached to report on the expenditure of your institution's ISP grant for 2013, noting that a breakdown of expenditure is required. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2013 provided under section 19-10 of *Higher Education Support Act 2003*, please provide a reconciliation.

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

SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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

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

University Officer	Indigenous Education Support Unit Officer
Name: Professor Shane Houston	Name: Haylene Grogan
Position Title: DEVC ISS	Position Title: Director, Operational Reform DVC ISS
Phone Number: 02 9036 6181	Phone Number: 02 9036 9183
Email: DVCISS@sydney.edu.au	Email: haylene.grogan@sydney.edu.au

SECTION 4 PUBLICATION OF THE STATEMENT

Following approval of the IES by PMandC, providers **are to publish** the current and the previous two IES on their website. Please provide PMandC with a link to the statement.



FINANCIAL ACQUITTAL

Organisation	University of Sydney		
Postal Address	The University of Sydney, NSW 2006		
Contact Person	Mark Easson	Title	Chief Financial Officer
Phone	02 9351 3133	Fax	02 9351 8645
	E-mail	mark.easson@sydney.edu.au	

Financial Acquittal		
This financial acquittal proforma is designed to acquit all ISP Funds provided in 2013, including all interest or royalties/income derived from ISP Funds during 2013.		
Attachment		Checklist
1	Indigenous Support Program (ISP)	<input type="checkbox"/>
<p>For each Attachment:</p> <ul style="list-style-type: none"> • Part A seeks information on the GST component of funding provided to you under that element, if applicable. <ul style="list-style-type: none"> - If GST is paid to you, the amount of GST funding which is included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. You must state whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO. - If GST is <i>not</i> paid to you, <i>do not complete Part A</i>. • Part B seeks information about the funding received and expenditure and commitments under that element, 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 2013 and after you have entered all relevant information in the Assets Register.

ISP FUNDING RECIPIENT'S CERTIFICATION			
I.	<table border="1"><tr><td>Mark Easson <small>(print name of chief officer or equivalent)</small></td></tr><tr><td>Chief Financial Officer <small>(print position title)</small></td></tr></table>	Mark Easson <small>(print name of chief officer or equivalent)</small>	Chief Financial Officer <small>(print position title)</small>
Mark Easson <small>(print name of chief officer or equivalent)</small>			
Chief Financial Officer <small>(print position title)</small>			
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 <i>Higher Education Support Act 2003</i> ;			
(iii) any interest earned or royalties/income derived from these Funds was expended on activities to advance the objects of the <i>Higher Education Support Act 2003</i> ; 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 <i>A New Tax System (Goods and Services Tax) Act 1999</i> ; and			
(i) it is an offence under the <i>Criminal Code Act 1995</i> to provide false or misleading information.			
Signed:	<table border="1"><tr><td></td><td>Date: 25/6/14.</td></tr></table>		Date: 25/6/14.
	Date: 25/6/14.		

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 Programs. PM&C will not otherwise use or disclose your personal information without your consent unless required or authorised by or under law.

When you have completed this certification, please ensure that the following counter-certification is completed to provide an external assurance about the information which you have provided.

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When you have completed this certification, please ensure that the following counter-certification is completed to provide an external assurance about the information which you have provided.

ATTACHMENT 1 - Indigenous Support Program

Provider Name: University of Sydney

For the 2013 funding year (1 January - 31 December 2013).

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

1. If applicable, GST received by you in 2013 as part of the Indigenous Support Program funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$ N/A
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$ N/A
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /
	Amount remitted: \$ Date remitted: / /

PART B - Acquittal Summary Details (excluding GST):

INCOME

1. Unexpended Indigenous Support Program funds from 2012 which were committed for expenditure prior to 31/12/2012. <i>Note: Amount calculated as \$325,2412012 carry forward less \$134,000 clawback = \$191,241</i>	\$ 191,241
(+) 2. Unexpended and uncommitted Indigenous Support Program funds from 2012 which were approved for expenditure in 2013.	\$
(+) 3. Indigenous Support Program funds provided in 2013. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$ 1,209,000
(+) 4. Interest, royalties and other income derived from Indigenous Support Program funds in 2013.	\$
(=) 5. Total Indigenous Support Program funds to be acquitted in 2013.	\$ 1,400,241

EXPENDITURE

6. Total Indigenous Support Program expenditure in 2013, <u>excluding any GST</u> .	\$ 1,400,241
(+) 7. Unexpended Indigenous Support Program funds which were committed for expenditure prior to 31/12/2013.	\$
(+) 8. Requested carryover into 2014 of unexpended Indigenous Support Program funds which were not committed for expenditure by 31/12/2013 – written approval date /.../2014. ¹	\$
(=) 9. Total Indigenous Support Program Funds which by 31/12/2013 were fully expended and/or committed for expenditure.	\$ 1,400,241
10. Returns of 2013 Indigenous Support Program Funds by 31/12/2013.	\$
11. Balance of Funds for 2013 (Unexpended/uncommitted Indigenous Support Program funds to be returned or recovered from 2014 entitlements).	\$
12. Balance of provider's Indigenous Support Program bank account or cost centre as at 31/12/2013.	\$ 0

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

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

Koori Centre Costs (note: the teaching function of the Koori Centre was transitioned into the faculties during 2013 to ensure alignment of curriculum. A Koori Centre student space remains.)	\$ 906,137
Centrally awarded Indigenous Scholarships (note. This excludes scholarships awarded by Faculties)	\$ 289,500
Yoorang Garang	\$ 177,783
Indigenous Student Support – Student Transition and Retention Team	\$ 26,821
	\$
	\$
	\$
	\$
	\$
(=) Total 2013 ISP Program Expenditure	\$ 1,400,241

Section 8 – Optional Information Breakdown of Non-ISP expenditure to support Aboriginal and Torres Strait Islander students.

Indigenous Student Support – Student Transition and Retention Team	\$ 265,853
Office of DVC Indigenous operating costs	\$ 1,283,956
Indigenous Strategy – Wingara Mura Local Implementation Plan (\$2.4m committed annually 2013-2015. 2013 costs were low relative to the university's commitment as funding was allocated mid-year and required momentum to build into business as usual activities)	\$ 406,963
Indigenous Merit Appointment Scheme	\$ 635,203
	\$
	\$
	\$
	\$
	\$
	\$
(=) Total of Non-ISP expenditure	\$ 2,591,975