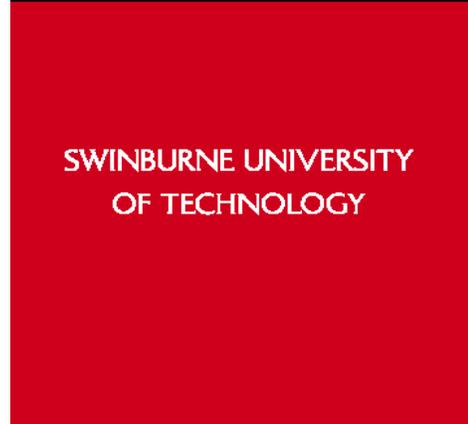


Indigenous Education Statement 2014

Planning and Performance
May 2014



INDIGENOUS EDUCATION STATEMENT 2014

Swinburne University of Technology

Section 1 Achievement of National Aboriginal and Torres Strait Islander Education Policy (AEP) Goals in 2013 and plans for future years

1.1 To establish effective arrangements for the participation of Indigenous peoples in educational decision-making

Swinburne University of Technology is committed to improving educational access, participation and outcomes for Indigenous individuals and communities. The University is guided by the *Swinburne University of Technology Act 2010*, the *National Aboriginal & Torres Strait Islander Education Policy (AEP)* and other Commonwealth and Victorian Government policies related to social inclusion in tertiary education. These, together with the University's *2020 Plan*, the four targeted University-wide strategies, *Reconciliation Action Plan 2014-16* (developed in 2013) and *Indigenous Employment Strategy* (Attachment 2) provide the framework for Indigenous engagement, participation and employment at Swinburne.

Swinburne prides itself as an institution focused on high-impact global research, high-quality teaching and active engagement with both industry and the community, offering a broad range of educational programs from Certificate to PhD level. In this context, the Indigenous Education Office within the University's Centre for Health, Science and Community plays a pivotal role in furthering the broad Indigenous agenda, across both the vocational and higher education sectors. This agenda values:

- diversity, inclusiveness of cultures, and pride in Indigenous identity, tradition, knowledge and practice
- educational programs, delivery and support models that meet the expectations and needs of Indigenous individuals and communities
- appropriate employment, professional development and career opportunities for Indigenous individuals
- capacity-building for Indigenous communities.

The importance of developing and implementing culturally-appropriate and supportive educational practices is well understood at Swinburne. For Indigenous students, success can be contingent on a learning environment and delivery models that cater to their preferred learning styles as they work to achieve nationally recognised vocational and higher education level qualifications.

For these reasons, the University implements educational support programs such tutorial schemes and pathway programs. These initiatives ensure that current and prospective Indigenous students have access to both vocational and higher education, and that they feel comfortable in the associated transitions. Community consultation is paramount in guiding policy development, to ensure that the needs of Indigenous students remain a focus of curriculum development, and that Swinburne's policies and practices support access, engagement, the successful attainment of academic qualifications, and sound employment, career and further study outcomes.

The work of the Indigenous Education Office in monitoring and advancing Indigenous education involves broad consultation with representatives of Indigenous communities of the Melbourne area and rural Victoria, representatives from the Victorian Aboriginal Education Association Incorporated (VAEAI) and Commonwealth and State Government departments. It also necessitates ongoing discussion and liaison with staff, students and senior managers from all parts of the University. To facilitate this level of engagement, Swinburne and Indigenous organisations work together through many different working groups, committees, relationships and partnerships (Attachment 3).

These ongoing consultations ensure that Indigenous interests are represented in the deliberations of reference committees and other committees and working groups. Reference groups with Indigenous participation are also convened for projects specifically related to Indigenous education and engagement.

For example, in 2013, Swinburne commenced extensive engagement and consultation with Indigenous Elders and others from among the communities that the University serves to develop the University's first *Reconciliation Action Plan (RAP)*. This 'stretch' *Plan*, to be launched in 2014, has been developed in accordance with the framework and methodology provided by Reconciliation Australia, with a specific focus on the following items in 2014-16:

- Relationships: *Recognising that relationships are a vital part of success in engaging with ATSI communities;*
- Respect: *Recognising and respecting the Traditional Custodians of the lands and acknowledging Elders past and present;*
- Opportunities: *Commitment to making a substantial contribution to the educational and employment outcomes of ATSI peoples.*

The actions and initiatives articulated under these main headings in Swinburne's RAP will not only further formalise the University's commitment to Indigenous access and outcomes in key areas such as education, research and employment but also continue to build an inclusive, supportive, and contributory culture at Swinburne amongst its staff, students, and partners.

In 2013, Swinburne also continued its work with Victoria's Department of Education and Early Childhood Development (DEECD) and Queensland University of Technology to develop and implement a Tailored Professional Learning Package for Victoria's Koorie Education Workforce. A reference committee set up for this project included representatives from the Victorian Aboriginal Education Association Incorporated (VAEAI), and Local Aboriginal Education Consultative Group representatives were encouraged to participate in regional meetings regarding this initiative.

Since 2010, Swinburne has had formal agreements with the Victorian Aboriginal Community Services Association Ltd (VACSAL) and the Healesville Indigenous Community Services Association (HICSA). Swinburne was also a member of the Toorong Marnong Committee in 2013 which focuses its activities on boosting Indigenous participation in universities throughout Victoria.

Membership of these internal and external committees allows a sharing of knowledge, expertise and resources that will ultimately deliver improved education and employment outcomes for Indigenous communities. Indigenous programs at Swinburne continue to be informed via the work of these committees – courses designed through them take account of the needs of all stakeholders whilst maintaining cultural integrity in instructional design and resource development. As well, Indigenous committee members provide valuable input into the ongoing formative evaluation of delivery and assessment models.

1.2 To increase the number of Indigenous people employed as academic and non-academic staff in Higher Education institutions

In 2001, the University Council adopted a *Policy for the Employment of Indigenous Australians* to encourage and facilitate the employment of Indigenous people, but the following years saw only moderate success in terms of the Policy objectives. So, in 2007, Swinburne sought and obtained a STEP Grant to analyse performance in Indigenous employment and to re-develop the Policy through an appropriately consultative process. This project was conducted jointly by Swinburne's HR Unit and the Indigenous Education Office in 2008, under the leadership of Indigenous academic Dr Barry Judd. The resultant Indigenous Employment Strategy was approved by the University Executive Group in 2009 (Attachment 2) and identified goals to increase:

- employment opportunities for Indigenous Australians via the provision of on-the-job training and the establishment of a supportive and diverse culture
- the number of Indigenous employees at Swinburne
- postgraduate educational opportunities for Indigenous Australians
- awareness of cross-cultural and Indigenous issues through diversity awareness training

For each of these goals, the Strategy specifies several actions. Attachment 2 provides a full list of these, but actions directly related to boosting Indigenous employment include:

- developing partnerships with feeder schools to capitalise on work experience programs and encourage Indigenous Australians to undertake work experience at Swinburne
- sourcing and supporting Indigenous school leavers to undertake traineeships in entry level positions, in partnership with trainee employers, schools and the Indigenous Education Office
- contacting Indigenous students who have completed study in the past 3 – 4 years in order to use their stories or engage them as role models/mentors – especially in traineeship and apprenticeship areas – and provide scholarships for them to complete training and assessment qualifications so that they can teach on a flexible basis
- engaging Indigenous leaders and elders as adjunct appointments within relevant academic areas
- reviewing recruitment and appointment processes to remove barriers to Indigenous applicants via more flexible processes, and to collect Indigenous recruitment and appointment data
- recruiting an Indigenous academic to a relevant academic area.
- defining the Indigenous field in the Personal Details Form in Alesco (the core University HR system) to align with Commonwealth reporting requirements.
- adopting employment conditions that better accommodate the specific cultural needs of Indigenous employees, such as the inclusion of provisions for cultural or extended family leave.
- in collaboration with educational leaders, identifying areas of teaching and research where Indigenous Australian expertise can make a valuable contribution.
- establishing a recruitment pool of Indigenous Australians including past and current students, and students from feeder schools.
- advertising relevant positions in national Indigenous media such as the *Koori Mail* and *National Indigenous Times*, and via local and regional email distribution lists.
- partnering with peak Indigenous employers to develop a secondment program to support Indigenous Australians to gain tertiary work experience for up to 12 months.

In 2013, five Indigenous staff members were employed in continuing or contract positions at Swinburne (Table 1). Data on Swinburne's casual employment are much less reliable, largely because the ATSI status of the individuals employed on a casual basis is often unknown. Data are also incomplete for short-term casual work of various types undertaken in connection with research projects in remote parts of Australia.

Table 1 Indigenous staff members, continuing and fixed term positions, 2013

Organisational unit	Indigenous academic staff (n)	Indigenous professional staff (n)	Indigenous staff total (n)
HE (Faculty of Health, Arts and Design)	1		1
Corporate and Student Services		2	2
VE (Centre for Health, Science and Community)		2	2
Totals	1	4	5

Swinburne's commitment to boosting ATSI employment will be further consolidated with the implementation of activities to meet RAP targets, in accordance with the *Culture & Capability Strategy* and its subsidiary *People Strategy*, from 2014 onwards.

1.3 To ensure equitable access for Indigenous students to higher education

Swinburne facilitates access for Indigenous students through modified entry requirements via the Indigenous Special Admissions Scheme (ISAS), coupled with ongoing consultation to ensure that courses are relevant to community and individual needs. The ISAS allows Indigenous students to apply for special consideration of circumstances that include location, educational history, health and/or socio-economic disadvantage (students provide community and family contact details for the purposes of confirming Aboriginality).

A range of scholarships is also actively promoted to current and prospective Indigenous students at Swinburne including Commonwealth scholarships such as the Indigenous Access Scholarship and the Indigenous Commonwealth Education Costs Scholarship (Table 2).

Table 2 Indigenous Commonwealth Scholarship allocations at Swinburne, 2013

Scholarship Details	Funded	No. awarded	Value per semester	Annual value	Annual Funding provided
Indigenous Commonwealth Education Costs Scholarships (I-CECS)	Government	1	\$1,234.50	\$2,469	\$2,469
ICECS continuing from previous year(s)	Government	7	\$1,234.50	\$2,469	\$14,814
Indigenous Commonwealth Accommodation Scholarships (I-CAS)	Government	1	\$2,469.50	\$4,939	\$4,939
ICAS continuing from previous year(s)	Government	3	\$2,469.50	\$4,939	\$14,817
Total		12			\$37,039

In 2013, 62 ATSI students commenced study in higher education at Swinburne – 63% up on 2012 commencements (Table 3) and triple the commencements in 2010 (14 ATSI commencements in 2010). This substantial growth was due to Swinburne’s significant expansion in the range of online study options available to students – particularly through Swinburne Online, the University’s joint venture partnership with SEEK Learning. Of the 62 ATSI students who commenced higher education studies at Swinburne in 2013, 51 students commenced in courses delivered through Swinburne Online.

Swinburne’s online course delivery greatly contributes towards the University’s equity agenda as it facilitates access to higher education for under-represented groups by virtue of the flexibility it offers learners to control the place, time and pace of their study. For example, in 2013, 78.6% of the 28 Indigenous students from low SES backgrounds at Swinburne were enrolled in higher education courses through Swinburne Online.

Table 3 Students commencing in higher education at Swinburne, onshore, 2012 – 2013

	Commencements in higher education (n)	
	2012	2013
Aboriginal and Torres Strait Islander students	38	62
Other domestic students	7,735	10,947
Totals	7,773	11,009

The development of pathways from vocational education to higher education is also important in improving access to further educational opportunities. Swinburne makes use of its ‘intersectoral advantage’ in this regard, successfully delivering vocational education courses (often in the workplace or through blended delivery options that incorporate residential and non-residential workshops) for Indigenous cohorts in areas including education support, social housing and male family violence. Swinburne takes an active role in partnering with the organisations concerned to build workforce skills that will contribute significantly to community capacity.

The University’s provision is also shaped through close collaboration with other organisations in support of their specific Indigenous employment strategies and training priorities. For example, Swinburne works closely with DEECD’s Wannik unit to support the professional development of their Koorie Education Workforce. Swinburne has also continued to work with Aboriginal Housing Victoria to deliver the Certificate IV in Indigenous Social Housing to their existing workers and the Certificate IV in Aboriginal Family Violence to people working in DHS funded agencies.

In 2013, there were 159 Indigenous student enrolments (self-identified at enrolment) in Swinburne’s vocational education courses, including 25 at diploma level or above. To date, however, only small numbers of Indigenous students have made the transition from vocational education to higher education at Swinburne.

In 2013, the University commenced work on an ‘Indigenous Futures Collaboration Project’ – a \$5.5M HEPPP-funded project aimed at developing external, and internal, partnerships to facilitate the development of new digital methodologies and resources to increase the participation and successful outcomes of Indigenous Australians in higher education. The Project aims to raise awareness of higher education opportunities in Indigenous communities, particularly in rural and remote areas, and provide pathways and access to mainstream tertiary courses for people from across the country through these collaborative partnerships. It will also foster a new whole-of-University approach to Indigenous education, based on the principles of educational excellence and access to high quality mainstream courses in science, technology and innovation.

1.4 To achieve participation of Indigenous students in higher education at rates commensurate with those of other Australians

Swinburne is committed to building the participation of Indigenous students in tertiary education via ongoing community consultation and the development and delivery of both 'Indigenous' and mainstream vocational education and higher education courses. Indigenous student enrolments in higher education courses at Swinburne increased very significantly in 2013: from 60 enrolments in 2012 to 99 in 2013 (Table 3).

Table 3 Student enrolments in higher education at Swinburne, onshore, 2012 – 2013

	Student enrolments (n)	
	2012	2013
Aboriginal and Torres Strait Islander students	60	99
Other domestic students	17,720	22,413
Totals	17,373	22,512

Traditionally, most enrolments have been in courses in the Management & Commerce courses broad field of education, but recent years have seen enrolments spread across the Creative Arts, Engineering and Society & Culture broad fields (Table 4). In 2013, there was also an encouraging number of Indigenous student enrolments in the Education field – the majority of these enrolments were in the Bachelor of Education (Primary) and Bachelor of Education (Early Childhood) courses delivered online.

An important challenge for Swinburne, however, is to attract more Indigenous students into courses in science and technology. These are primary areas of strength at Swinburne, but historically they have had low Indigenous participation rates.

Table 4 Aboriginal & Torres Strait Islander enrolments in higher education at Swinburne, onshore, by broad field of education, 2008 – 2013

Broad field of education	ATSI enrolments (n)					
	2008	2009	2010	2011	2012	2013
Creative Arts	5	6	9	7	7	8
Engineering, etc.	4	5	5	6	4	6
Education						17
Health	0	0	0	0	5	
Information Technology	1	0	1	1	0	
Management & Commerce	12	10	6	8	1	28
Natural & Physical Sciences	3	1	1	1	22	1
Society & Culture	6	5	8	9	21	39
Total	31	27	30	32	60	99

Swinburne has also steadily increased ATSI student access and participation rates (Table 5). As noted elsewhere, these achievements are largely attributable to the flexible learning options that have been made available through the delivery of Swinburne courses and subjects through Open Universities Australia and Swinburne Online.

Table 5 Access and participation, Aboriginal & Torres Strait Islander students in higher education at Swinburne, onshore, 2007 – 2013

Access & participation at Swinburne ¹	2007	2008	2009	2010	2011	2012	2013
Access rate ² (%)	0.39	0.28	0.17	0.25	0.22	0.47	0.51
Participation rate ³ (%)	0.26	0.27	0.22	0.22	0.29	0.34	0.42
Participation ratio ⁴	0.46	0.48	0.40	0.39	0.36	0.45	n/a

¹ Data for undergraduate and postgraduate students are combined.

² Access rate = % *commencing* Indigenous students in the *commencing* domestic student population.

³ Participation rate = % Indigenous students in the *total* domestic student population.

⁴ Participation ratio = participation rate ÷ the proportion of Indigenous students in the relevant population.

At Swinburne, Indigenous students participate in a range of mainstream vocational education courses, as well as in accredited courses offered through the Indigenous Education Office that are designed specifically to meet the needs of Indigenous Australians. The participation of Indigenous students in all of these courses is cultivated via ongoing community consultation with Indigenous Elders, academics and teachers, and through collaborative partnerships.

Continued development of pathways into vocational education courses, and from vocational education to higher education courses, will further enable Indigenous students to choose options that offer potential for ongoing, meaningful employment in various Indigenous and mainstream roles. Swinburne is committed to developing education-to-employment pathways, and the career-related benefits of tertiary education are widely promoted. This work is complemented by the development and promotion of industry engaged learning and international mobility programs. In 2013, Swinburne also offered the Indigenous Cadetship Support program – an Australian Government scheme to link full-time Indigenous students undertaking a diploma, advanced diploma or their first undergraduate degree with employment opportunities, including work placements and on-going employment once they finish their studies, at Swinburne and in industry.

As well, as part of the Indigenous Future Collaboration Project, three demonstrator projects are being conducted in partnership with organisations working with Indigenous communities in low socio-economic status regions. These projects focus on increasing awareness, participation and achievement for Indigenous students, and they can be summarised as follows:

- a health and community services partnership with Lutheran Community Care Central Australia and Menzies School of Health Research to use digital technologies to develop new training techniques and resources that assist delivery and completion of certificate, diploma and advanced diploma training in community services and health in Indigenous communities
- a creative industries partnership with Goolarri Media Enterprises to adapt existing Goolarri certificate level and Swinburne higher level courses to provide pathways for students into Swinburne degree courses that they can complete while living in the Kimberley region
- an education partnership with Queensland University of Technology to develop digital delivery and gap training in the Certificate IV in Education Support to Aboriginal and Torres Strait Islander education, liaison and support workers in schools.

There is also a desire to increase Indigenous participation at postgraduate study level. As further articulated in the [Research & Development Strategy](#), Swinburne is committed to improving Indigenous participation in research and HDR study and an Indigenous Education & Research Committee is working with Indigenous leaders to address barriers to participation.

1.5 To enable Indigenous students to attain the same graduation rates from award courses in Higher Education as for other Australians

Throughout Australia, mean Indigenous student success rates are usually 15 – 20 percentage points below those of other domestic students. In most years at Swinburne, however, Indigenous success rates have been close to those of other domestic students, though with more year-on-year fluctuation due to low enrolment numbers.

Comparative data for other universities and jurisdictions are lacking, but at Swinburne grade point averages of domestic students have been stable over the past few years. For Indigenous students they declined a little, on average, in 2013 compared with in 2012, but the variation may be no more than 'noise' in the year-to-year data (Figure 1).

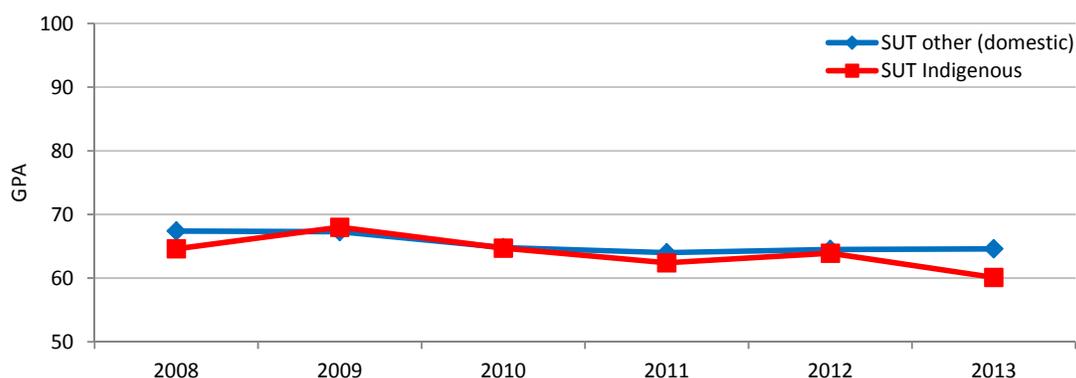


Figure 1 GPA, Indigenous students versus other domestic students, Swinburne, 2008 – 2013

Traditionally, just 4 – 6 Indigenous students have completed a higher education course at Swinburne in most years, but the number of completions increased to 11 in 2013 (Table 6). These graduates included three from postgraduate study.

Table 6 Aboriginal & Torres Strait Islander student completions, Swinburne, 2012 – 2013

Higher education courses	Completions (n)	
	2012	2013
ATSI students		
➤ Bachelor degree	4	8
➤ Higher Degree	0	0
➤ Other Postgraduate	1	3
➤ Total	5	11
Other domestic students		
➤ Undergraduate	2,053	2,039
➤ Higher Degree	59	58
➤ Other Postgraduate	657	679
➤ Total	2,769	2,776

To further strengthen participation and academic achievement for all student cohorts, particularly Indigenous students, the University's [Learning & Teaching Strategy](#) articulates and emphasises initiatives and targets to provide opportunities for students to develop their level of knowledge and skills required for success as self-directed learners and graduates.

Through the Planning and Performance area, Swinburne also ensures that Indigenous student participation and performance data provide an accurate basis from which to target, develop and evaluate support activities. As well, the University continues to monitor and evaluate national and state programs to provide accurate benchmarks and reference points for the provision of culturally-appropriate support and study assistance.

Swinburne's Indigenous Education Office also works with the higher education faculties and vocational education schools to support Indigenous students via several support programs. These include advice and assistance at the time of course selection and enrolment, and study and academic skills support (tutoring) and ongoing mentoring, as required. As a result of these initiatives, Indigenous students feel more 'at ease' in their learning environment and better prepared to undertake and complete their studies. These are vital tools for the success of Indigenous students at Swinburne and in the wider community. The employment of Indigenous academics is also a key to providing a culturally-appropriate, supportive learning environment.

With the implementation of the University's RAP in 2014 and through targeted University-wide initiatives, the University is progressing towards achieving its target of increasing participation and educational attainment for Indigenous people and communities.

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

Swinburne is committed to the teaching of Indigenous studies and cultures, as evidenced by the development and delivery of Indigenous-specific courses and units. Swinburne's Faculty of Health, Arts and Design currently offers a minor higher education study sequence in Indigenous studies, including:

- LIN101 *Indigenous Australian Experiences*
- LIN200 *Indigenous Representations*
- LIN201 *International Indigenous Perspectives*
- LIN300 *Indigenous Enterprise & Entrepreneurship*

Further work will be undertaken during 2014 to develop new units to form a major in Australian Studies, with a strong focus on Indigenous Australian culture. Using the skills of Indigenous Elders, academics and teachers, the promotion of culture within the University's courses and subjects is in line with community expectations for Indigenous education. Moreover, it contributes to a rewarding and successful learning experience for cohorts that include a mix of Indigenous and non-Indigenous students.

The adoption of the *Indigenous Employment Strategy* (Attachment 2) and the implementation of the University's *Culture & Capability Strategy* means that managers throughout Swinburne are encouraged to employ Indigenous staff in mainstream positions, including in teaching positions. An important bi-product of an increasing Indigenous teaching presence should be elevated student awareness of Indigenous cultures and issues, across the disciplines, in both vocational education and higher education.

The University has also continued to build on its international reputation for innovative social research and work in this area extends to community-engaged research and consultancy. As noted elsewhere, previous and current examples of engagement include:

- developing new training techniques and resources using digital technologies to assist delivery and completion of certificate, diploma and advanced diploma training in community services and health in Indigenous communities in partnership with Lutheran Community Care Central Australia and Menzies School of Health Research
- adapting existing Goolarri certificate level and Swinburne higher level courses to provide pathways for students into Swinburne degree courses that they could complete while living in the Kimberley region
- development of digital delivery and gap training in Certificate IV in Education Support to ATSI education, liaison and support workers in schools through an education partnership with Queensland University of Technology
- ARC Linkage funded project led by Associate Professor Ellie Rennie and Professor Julian Thomas, with the Centre for Appropriate Technology (an Indigenous owned research centre in Alice Springs) and the Central Land Council, to study home internet and computing in remote Aboriginal communities in Central Australia
- research conducted by Associate Professor Kurt Seemann on Indigenous Participation in a Low-Carbon Economy – an ARC Linkage funded project led by Curtin University of Technology
- research led by Dr Rowan Bedggood with the Marra Worra Worra Aboriginal Corporation to investigate 'Ways of supporting the operations of a remote indigenous non-government organisation: Designing business processes which suitably uphold local culture and lore'
- convening the international Historical Justice and Memory Research Network through Professor Klaus Neumann of Swinburne's Institute for Social Research (ISR)
- PhD research conducted by Ms Skye Krichauff on relations between Indigenous people and settlers in colonial South Australia
- research led by Dr Karen Hughes on: 1) cross-cultural exchange and historical agency in the Roper River basin during 1890 – 2010, with the aid of an AIATSIS grant; and 2) Ngarrindjeri and cross-cultural histories, exploring the multiple layers of exchange relationships between Ngarrindjeri and settlers in southern Australia

The University also provides cultural recognition through staff, student and organisational participation in cultural activities including the Day of Healing, and Reconciliation and NAIDOC Weeks. Through involvement in these and other events, Swinburne students and staff become more aware of traditional and contemporary Indigenous concerns, and it is hoped that this heightened awareness will build mutual respect for Indigenous culture and heritage – and a growing respect for the ongoing role of Indigenous communities in Australia today.

Section 2 Expenditure of Indigenous Support Program Grant (please see Attachment 1)



Australian Government
Department of the Prime Minister and Cabinet

FINANCIAL ACQUITTAL

Organisation	Swinburne University of Technology		
Postal Address	PO Box 218, Hawthorn, VIC 3122		
Contact Person	Tom Aumann	Title	Director, Planning and Performance
Phone	(03) 9214 4598	Fax	(03) 9214 5483
	E-mail	taumann@swin.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)	✓
<p>For each Attachment:</p> <ul style="list-style-type: none"> Part A seeks information on the GST component of funding provided to you under that element, if applicable. <ul style="list-style-type: none"> If GST is paid to you, the amount of GST funding which is included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. You must state whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO. If GST is <i>not</i> paid to you, <i>do not complete Part A</i>. Part B seeks information about the funding received and expenditure and commitments, exclusive of any GST. Do not include the GST component of any expenditure in this part. 		

Certification

Complete this certification after you have completed the *Financial Acquittal* for any ISP funding which you have received in 2013 and after you have entered all relevant information in the *Assets Register*.

ISP FUNDING RECIPIENT'S CERTIFICATION

I,

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:

Section 3 Contact Information

University Officer:

Tom Aumann

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Swinburne University of Technology
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Section 4 Publication of the statement

The 2013 Indigenous Education Statement will be placed on the Indigenous Education Office webpage at the following address: <http://www.swinburne.edu.au/corporate/spq/ipp.htm>

Attachment 1 - Indigenous Support Program

Provider Name: Swinburne University of Technology

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).	\$13,249
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /
Amount remitted: \$ Date remitted: / /	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.	\$2,000
(+) 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.	\$122,000
(+) 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.	\$124,000

EXPENDITURE

6. Total Indigenous Support Program expenditure in 2013, <u>excluding any GST</u> .	\$121,454
(+) 7. Unexpended Indigenous Support Program funds which were committed for expenditure prior to 31/12/2013.	Nil
(+) 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	Nil
(=) 9. Total Indigenous Support Program Funds which by 31/12/2013 were fully expended and/or committed for expenditure.	\$121,454
10. Returns of 2013 Indigenous Support Program Funds by 31/12/2013.	Nil
11. Balance of Funds for 2013 (Unexpended/uncommitted Indigenous Support Program funds to be returned or recovered from 2014 entitlements).	Nil

12. Balance of provider's Indigenous Support Program bank account or cost centre as at 31/12/2013.	\$2,546
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¹The Department will only approve the rollover of unspent funds in exceptional circumstances.

Section 7 Breakdown of ISP Expenditure (excluding GST):

Total Salaries and on-costs	\$121,434
Cross organisation Indigenous Development Leader	\$83,960
Team Leader – Indigenous Projects	\$29,630
Indigenous Support Officer	\$ 7,844
Consumables	\$20
(=) Total 2013 ISP Program Expenditure	\$121,454

**Attachment 2
Swinburne University of Technology
Indigenous Employment Strategy**

Background

The development of this Strategy was coordinated by Dr Barry Judd in order to provide a framework for improving the involvement of Indigenous Australians in the Higher Education sector of the University. The Strategy focuses on ways to increase and support Indigenous Australians in their educational and employment endeavours.

The social and economic marginality experienced by Indigenous Australians extends to their ability to access, participate and succeed in Higher Education, both as students in undergraduate degree and postgraduate level study programs, and as members of the Higher Education workforce where they are currently under-represented in academic and professional roles.

Swinburne's highly successful Indigenous TAFE education program, which generates approximately \$800,000 in income annually, is an example of an initiative that addresses Indigenous issues whilst delivering organisational benefits. It is expected that advancing Indigenous Australian employment across the University will deliver similar organisational benefits. For example, increasing the number of Indigenous academic positions should enhance Swinburne's ability to undertake Indigenous-focussed research, and attract competitive grants from the ARC and other bodies to support such work.

The paper recommends a number of short and longer term actions to improve Indigenous engagement within Swinburne.

Objective and goals

Swinburne's objective is to increase the educational and employment opportunities of Indigenous Australians. Four goals have been identified to aid strategic planning, and these are to:

1. Increase employment opportunities for Indigenous Australians through the provision of on-the-job training and establishment of a supportive and diverse culture
2. Increase postgraduate educational opportunities for Indigenous Australians
3. Increase Indigenous employees at Swinburne University
4. Increase awareness of cross-cultural and Indigenous issues through diversity awareness training.

These goals reinforce each other and should work towards achieving the proposed objective for the University.

Goal 1 Increase employment opportunities for Indigenous Australians through provision of on-the-job training and establishment of a supportive and diverse culture

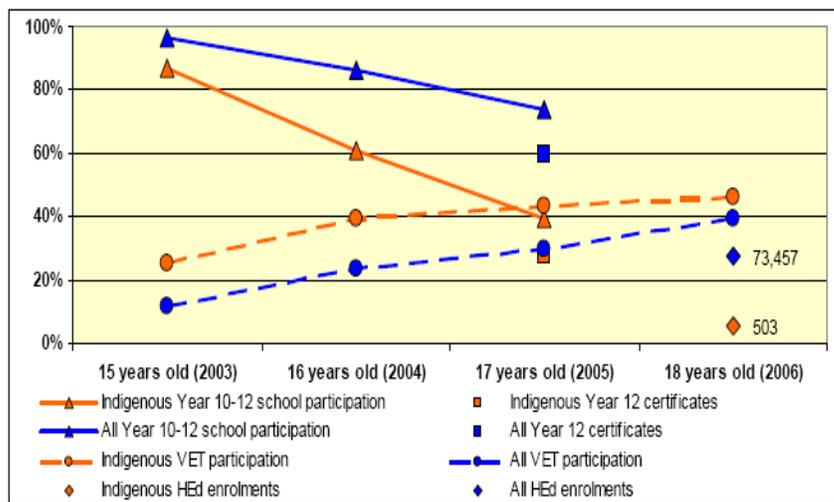
According to 2006 ABS census data, Indigenous Australians are under-represented in the Australian workforce. Though the Indigenous employment rate has improved in recent years, it remains three times higher (14%) than the national rate (5%). The recommendations that follow lay the foundations for Indigenous Australians to engage with Swinburne and increase their skills and future employment prospects. In particular, work experience and traineeship programs support the transition of Indigenous Australians from secondary to post-secondary education and employment.

Recommendations

- Develop partnerships with feeder schools to capitalise on work experience programs and encourage Indigenous Australians to undertake work experience at Swinburne.
- Attempt to negotiate a more flexible Indigenous Employment clause in the Academic and General Staff Certified Agreement to enable the University to directly engage Indigenous Australians as both employees and students through the use of traineeships.
- Appoint a traineeship coordinator to oversee the Indigenous trainees. This position could take responsibility for the coordination of all trainees at Swinburne. This role is currently being informally managed by the Business Manager, TAFE Engineering Business Operations.
- Source and support Indigenous school leavers to undertake traineeships in entry level positions, in partnership with trainee employers such as MEGT and feeder schools.
- Contact Indigenous students who have completed study over the past three or four years in order to use their stories or engage them as role models or mentors, especially in the areas of traineeships or apprenticeships, as we can provide scholarships for them to complete “Training And Assessment” qualifications and then teach on a flexible basis.
- Where vacancies arise or additional staffing is needed, convert trainees to employment at Swinburne.

Goal 2 Increase post graduate educational opportunities for Indigenous Australians

Education is a key to improving outcomes for Aboriginal and Torres Strait Islander people, with many studies showing improved health and socioeconomic status to be directly linked to educational participation and achievement. Indigenous students currently engage in education and training at lower rates, and achieve lower levels of educational attainment, than do Australian students generally.



Transition of a cohort of students through secondary school, VET, completion of a Year 12 certificate and commencement of Higher Education.

Source: DEEWR Paper provided to IHEAC, Feb 08

A range of issues affect participation of Aboriginal and Torres Strait Islander peoples in education, particularly at post graduate levels, including: access to educational institutions; financial constraints; and community expectations. An academic scholarship scheme at Swinburne would support Indigenous Australians overcome some of these barriers and enable Indigenous Australians to undertake post graduate study. Current Indigenous students should be encouraged to apply. Further support and mentoring could be offered to enable scholarship holders to undertake sessional teaching and research work with a view to developing the necessary skills to undertake an academic career at Swinburne upon completion.

Recommendations

- Implement a targeted academic scholarship scheme for Indigenous Australians undertaking post graduate qualifications.
- Encourage and enable scholarship holders to undertake sessional teaching and research work to build an academic skill base.
- Consider instituting an Indigenous Research Methodologies Master Class.

Goal 3 Increase Indigenous employees at Swinburne University

Indigenous Australians are acutely under represented within the Victorian Higher Education workforce. The Indigenous Higher Education Advisory Council data suggests that while some positive gains have been made through the employment of Indigenous academics occupying teaching only roles, those engaged in research only and research and teaching positions are in decline since 2006.

While the employment of Indigenous Australians in academic roles, especially research only positions, is critical to Indigenous Australian participation in Australia's higher education sector, the employment of general staff is as important in attempts to create a critical mass of Indigenous Australians in the sector. The enhancement of employment opportunities for Indigenous Australians also has the potential to generate additional income insofar as increases in Indigenous staff numbers are likely to attract increases in Indigenous students to an institution.

Swinburne's aim is to increase the number of Indigenous employees to better reflect the population percentage of Victorian Indigenous Australians and hopefully support the establishment of a highly visible and vibrant Indigenous Australian presence on campus. The Australian Bureau of Statistics, 2006 estimates the Indigenous population to represent 0.6% of Victoria's total population.

To support this goal Swinburne must increase its reporting capabilities to address current challenges in the collection and reporting of accurate Indigenous employee data. A number of factors impede Swinburne's ability to capture and report meaningful Indigenous data including whether successful applicants and current staff identify as Indigenous Australians, system constraints and varied methods of engagement such as consultancies and traineeships.

Recommendations

- Utilise Office of Indigenous Education networks and knowledge of Indigenous communities to assist Human Resources to appoint an Indigenous Australian to oversee the key actions detailed in this strategy including Indigenous recruitment programs, the facilitation, coordination and establishment of Indigenous networks and the provision of advice on the expansion of Indigenous education initiatives.
- Recruit an Indigenous academic to a relevant academic area.

- Engage Indigenous leaders and elders as adjunct appointments within a relevant academic area such as ISR.
- Review recruitment and appointment processes to collect indigenous data and remove any barriers to Indigenous applicants by introducing more flexible appointment processes. For example the lack of Indigenous representation on selection panels may deter Indigenous applicants.
- Define the indigenous field in the personal details form in Alesco to align with DEEWR reporting requirements.
- Adopt employment conditions that reflect and better accommodate the specific cultural needs of Indigenous employees such as the inclusion of cultural or extended family leave.
- In collaboration with educational leaders, identify areas of teaching and research where Indigenous Australian expertise can make the valuable contribution to the University.
- Establish a recruitment pool of Indigenous Australians including past students, secondary students from feeder schools and the Indigenous students currently receiving tuition at Swinburne (currently 130 students).
- Advertise all relevant positions in national Indigenous media (for example, the *Koori Mail*, *National Indigenous Times*), and through local and regional email distribution lists).
- Attempt to negotiate a more flexible Indigenous Employment clause in the Academic and General Staff Certified Agreement to better enable to University to engage Indigenous Australians as employees.
- Partner with peak Indigenous employers to develop a secondment program that sees Indigenous Australians supported in gaining tertiary work experience for up to 12 months.

Goal 4 Increase awareness of cross-cultural and Indigenous issues through diversity awareness training

In the 2007 DEEWR Indigenous Education Statements, 25 of 39 Australian universities reported that they have an Indigenous member on the University Council or Senate, 30 out of 39 universities reported that they have an Indigenous advisory committee to advise senior management on Indigenous matters, and almost all universities report Indigenous representation on academic and management committees.

To maximise the opportunities to attract and retain Indigenous staff and students, Swinburne should consider having Indigenous representation in University governance to ensure cross-cultural and Indigenous issues are explored and addressed.

Recommendations

- Consider having Indigenous representation in University governance through the use of Cultural Chair (Professorial or Adjunct) appointments.
- Ensure all managers receive cross-cultural and Indigenous awareness training as part of compulsory diversity training.
- Review relevant HR policies to ensure that Swinburne's commitment to diversity and inclusive practices is explicit (for example, in the Appointments Policy).
- Review HR procedures to include flexibilities in recruitment, selection and appointment practices (for example, in the Recruitment Strategy).

Attachment 3

Examples of Indigenous agencies and committees with which Swinburne worked in 2013

- 1 Aboriginal Affairs Victoria
- 2 Arnhem Land Progress Aboriginal Corporation
- 3 Central Land Council
- 4 Eastern Indigenous Gambling Group
- 5 Goolarri Media Enterprises
- 6 Healesville Indigenous Arts Enterprise
- 7 Healesville Indigenous Community Services Association
- 8 Inner Eastern Local Aboriginal Education Consultative Group (LAECG)
- 9 Ngwala Willumbong Cooperative Ltd
- 10 Reconciliation Australia
- 11 Stronger Smarter Institute, Queensland University of Technology
- 12 Toorong Marnong Initiative
- 13 Victorian Aboriginal Community Services Association Ltd
- 14 Victorian Aboriginal Education Association Incorporated
- 15 Victorian Department of Education and Early Childhood Development Wannik Unit
- 16 Woordungin Committee
- 17 Yarra Valley Community Health Service Aboriginal Advisory Committee