

**RMIT University**

# Indigenous Education Statement

2016 Academic Year

Aboriginal and Torres Strait Islander peoples are the inheritors of the oldest continuous cultural traditions in the world and traditional owners and custodians of Australia and its islands since time immemorial.

RMIT acknowledges the Wurundjeri people of the Kulin Nations as the Traditional Owners of the land on which the University stands. RMIT respectfully recognises Elders both past and present. We also acknowledge the Traditional Custodians of the lands across Australia where we conduct business, their Elders, Ancestors, cultures and heritage.

This Statement responds to the Department of the Prime Minister and Cabinet's (PM&C) request for information relating to the 2016 outcomes and future plans of RMIT to meet ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

This Statement has been written by RMIT's Indigenous Education Unit, the Ngarara Willim Centre for Aboriginal and Torres Strait Islander Peoples (the Centre), and stakeholders across the University. Ngarara Willim means 'gathering place' in the Woiwurrung language of the Wurundjeri people.

RMIT is a global university of technology and design and one of Australia's original tertiary institutions. RMIT operates as a dual sector institution, offering programs ranging from pre-apprenticeships through to PhD level. While the focus of this Statement is to report on higher education outcomes for Aboriginal and Torres Strait Islander students, mention of these student cohorts' outcomes at pre-bachelor level will be highlighted throughout this report where appropriate.

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

### **AEP Goal 1 - Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander people in educational decision-making**

#### Senior Governance:

RMIT has a number of Indigenous specific senior governance committees with majority Aboriginal and Torres Strait Islander representation. All have been established with the purpose of addressing university issues and their relationship to Indigenous affairs.

**Aboriginal and Torres Strait Islander Employment Advisory Committee:** The purpose of this Committee is to support the Aboriginal and Torres Strait Islander Employment and Retention Strategy within the University. The Committee also supports the University's objectives in relation to the Wurreker Strategy and assists in efforts to support the goals of the National Aboriginal and Torres Strait Islander Education Policy.

**Indigenous Specialisation Program Advisory Committee:** The Committee assists in the development of detailed program submissions for new and reviewed programs in relation to the Indigenous Specialisation. General information about these Committees is available to RMIT staff on the RMIT website.

**Aboriginal and Torres Strait Islander Education and Research Advisory Group:** The Committee were predominantly inactive during 2016 whilst RMIT introduced a new DVC-Education (Chair of the ATSIERAG) and other new members during 2016. Discussion with current members of future membership and Terms of Reference of this Group was undertaken in 2016.

**Reconciliation Action Plan Implementation Committee:** The University has launched the first Reconciliation Action Plan with aspirations for RMIT to be an organisation whose community recognises the inherent value of

Aboriginal and Torres Strait Islander traditions, heritage, knowledge and perspectives to the University. This committee discusses implementation strategies across all college and portfolio units.

Other internal mainstream committees have a number of Aboriginal and/or Torres Strait Islander staff members as representatives. These committees are the Social Inclusion Participation Advisory Group, the DVC-Education Executive Group, the Vice Chancellors Executive extended, the Executive Leadership Forum Group - the top 100 and top 400 Executive staff.

#### Other Representation:

Toorong Marnong: Representatives from the Ngarara Willim Centre are participants in the Toorong Marnong initiative, a project funded by the nine higher education institutions in Victoria looking at co-operative initiatives to enhance outcomes for and engagement of Aboriginal and Torres Strait Islander peoples in tertiary education.

National Aboriginal and Torres Strait Islander Higher Education Consortium: Representatives from Ngarara Willim Centre took part in regular meetings of this Consortium throughout 2016. Discussions at these meetings included the consultation and input to the University Australia's Indigenous Strategy launched in March 2017 and consultation on the implementation of the new HE funding model called the Indigenous Student Support Program.

National Indigenous Research and Knowledges Network (NIRKN): Professor Judd attended the general NIRKAN meetings and a PhD student attended the research network workshops undertaken by NIRAKN in 2016.

#### **Aboriginal and Torres Strait Islander senior staff roles and responsibilities within your Institution**

Professor Barry Judd: The most senior Aboriginal Academic at RMIT Professor Judd is responsible for ensuring the enculturation of Indigenous specialisation courses across the curriculum, profiling Indigenous affairs within RMIT, securing grants and being a role model of academia for future Aboriginal and Torres Strait Islander peoples.

Associate Professor Kerrie Doyle: The School of Health Sciences has a cross-faculty role of Associate Professor Indigenous. Associate Professor Kerrie Doyle occupies this position and provides advice on Aboriginal and Torres Strait Islander perspectives to be incorporated in curriculum across the health disciplines.

Ms Stacey Campton: Ms Campton is the Director (Professional) of the Ngarara Willim Centre for Aboriginal and Torres Strait Islander peoples. Ms Campton has extensive executive management and leadership experience in Indigenous affairs with the experience of working with budgets, grant applications and acquittals, and developing and implementing strategic policy and programs related to improving outcomes for Aboriginal and Torres Strait Islander peoples.

Ms Jillian Weaven: Ms Weaven (Professional) has extensive senior management experience in Human Resources management across several industry sectors including education, engineering and construction at both a domestic and global perspective. Ms Weaven currently holds the position of Human Resources Business Partner at RMIT.

## **AEP Goal 2 - Increase the number of Aboriginal and Torres Strait Islander peoples employed, as academic and non-academic staff in higher education institutions**

### **The Aboriginal and Torres Strait Islander Employment Strategy**

The RMIT Aboriginal and Torres Strait Islander Employment Plan 2016-2020 (Employment Plan) continues the University's ongoing commitment to increasing the number of Aboriginal and Torres Strait Islanders employed at the University.

Our commitment to Aboriginal and Torres Strait Islander employment is guided by the following principles:

- We acknowledge and support reconciliation-related initiatives aimed at progressing the lives of Aboriginal and Torres Strait Islander people.
- The employment of Aboriginal and Torres Strait Islander peoples is a whole-of-university commitment and responsibility.
- All Aboriginal and Torres Strait Islander employees will receive the full support of the University, including orientation, professional and career development.
- RMIT will provide a culturally safe work environment for all Aboriginal and Torres Strait Islander employees, where culture and heritage is acknowledged and respected.
- RMIT is committed to increasing understanding of Aboriginal and Torres Strait Islander culture for all staff and creating an inclusive workforce.
- Recruitment targets will be based on parity with the estimated Aboriginal and Torres Strait Islander population of Victoria as a percentage against the total staff population.

The new Employment Plan aims to increase employment opportunities and improve the retention rate of Aboriginal and Torres Strait Islander peoples across all levels of the University and outlines three key goals and priorities:

#### Goal 1: Building our Aboriginal and Torres Strait Islander workforce

Priority: To increase the number of Aboriginal and Torres Strait Islander people employed at RMIT University

Focus: Attraction and recruitment

#### Goal 2: Supporting Aboriginal and Torres Strait Islander staff's career and personal development needs and aspirations

Priority: To provide career and personal development opportunities for Aboriginal and Torres Strait Islander staff to meet career aspirations

Focus: Retention and career development

#### Goal 3: Respecting Aboriginal and Torres Strait Islander peoples and the diversity of their cultures

Priority: To engender respect for and awareness of Aboriginal and Torres Strait Islander cultures

Focus: Development of cultural capability and skills of all RMIT staff

### Information on strategies for increasing numbers of Aboriginal and Torres Strait Islander staff employed at your University

The University has an Aboriginal and Torres Strait Islander Employment Advisory Committee to support the University's objectives in relation to Aboriginal and Torres Strait Islander employment. The committee meets quarterly and guides and monitors implementation of the Employment Plan. The University also has an Indigenous Employment Coordinator to facilitate implementation.

The University has allocated funding to facilitate the initial employment of a number of Aboriginal and Torres Strait Islander academic staff and Industry Fellowships. Wherever possible, 'Special Measures' of section 12 of the Equal Employment Opportunity Act 2010 are applied to vacancies that meet the criteria and to make eligibility only for Aboriginal and Torres Strait Islander applicants. An expression of interest in employment is open for Aboriginal and Torres Strait Islander candidates on the front page of the RMIT employment vacancies website. A talent pool of candidates is managed by the Indigenous Employment Coordinator for job matching purposes and for notification of vacancies.

The RMIT Aboriginal and Torres Strait Islander Employment Plan 2016-2020 is publically available on the RMIT University website here: <http://mams.rmit.edu.au/z4legdpdkb2mz.pdf>

### The current number of Aboriginal and Torres Strait Islander staff at your University and their roles across the University

At the end of 2016, there were 16 Aboriginal and Torres Strait Islander specific positions – 13 continuing and 3 fixed-term. Total continuing and fixed-term Aboriginal and Torres Strait Islander staff numbers are 22 or 20.6 FTE and there have been 9 casual engagements. Staff numbers for continuing and fixed-term in 2016 have increased by 5 over 2015 numbers. Casual staff numbers have decreased from 12 in 2015 to 9 for 2016. Casuals are engaged where the work is of an irregular nature or for a short period of time and provisions for conversion to permanency are available should eligibility requirements be met.

The position occupations and levels are detailed in the tables below:

**Table 1 – Permanent positions**

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Global, Urban and Social Studies	Academic – Level E	Professor, Indigenous Specialisation*
Global, Urban and Social Studies	Academic – Level C	Senior Lecturer, Indigenous Specialisation*
Global, Urban and Social Studies	Academic – Level B	Lecturer, Indigenous Specialisation*
Global, Urban and Social Studies	Academic – Level A	Associate Lecturer, Indigenous Specialisation*
Science, Engineering and Health/Health Sciences	Academic – Level D	Associate Professor, Indigenous Health*
Education	Non-Academic – Level 10A	Director, Ngarara Willim Centre for Aboriginal and Torres Strait Islander peoples (NWC)
Education	Non-Academic – HEW 8	Senior Advisor, Indigenous Consulting, NWC
Education	Non-Academic – HEW8	Senior Advisor, Indigenous Community Engagement, NWC

Education	Non-Academic – HEW 8	Senior Coordinator, NWC
Education	Non-Academic – HEW 7	Advisor, Student and Community Partnership, NWC
Education	Non-Academic – HEW 6	Coordinator, Operations and Project Support, NWC
Education	Non-Academic – HEW 5	Student Liaison Officer*
Resources/Human Resources/ Consultancy	Non-Academic – HEW 10A	HR Business Partner
RMIT Link/Student Wellbeing and Commercial Services	Non-Academic – HEW 9	Manager, Social Enterprise Services
Resources/Human Resources/Recruitment	Non-Academic – HEW 8	Indigenous Employment Coordinator
Science, Engineering and Health/Office of the Pro Vice Chancellor	Non-Academic – HEW 8	Project Manager, Student Experience New Academic Street
Resources/Property Services/Planning and Asset Utilisation	Non-Academic – HEW 7	Team Leader, Timetable Operations
Marketing and Student Recruitment	Non-Academic – HEW 5	Information Officer
Design and Social Context/Media and Communication	Non-Academic – HEW 5	Administrative Office, Facilities
<b>Sub-Total</b>	<b>Permanent positions</b> <b>Academic: 5</b> <b>Non-Academic: 14</b>	

**Table 2 – Fixed-termed positions**

Fixed-Term Positions		
Design and Social Context/Education	Academic – Level A	Associate Lecturer
Education	Non- Academic – HEW 7	Regional Community Outreach Advisor, NWC
Student Services – Equity & Diversity	Non-Academic – HEW 6	I Belong Equity Program Officer
<b>Sub-Total</b>	<b>Fixed-Term positions</b> <b>Academic: 1</b> <b>Non-Academic: 2</b>	
<b>Grand Total</b>	<b>Academic: 6</b> <b>Non-Academic: 16</b>	<i>*Denotes Indigenous-specific positions</i>

**Table 2 - Casual positions**

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Design and Social Context/Education	Academic	Casual Academic
Design and Social Context/Education	Academic	Casual Academic
Design and Social Context/Education	Academic	Casual Academic
Science, Engineering and Health/Medical Sciences	Academic	Casual Academic

Education, NWC	Non-Academic	Casual Professional
Education, NWC	Non-Academic	Casual Professional
RMIT Link/Student Wellbeing and Commercial Services	Non-Academic	Casual Professional
RMIT Link/Student Wellbeing and Commercial Services	Non-Academic	Casual Professional
Academic Registrar/Student Admin - Exams, Awards & Grads	Non-Academic	Casual Professional
College of Science Engineering and Health/School of Vocational Engineering, Health and Science	Non- Academic	Casual Professional
<b>Total</b>	<b>Total Academic: 4</b> <b>Total Non-Academic: 6</b>	
<b>Grand Total</b>	<b>Academic: 10</b> <b>Non-Academic: 22</b>	

### AEP Goal 3 - Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education

Commencing Aboriginal and Torres Strait Islander student numbers for 2016 (access rate) as compared to 2015

#### Higher Education (HE) Enrolments - EFTSL

	2015	2016
Aboriginal and Torres Strait Islander students	58.25	45.125 <sup>^</sup>
Non Aboriginal and Torres Strait Islander students (Domestic students only)	9,557.00	9,655.50 <sup>^</sup>

<sup>^</sup>2016 HE preliminary data

#### Higher Education (HE) Enrolments - Numbers

	2015	2016
Aboriginal and Torres Strait Islander students	74	68 <sup>^</sup>
Non Aboriginal and Torres Strait Islander students (Domestic students only)	11,974	12,131 <sup>^</sup>

<sup>^</sup>2016 HE preliminary data

#### Vocational Education (VE) Enrolments - Numbers

	2015	2016
Aboriginal and Torres Strait Islander students	98	111 <sup>^</sup>
Non Aboriginal and Torres Strait Islander students (Domestic students only)	10,227	10,103 <sup>^</sup>

<sup>^</sup>2016 HE preliminary data

#### Programs run, by the University, to improve access by Aboriginal and Torres Strait Islander students

Program Name	Target audience	Outline of Program	Outcome
<b>Schools Network Access Program (SNAP) entry</b>	Secondary school students in the SNAP Partnership (225	The SNAP scheme provides bonus ATAR points or other consideration to support entry	13 Aboriginal students from SNAP schools received RMIT offers for

scheme	schools from 7 metro and 9 regional areas of Victoria).	by applicants below the "clearly in" mark.	2017 entry.
<b>Aboriginal and Torres Strait Islander Access Program</b>	Aboriginal and Torres Strait Islander peoples wishing to access a tertiary program.	The Ngarara Willim Centre (NWC) staff work with course selection and teaching staff to interview prospective students, further supporting the student to demonstrate their capacity for tertiary study and promoting academic staff commitment to Indigenous education and training.	67 applicants were interviewed and provisionally offered a place in a course.  Of the 67 provisional offers made, 51 students accepted and officially enrolled at RMIT.

**Details on outreach activities and their effectiveness, in attracting Aboriginal and Torres Strait Islander students**

Outreach activity	Target audience	Outline of Program	Outcome
<b>I Belong Programs</b>	Secondary students	Programs designed to build aspiration for and awareness of university, disciplines, careers and pathways, incorporating experiential learning.	21 students from 10 secondary schools participated.
<b>I Belong in the City (Year 10-12)</b>	Aboriginal and Torres Strait Islander secondary school students	Program designed to build aspiration for and awareness of university, with a specific emphasis on urban planning with a strong Indigenous focus.	12 students from 1 secondary school participated.
<b>Victorian Indigenous Engineering Winter School Program (Year 11-12)</b>	Aboriginal and Torres Strait Islander secondary school students	Program gives students an opportunity to experience the work of engineers, discover the different pathways into engineering and explore different universities.  In collaboration with other universities, RMIT workshops focused on exploring engineering disciplines offered by RMIT.	20 students from Victorian and interstate schools.
<b>Tertiary Experience Camp South East (Year 11-12)</b>	Aboriginal and Torres Strait Islander secondary school students	Program designed to build aspiration for and awareness of university, incorporating experiential learning.	14 students from 3 secondary schools participated.
<b>Tertiary Experience Camp – North West and North East (Year 9-12)</b>	Aboriginal and Torres Strait Islander secondary school students	Program designed to build aspiration for, and awareness of university, incorporating experiential learning.	16 students from 6 secondary schools participated.
<b>Tertiary Experience Day – Mildura (Year 10-12)</b>	Aboriginal and Torres Strait Islander secondary school students	Program aimed build aspiration for and awareness of university.  The program was designed and delivered in Mildura.	16 students from 5 secondary schools participated.
<b>Tertiary Information Sessions (TIS)</b>	Aboriginal and Torres Strait Islander High School Students	NWC staff collaborated with other Victorian universities under the Toorong Marnong accord. The common aim of Toorong Marnong is to increase the	1 TIS event was organised in Morwell. Secondary School Career Advisers



		numbers of Aboriginal and Torres Strait Islander students who access and succeed in tertiary education. The TIS designed to promote awareness of tertiary participation.	attended.
<b>Tertiary Experience Camp North East (Yr 7-10)</b>	Aboriginal and Torres Strait Islander secondary school students.	Program designed to build aspiration for and awareness of university, incorporating experiential learning.	20 students from Mildura and Shepparton regions participated.
<b>Community Visits</b>	Aboriginal and Torres Strait Islander Communities within the Lodden Mallee, Gippsland, Barwon and Goulburn Valley Regions.	Engaged with schools, community organisations, Koorie education workforce and other relevant service providers.	Initial engagement and relationship development within these communities.
<b>Mildura Girls Academy Programs</b>	Female Aboriginal and Torres Strait Islander secondary school students.	Monthly face to face contact with the Academy to provide information on vocational education and higher education pathways, support services, accommodation, ITAS and scholarships and to conduct discussions with students.	Met with KESO and then held the first video conference with 10 year Mildura Girls Academy students. The Outreach Advisor has been invited to a Koorie Workforce regional meeting in early 2017 to meet new KESO for the school and to plan continued engagement.
<b>Science and Engineering Roadshow</b>	Aboriginal and Torres Strait Islander Secondary and Primary school students in the Lodden Mallee region.	Delivered science and engineering experiments to school students and provided information on pathways into RMIT programs.	The roadshow was delivered in December 2016 to schools in Robinvale, Swan Hill and Kerang. Engaged with five schools.
<b>Information Sessions</b>	Aboriginal and Torres Strait Islander secondary students and community members.	Delivered in Melbourne, Geelong, Robinvale and Gippsland.	Engaged with students and community members at each of these sessions.
<b>Student support scholarships Years 10, 11 and 12</b>	Aboriginal and Torres Strait Islander secondary school students in Mildura and Shepparton regions.	Support students in years 10-12.	In 2016, NWC provided scholarship support of \$5,000 to the Mildura Girls Academy and \$5,000 to Gambina in Shepparton to support students in year 10-12.

In 2016, the HEPPP grant 'I Belong Senior Years' was utilised to increase Indigenous student participation.

Outreach programs sought to and achieved Indigenous student participation through building relationships with schools, organisations and communities, and designing and delivering engaging content responsive to their needs.

Key outreach activities included:

**I Belong in the City** – Following on from the success of pilot program run in 2015, the three day camp was attended by 12 students from Kurnai College. During this program the students were able to learn about the discipline of Urban Planning, as well as the importance of space, place and country through engaging with the Melbourne Museum and the Koorie Heritage Trust. The students had the opportunity to explore the Melbourne CBD and engage in activities which urban planners conduct on a daily basis. From this program students gained a familiarity with the City of Melbourne, RMIT University, and the ways of learning and teaching conducted at university. The feedback indicated that this had supported their aspirations to go to university after secondary school.

**North East and North West Tertiary Experience Camp** – Expanding on the program offered in 2015, this program had 16 students, five schools in Shepparton and one school in Mildura, attended for a three day on campus camp. These students participated in a program which exposed them to a wide range of different disciplines and careers available to study at RMIT University. Students were able to explore the university campus, completing activities to familiarise themselves with the City of Melbourne, RMIT University and the ways of learning and teaching conducted at the university. The program was run in collaboration between the Victorian Department of Education through the Koori Education Coordinators and Koori Engagement Support Officers.

**South East Tertiary Experience Camp** – A pilot program focussing on Indigenous students from the South West region of Victoria. The program had 14 students from three secondary schools located in Latrobe-Gippsland region. The three day camp exposed students to a wide range of different disciplines and careers available to study at RMIT University. Students were able to explore the university campus, completing activities to familiarise themselves with the City of Melbourne, RMIT University and the ways of learning and teaching conducted at the university.

**IEWS Winter Camp** – In partnership with three universities, RMIT hosted 20 students from 18 Victorian and interstate secondary schools for one day of a seven day program. Workshops focused on exploring engineering disciplines available to study at RMIT University, taking part in hands on activities to develop problem solving and design skills used by engineers.

**Tertiary Experience Day (Mildura)** – The program delivered in Mildura was attended by 16 students from five secondary schools in the region. The Tertiary Experience Day provided information and facilitated discussions about tertiary education and students with a focus on transition and preparation skills.

In 2016, 99 Indigenous students participated in I Belong programs, equivalent to that of the previous year.

**Details of Indigenous-specific and other scholarships offered by your University**

Scholarship details	Government/ Private/ University specific	# Allocated	\$ Cost#		# Awarded*
			Value of scholarship	Total cost awarded to Aboriginal and Torres Strait Islander students~	
Indigenous Access	Government	14	4,904	58,848	12

<b>Scholarship</b>					
<b>Indigenous Commonwealth Education Costs Scholarship</b>	Government	14	2,599	27,290	11
<b>Indigenous Commonwealth Accommodation Scholarship</b>	Government	3	5,1997	10,398	3
<b>RMIT Study Support Scholarship^</b>	University	378	Up to 2,500	99,720	44
	Government	490		8,460	7
<b>RMIT Equity Notebook Scholarship^</b>	University	335	Up to 1,805	42,773	49
<b>RMIT Equity Travel Grant</b>	University	42	Up to 4,000	3,000	1
<b>RMIT Bundoora Accommodation Scholarship</b>	University	1	8,360	8360	1
<b>RMIT Accommodation Support Scholarship^</b>	University	21	Up to 5,200	38,800	8
	Government	5		11,200	5
<b>RMIT Village Accommodation Support Scholarship^</b>	University	16	Up to 6,090	20,316	6
	Private		Up to 9,360	68,604	
<b>Gavin Teague Memorial Scholarship</b>	Private	1	1,300	1,300	1
<b>Northcote Trust Scholarship</b>	University / Private	17	Up to 5,000	12,400	3
<b>Rural Grant^</b>	Private	18	2,778	2,778	1
<b>Evelyn Boekemann Scholarship</b>	Private	7	1,000	7,000	7
<b>Gama-dji Grant</b>	Government	31	Up to 1,000	12,937	31
<b>Indigenous Technology Grant</b>	Government	2	1,000	2,000	2
<b>Business Creation Scholarship</b>	University	2	13,000	13,000	2

^No. Allocated includes both Aboriginal and Torres Strait Islander and other cohorts of students

#Cost, has been divided into to, the value of the scholarship and the total cost of awarding to Aboriginal and Torres Strait Islander students only.

\* No. Awarded to Aboriginal and Torres Strait Islander students

~ Total cost is the 2016 disbursements, and not the total originally awarded and some recipients took leave/cancelled and did not receive full entitlements in 2016

### **RMIT scholarship support for Aboriginal and Torres Strait Islander students**

RMIT recognises that scholarships are crucial to underpinning our broader access and retention strategies and we focus on supporting Aboriginal and Torres Strait Islander students to access scholarships through a joined-up approach and a broad marketing strategy. In 2016, students benefited from \$448,184 in scholarship support across 16 different scholarships. This is new scholarship funding for 2016, not pipeline (continuing student scholarships).

In 2016, the key points of the scholarships to note include:

- 81 RMIT Aboriginal and Torres Strait Islander students were awarded 194 scholarships in 2016
- Students who relocate to study at RMIT are predominantly funded through the University-funded accommodation support (rather than Commonwealth funds) to ensure that support is available throughout their studies
- The number of donor (private) funded scholarships offering new scholarships in 2016 with Aboriginal and Torres Strait Islander recipients decreased to five scholarships with 18 recipients (down from six scholarships with 19 recipients in 2015)
- Most of the new Commonwealth Indigenous scholarships were awarded. Three of the Indigenous Commonwealth Education Costs, one of the Indigenous Commonwealth Accommodation Scholarships and two of the Indigenous Access Scholarship were returned to the Commonwealth as not all commencing Aboriginal and Torres Strait Islander bachelor degree students met the eligibility criteria (e.g. not financially disadvantaged)
- All commencing Aboriginal and Torres Strait Islander students in full time vocational education, undergraduate (including associate, bachelor and honours degree programs) and postgraduate by coursework programs are entitled to receive a RMIT Study Support Scholarship worth \$2500 per annum for the standard full time duration of their degree
- All commencing Aboriginal and Torres Strait Islander students in full time vocational education or undergraduate programs (including associate, bachelor and honours degree programs) are entitled to a notebook computer. Predominately HP notebooks are awarded, however, five students were given a MacBook Pro as they were enrolled in a program that only uses iMacs
- Any commencing Aboriginal and Torres Strait Islander students who are moving to study from rural, regional, remote or interstate locations will receive an RMIT Accommodation Support Scholarship valued at \$5200 per annum for the standard duration of program. If any of these students want to live at RMIT Village in their first year, they are entitled to a fully paid accommodation in a two bed studio with the RMIT Village. Accommodation Support Scholarship (for non-Indigenous students accommodation Village scholarships are only available in their first year of study and it is subsidized rent at half price where the recipient pays \$145 per week). RMIT opened new accommodation at our Bundoora Campus and one Aboriginal and Torres Strait Islander student resident had their accommodation fully paid.

### **Promotion of scholarships to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up of available scholarships**

The Ngarara Willim Centre for Aboriginal and Torres Strait Islander peoples and the Coursework Scholarships Office advertises to both the prospective and continuing students the benefactor scholarships that the students could potentially apply for. All Aboriginal and Torres Strait Islander undergraduate and postgraduate coursework students have the opportunity to access study support and notebook scholarships. Scholarships are advertised to students in various ways, including:

- Through the Centre, which advises on scholarships on offer and close-off dates
- Participation by our Coursework Scholarship Office staff in the Gama-dji Orientation and Transition programs, to encourage and support students to complete applications for scholarships
- A targeted webpage that comprehensively outlines scholarships that are available to Aboriginal and Torres Strait Islander students (both through the University and externally) and links to the national Indigenous Scholarships website that includes information on relevant Australian and overseas scholarships
- MyRMIT (RMIT's Learning Management System) which allows targeted promotion of scholarships to Aboriginal and Torres Strait Islanders students
- General marketing activities including the scholarships guide, Open Day, secondary school visits and targeted emails to existing cohort of students eligible to apply for new/additional scholarship support.

Of the 81 students who applied for scholarships in 2016, 21 of these were permitted to apply after the close date for applications. Of the 60 students who timely applied for the general RMIT Study Support, Commonwealth and Accommodation Scholarships, 32 students also applied for additional philanthropic scholarships at the start of the year and 41% were successful. Students need to apply direct for the majority of philanthropic funded scholarships, and whilst assistance is available for completing applications (from the Centre or the Coursework Scholarships Office), it is found that some Aboriginal and Torres Strait Islander students do not apply for these available scholarships or lack information (either supporting documents or statements) to make strong applications versus other applicants.

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

**The total number of Aboriginal and Torres Strait Islander student enrolments for 2016, compared to 2015**

Higher Education (HE) Enrolments - EFTSL

	2015	2016
Aboriginal and Torres Strait Islander students	117.87	119.37 <sup>^</sup>
Non Aboriginal and Torres Strait Islander students (Domestic students only)	25,323.37	25,887.62 <sup>^</sup>

<sup>^</sup>2016 HE preliminary data

Higher Education (HE) Enrolments - Numbers

	2015	2016
Aboriginal and Torres Strait Islander students	156	164 <sup>^</sup>
Non Aboriginal and Torres Strait Islander students (Domestic students only)	32,379	33,185 <sup>^</sup>

<sup>^</sup>2016 HE preliminary data

Vocational Education (VE) Enrolments - Numbers

	2015	2016
Aboriginal and Torres Strait Islander students	151	147 <sup>^</sup>
Non Aboriginal and Torres Strait Islander students (Domestic students only)	14,060	13,231 <sup>^</sup>

<sup>^</sup>2016 HE preliminary data

### Details of your Universities' strategies to address Aboriginal and Torres Strait Islander student participation

RMIT continues to provide key support services and information to assist with transition to study. Key activities and strategies that RMIT undertakes include:

- Relocation to new building. The Ngarara Willim Centre for Aboriginal and Torres Strait Islander peoples have settled into to a purpose built space. Key features of the new student space include a dedicated quiet computer lab, a tutorial meeting room, an open plan study, a social space and a fully equipped kitchen. Late in 2016, the identification and development of a Centre at our Bundoora campus was realised. Again, a purpose built space for students and staff. Another space at Brunswick was also negotiated for opening in 2017.
- The Centre organises an array of activities to support social engagement and enrichment, including cultural activities to connect students to Koorie country. These activities were possum skin cloak making and Woiwurrung language classes (Victorian Wurundjeri language). The Centre also offers a culturally mediated referral for Aboriginal and Torres Strait Islander students to student services in housing, employment, student counselling and study support issues. Many RMIT Aboriginal and Torres Strait Islander students are active in their contact with the Centre throughout their studies and Centre staff proactively contact Aboriginal and Torres Strait Islander students (particularly Gama-dji participants) during their first year of study to further support retention.
- RMIT's Gama-dji Orientation Program is a free multi-day orientation into RMIT and transition to further study. The Gama-dji Program gives participants an opportunity to meet other students, learn study skills, explore their culture and get to know RMIT and Melbourne.
- Supporting all Aboriginal and Torres Strait Islander students who need to relocate to study at RMIT to live free of charge for their first year in the RMIT Village or at RMIT's Bundoora accommodation. This helps students to meet other students and to develop a new peer network.
- Encouraging and supporting students to access a range of scholarships through dedicated scholarship workshops. The workshops help students utilise financial opportunities that were available and relevant. The Study and Learning Centre provided guidance on how to structure key criteria and requirements of the scholarship at the application level.
- Support is focused on commencing students. A close relationship was formed with the program coordinators of commencing students so that a partnership approach to progress and support could be nurtured. A focus on proactive support rather than reactive is preferred with many students utilising ITAS tutoring and other support services as a result.
- Strong support for the Indigenous Tutorial Assistance Scheme (ITAS). The ITAS program is managed by the Ngarara Willim Centre for Aboriginal and Torres Strait Islander peoples. The Centre actively promotes ITAS availability and supports access tailored to students' needs. RMIT makes the scheme available to all Aboriginal and Torres Strait Islander students (Vocational Education, Undergraduate and in special cases Postgraduate students).
- The implementation of a dedicated Learning Skills Advisor to work with Aboriginal and Torres Strait Islander students. The Advisor provides academic skill support from the Ngarara Willim Centre to further support and develop the study skills of students.
- Workshops on how to utilise the RMIT Online Learning Lab (web portal) and key features to help support and enhance academic progress.
- A dedicated Math Skills Advisor to work with Aboriginal and Torres Strait Islander students. The Advisor provides math skills student support. Students studying engineering and business have utilised this form of service delivery.
- A dedicated Career's Counsellor to work with Aboriginal and Torres Strait Islander students. The Counsellor undertakes access and outreach activities (to work with prospective students) and also

works with current RMIT tertiary students to identify further education and training opportunities, as well as employment pathways.

- Support for students who were in their final year of study. A series of career ready workshops were developed and offered. The aim is to give students plenty of time to prepare quality CV's, enhance interview skills, writing cover letters, provide career searching guidance and advise of current opportunities to further enhance CVs with potential opportunities to undertake extra-curricular activities.
- The implementation of an end of year graduation event. The Ngarara Willim Centre held a graduation dinner for all graduating students and their families to recognise and reward achievement. The evening included speeches from the DVC- E and the Director of the Ngarara Willim Centre. The evening also included the array of RMIT support staff that provided critical support to students during their studies.
- Global mobility opportunities. The development of an Aboriginal and Torres Strait Islander specific study tour is an initiative of great merit. It provided students with an opportunity to explore culture and community development in a global context, within a culturally inclusive group. This initiative gave students the opportunity to engage in a cultural tour that isn't purely based on academic course content, but a combination of academic learning and cultural experience, engagement and reflection.

Identified challenges:

The Gama-dji and ITAS programs have proved beneficial for students who participate. Students are exposed to services, supports and information designed to equip them so that their experience with academia is positive. Our challenge is to continue to improve on the participation rate of Aboriginal and Torres Strait Islander students in these programs and we continue to revise, review and develop new strategies to achieve higher rates of participation. A range of improvements to both programs have been identified and administered in preparation for 2017.

Making contact with all enrolled Aboriginal and Torres Strait Islander students studying at RMIT. We continue to develop strategies to ensure we have "line of sight" of every student. NWC's role is to ensure our students feel welcome and accepted at RMIT so that participation can eventuate. Undertaking strategies to engage with every student is challenging, however, becomes rewarding when we achieve contact and continued interaction.

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

The total number of Aboriginal and Torres Strait Islander student completions at Bachelor level and above in 2016, compared to 2015 (please provide an all student comparison)

	2015*		2016^	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Higher Degree By Research	1	157	3	138
Higher Degree By Coursework	4	1,202	2	1,202
Other postgraduate - Grad Dip/ Grad Cert	4	588	0	570

Bachelor Pass	10	3,573	9	3,724
Bachelor Honours	3	1,256	3	1,270
Sub-degree	0	804	2	768

\* 2015 Higher Education values reflect updated numbers after Submission to Government, May 2016.

^2016 HE preliminary data.

#### Award completions for Aboriginal and Torres Strait Islander students (2013-2016)

	2015*	2016^
Postgraduate	8	5
Undergraduate#	13	14
VE	55	63
<b>Total</b>	<b>76</b>	<b>82</b>

^2016 HE preliminary data.

# Undergraduate reflects Bachelor Pass, Honours and Subdegree

#### Support mechanisms you have in place to assist Aboriginal and Torres Strait Islander students to complete their study

The ITAS program provides financial resourcing from the Australian Government that enables individual study support for Aboriginal and Torres Strait Islander students. RMIT's use of ITAS requires significant human resources to ensure:

- The matching of students to tutors is effective
- Tutors have the necessary space, support and cultural training to proceed with tutoring this student cohort and appropriate safety checks, such as Working With Children Checks.
- ITAS funding is efficiently, effectively and appropriately expended.
- The Centre, again, used the Gama-dji Orientation Program as a way to promote the ITAS program and its benefits to students. The 2016 Gama-dji volunteers were students who had utilised the program throughout their studies. These students were able to talk to students in a personal context and demonstrate the importance of ITAS and how it assisted their learning experience and impacted their academic results. It was a successful promotional tool.
- During previous Gama-dji Orientation Programs, the Centre would supply students with information in the hope that they would see the benefit of tutoring and apply. In 2016, the Centre included it as part of the Ngarara Willim Centre information session. This meant, all participants would leave the Gama-dji Program knowing what ITAS tutoring was, how it would benefit them and where to apply.
- The Centre also ran a session on the RMIT University Study and Learning Centre and how that service could compliment ITAS tutoring. Time was spent assisting students with the online application forms which increased the tutoring participation numbers in terms of applications.
- Current students identified that starting university with a tutor in place increases the chance for students to remain engaged in study with lower levels of anxiety. ITAS tutoring keeps student confidence levels high at crucial times during their transition to tertiary studies.
- Students who commence tutoring early in the semester developed good study habits and time management skills. Again, we have placed emphasis on the ongoing contact between students and tutors.
- Through evaluation of the ITAS program in 2016, it was again identified that some students do not have the time to commit to a formal tutoring arrangement and their preferred style of tutoring was



on a more adhoc basis. The key benefit of ITAS tutoring is its flexibility around student needs. Many students opted for the extra hours for exam preparation and revision and found that to be most beneficial.

- A major challenge with ITAS tutoring is timing. Data shows, students requesting tutorial assistance too late in the semester are harder to assist with success in course completion. On the other hand, students applying for tutoring too early then decide not to engage once the tutoring has been set up.
- The Centre's collaboration with course and program coordinators and managers continues to be a priority and a key strategy to increase the success of students. A focus on early intervention to apply support mechanisms was crucial. Relationships built between the Centre and the course/program coordinators are a significant support system for students, allowing the early identification of students who have difficulties throughout their tertiary program. Intervention can then be undertaken as soon as possible, bearing in mind cultural sensitivity (shame factor), when assisting student needs. This intervention can take the form of ITAS tutoring, counselling for wellbeing issues, housing and financial assistance, enrolment, expulsion etc. This close working relationship also allows program staff to identify to students that the engagement of services that Ngarara Willim provides is available in terms of their support.
- In 2016, Ngarara Willim developed a range of social enrichment activities as a strategy to keep students connected with each other and with the support centre.

### **AEP Goal 6 - To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures**

#### **Details of how and to what extent Indigenous perspectives are reflected in curriculum at your University**

All formal RMIT University led events are preceded with formal Welcome to Country, hosted by Aboriginal and Torres Strait Islander community leaders, or Acknowledgement to Land. RMIT also displays a formal Acknowledgement of the Land of the Wurundjeri peoples on buildings and walkways throughout the physical campus. The further development of the Indigenous Specialisation Program was encouraging as were a number of cross university events and experiences.

The launch of RMIT's RAP and its implementation during 2016 also provided opportunities to plan and begin to increase the visibility, acknowledgement and respect for Aboriginal and Torres Strait Islander culture, heritage and knowledge. The development of College/Portfolio Unit Indigenous Engagement Plans was required by March 2017. All 10 Units provided the first draft plans in November 2016. These were received and further work was undertaken during the remainder of 2016 to finalise. The three College Units, which totals 20 schools, all committed to undertaking an audit of current curriculum led by the Deputy PVC, Indigenous Engagement and Education to determine which programs/courses already had Indigenous perspectives and if not how they would prioritise the development of this curriculum over 2017-2018.

#### Indigenous Studies Unit

Central to the RMIT Reconciliation Action Plan Action Area 2 (Learning and Teaching) is the preparation of graduates and staff who are able to demonstrate cultural capability. RMIT's Indigenous Studies Unit (ISU) was established in 2016 to provide academic leadership and promote Indigenous Knowledge Systems at RMIT through:

- Applied research and consultancy
- Teaching, curriculum and assessment design

- Indigenous research and ethics advice
- Partnerships with community and sector organisations in Australia and internationally.

The initial establishment of the ISU has grown Indigenous academic capacity at RMIT. Recruitment of Indigenous academic staff, housed within the ISU, has enriched the disciplinary breadth and depth of teaching and research in areas including social justice, youth, family law, Indigenous affairs, tertiary education, Indigenous policy and histories.

ISU staff are actively teaching and developing courses in undergraduate and postgraduate programs, and providing supervision to higher degree by research and honours students. The ISU has advocated for a partnership model of engagement across the university to help academics integrate Indigenous content and perspectives within program curriculum, appropriately contextualised within their disciplines and areas of practice. This is expected to strengthen as governance models are established under the auspices of the Reconciliation Action Plan learning and teaching strategy to be developed in 2017 to embed curricula inclusive of Aboriginal and Torres Strait perspectives across all programs.

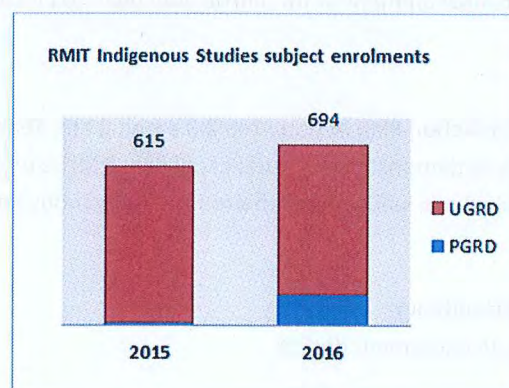
The ISU is now responsible for coordination of the Indigenous Specialisation, which provides students with an understanding of the cultural, historical and contemporary frameworks that have shaped the lives of Indigenous people in Australia and globally. Renewed marketing of the Indigenous Specialisation was undertaken in 2016 to both local and international students with a focus on improving awareness of opportunities to engage with Indigenous studies earlier in their program of study. Over three thousand students have now completed Indigenous Specialisation electives with 12 students having completed 4 or more and had this recognised on their official RMIT Transcript.

Representation has been increased on key education governance bodies through ex-officio and elected Indigenous academic appointments on the Academic Board, Education, Innovation and Quality committee, and the RMIT Indigenous Ethics Network.

#### Sustained enrolment growth

Upward enrolment trends have continued into 2016 with strong growth in the numbers of postgraduate students undertaking courses in Indigenous Studies. In addition to core Indigenous courses in Nursing, Education and Social Work programs, Indigenous studies courses have been added to the core curriculum of the Bachelor of Social Science (Psychology) and Master of Public Policy programs.

Additional undergraduate and postgraduate elective courses have been developed in 2016 for the Indigenous Specialisation, with course delivery commencing in 2017. Modality of existing courses has been reviewed to expand offerings to students through blended and online learning, in addition to Work Integrated and On Country learning experiences. Cross disciplinary course development has been initiated in partnership with Elders and community members belonging to the Wurundjeri Tribe Council.



### Health Sciences Growth

Compulsory subjects in all of our Indigenous Health education programs are now firmly embedded. Auntie Kerrie Doyle an Indigenous Associate Professor Level E, lectures and provides cultural advice to the school of Health Sciences, further acknowledging the commitment to Indigenous culture, education and knowledge.

All nursing students have a mandated Indigenous health subject as part of their degree for registration, however, this course is open as an elective to all disciplines. This course facilitates learners' development of cultural awareness, cultural sensitivity, cultural competency and then applied cultural proficiency skills, and includes history, current context of health and the social determinants of health and well-being.

### **How the University addresses the cultural competency of its staff and students**

RMIT is committed to providing cultural awareness training for staff that defines continuous cultural learning needs of employees in all areas of our business. The RMIT RAP and the Aboriginal and Torres Strait Islander Employment Plan have included actions and measures to increase participation in cultural competency training. This training is currently promoted and offered to all staff for professional and personal development through the University's staff development program (DevelopMe).

The RMIT RAP further specifies all staff members in executive positions must attend cultural awareness training, specifically designed for RMIT executives, which may include face-to-face workshops or cultural immersion.

Cultural awareness training for staff is delivered by local Aboriginal and Torres Strait Islander training consultants. Face-to-face cultural awareness training was increased to 15 workshops to be delivered in 2017 from six in 2016. As part of the RAP commitments by College/Portfolio Units it was confirmed that the HR would investigate the feasibility to develop over 2017 and implement an online course/training from 2018.

### **The University's involvement with Indigenous community members in working toward this goal**

#### Victorian Aboriginal Education Association Incorporation (VAEAI)

VAEAI is the governing body for Victorian Indigenous Education. RMIT University, through Ngarara Willim Centre, is in constant consultation with them on student graduation from year 12 and programs progressing for years 9, 10, and 11 students. This work is done through working and talking with the Local Aboriginal Education Consultative Group (LAECCG) and Koorie Education Support Officers (KEDO's) that implement strategies such as Wurreker and Wannik.

#### Sunrise Health

The partnership originally delivered the Alcohol and other Drugs course as well as consultation and protocols like cultural learning and awareness for non-Indigenous staff and students working within the remote regions. RMIT plumbing and engineering programs are now consulting with Sunrise Health and Ngarara Willim Centre about water innovation for remote communities around the Katherine region.

### Fitzroy Stars Football and Netball Club

RMIT, through the Ngarara Willim Centre, have built up a continuing partnership with the focus on educational pathways for Fitzroy Stars members to access. Ngarara Willim Centre staff attend games and training sessions in support.

### Toorong Marnong (Woiwurrung Language for "Coming Together")

The Toorong Marnong is a multilateral project which links all Victorian universities (including RMIT University) in collaboration with the Victorian Aboriginal Education Association Incorporated (VAEAI) and members of the Victorian Vice Chancellors' Committee (VVCC). The common aim of Toorong Marnong is to increase the numbers of Aboriginal and Torres Strait Islander students who access and succeed in tertiary education. Toorong Marnong Committee is unique in bringing all nine Victoria Universities together with VAEAI and the support of the VVCC to improve the higher education participation of Aboriginal and Torres Strait Islander students. The project has historically been jointly funded through contributions from all Victorian universities and steered by a committee with senior staff membership. Toorong Marnong is particularly focused on helping the transition of students from high schools to universities. We work with Koorie Education Support Officers (KESOs) and Koorie Education Transition officers (KTOs) in the Department of Education and Early Childhood Development (DEECD). There are a growing number of students completing VCE seeking university places. As a point of comparison, two Koorie students accessed higher education in 1985, whilst 384 did in 2013. There is an increasing demand for transition communication for this cohort, in order that they (and their families and community) understand the process of applying for a university place and support when there. The Toorong Marnong Project supplies this communication through a number of mediums - dedicated website, annual Koorie Big Day Out - university expo, and an 1800# hotline to assist with access choices once ATAR's are posted.

### Conservation Land Management Program

The Diploma of Conservation and Land Management students have extensive contact with a range of Aboriginal and Torres Strait Islander people and organisations through the delivery of courses such as:

- ENVI5079C Inspect and Monitor Cultural Places: Dean Stewart, Aboriginal interpretation of inner Melbourne; Uncle Bill Nicholson, Wurundjeri Land Council, cultural site visits and interpretation; Uncle Mik Edwards, cultural protocols and liaison.
- ENVI5076C Conduct Field Research Into Natural and Cultural Resources: 'Wurundjeri Tribe Land and Compensation Cultural Heritage' half day visit Cultural heritage, protocols, legislation; Winda Mara Aboriginal Corporation and Gunditj Mirring Traditional Owners Aboriginal Corporation - five day visit to Gunditjmarra country hosted by Gunditjmarra Elders and land management students, featuring extensive contacts with Aboriginal stakeholders, site interpretation, lectures and cultural immersion. Uncle Mik Edwards accompanies students for entire trip, enabling close and meaningful relationships.
- ENVI5077C Develop a management plan for a designated area (Yorta Yorta Elder Uncle Colin Walker): lecture to students on Aboriginal interests in the Barmah Forest National Park and surrounding Country; Yenbena Training Centre - Aboriginal guide interprets cultural sites in the Barmah Forest. Uncle Mik Edwards attend as liaison and support.
- AERS1003 Environment & Culture - Ecological and Aboriginal understandings of Country: Featuring a five day immersion visit to Aboriginal communities at:
  - Lake Mungo, NSW - three Tribes represented from Paakintji, Mutthi Mutthi and Ngyiampaa host students to iconic Lake Mungo cultural sites. Uncle Mik Edwards attends as liaison and support.

- Lake Condah, Victoria - cultural immersion hosted by Gunditjmara Elders and Aboriginal and Torres Strait Islander land management students. Uncle Mik Edwards attends as liaison and support.

#### Northern Territory Engagement & Graduations

Organisation of graduations for Aboriginal and Torres Strait Islander students in remote areas of the Northern Territory – Tennant Creek and Alice Springs – continued in 2016.

These students graduated from the following programs Diploma Community services (Alcohol and Other Drug Mental Health) and Certificate IV in Alcohol and Other Drug.

Number of students graduated 2016:

Tennant Creek – 9

Alice Springs – 4

The students were supported throughout their program with information sessions and having access to Ngarara Willim Centre services and all RMIT university services. Students are also made aware of their options to further their education pathways.

Aboriginal workers from Katherine and Alice Springs have been invited to come to Melbourne and run sessions for RMIT University students doing similar programs. These sessions focus on working in remote communities and protocols within those communities.

#### **Aboriginal and Torres Strait Islander Staff and Students in the News**

[Mapping artworks that shape country](#)

[Indigenous academics celebrate Pacific first](#)

[RMIT launches Reconciliation Action Plan](#)

[Unique Indigenous garden brings city's seven seasons to life](#)

[RMIT researcher wins National Indigenous Arts Award](#)

[Partnership improves Indigenous health services](#)

[Support for Indigenous entrepreneurs](#)

[Life-changing placements in the Territory](#)

[What I learnt about education on a teaching placement in the Kimberley](#)

[Mobile app to promote Indigenous protected area](#)

[Health service workers upskill to meet growing demand](#)

[Australian Aboriginal students boost cultural exchange](#)

[Meet the Indigenous Studies team](#)

[Indigenous students celebrate next step in their working lives](#)

[RMIT honoured at Premier's Design Awards](#)

[RMIT takes over Melbourne's streets and skies for Graduation!](#)

Information about the award is available on the RMIT website. The award is given to the best design project in the world. The award is given to the best design project in the world. The award is given to the best design project in the world.

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## SECTION 2 – EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

See attachment.

## SECTION 3 – HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

The 2016 Indigenous Education Statement was completed by the Ngarara Willim Centre for Aboriginal and Torres Strait Islander peoples and the Indigenous Education Unit at RMIT.

University Officer	Indigenous Education Support Unit Officer
Name: Professor Belinda Tynan	Name: Stacey Campton
Position Title: Deputy Vice-Chancellor (Education) and Vice-President	Position Title: Director, Ngarara Willim Centre for Aboriginal and Torres Strait Islander Peoples
Phone Number: (03) 9925 2595	Phone Number: (03) 9925 3875
Email: <a href="mailto:dvce@rmit.edu.au">dvce@rmit.edu.au</a>	Email: <a href="mailto:stacey.campton@rmit.edu.au">stacey.campton@rmit.edu.au</a>

## SECTION 4 – PUBLICATION OF THE STATEMENT

Following approval of the IES by PM&C, Universities **are to publish** the current and the previous two IES on their website. The documents are required to be externally accessible to the public. Please provide PM&C with a link to these statements.

<http://www.rmit.edu.au/about/our-strategy/values/living-our-values/respect-for-australian-indigenous-cultures>



Australian Government

Department of the Prime Minister and Cabinet

## FINANCIAL ACQUITTAL

Organisation	Royal Melbourne Institute of Technology University		
Postal Address	GPO Box 2476, Melbourne Victoria 3001		
Contact Person	Sharron Jackson	Title	Interim Chief Financial Officer
Phone	3 9925 0608	Fax	
		E-mail	sharron.jackson@rmit.edu.au

### Financial Acquittal

This financial acquittal proforma is designed to acquit all ISP Funds provided in 2016, including all interest or royalties/income derived from ISP Funds during 2016.

Attachment	Checklist
1 Indigenous Support Program (ISP)	✓

For each Attachment:

- Part A seeks information on the GST component of funding provided to you under that element, if applicable.
  - 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 *not* paid to you, *do not complete Part A*.
- Part B seeks information about the funding received and expenditure and commitments, exclusive of any GST. Do not include the GST component of any expenditure in this part.



## Certification

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

### ISP FUNDING RECIPIENT'S CERTIFICATION

I,

(print name of chief officer or equivalent)

(print position title)

certify that:

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

I understand that:

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

Signed:

Date:

#### Privacy Notice

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

## ATTACHMENT 1 - Indigenous Support Program

**Provider Name:**

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

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

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

**PART B - Acquittal Summary Details (excluding GST):**

**INCOME**

1. Unexpended Indigenous Support Programme funds from <u>2015</u> which were committed for expenditure prior to 31/12/2015.	\$
(+) 2. Unexpended and uncommitted Indigenous Support Programme funds from <u>2013 or 2014</u> which were approved for expenditure in 2016.	\$
(+) 3. Indigenous Support Programme funds provided in <u>2016</u> . These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$ 378,000
(+) 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2016.	\$
(=) 5. <b>Total</b> Indigenous Support Programme funds <b>to be acquitted</b> in 2016.	\$ 378,000

**EXPENDITURE**

6. Total Indigenous Support Programme expenditure in 2016, <u>excluding any GST</u> .	\$ 430,986
(+) 7. <u>Unexpended</u> Indigenous Support Programme funds which were <u>committed</u> for expenditure prior to 31/12/2016.	\$
(+) 8. Requested <u>carryover</u> into 2016 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2016 – written approval date /.../2016. <sup>1</sup>	\$
(=) 9. <b>Total</b> Indigenous Support Programme funds which by 31/12/2016 were fully expended and/or committed for <b>expenditure</b> .	\$ 430,986
10. Returns of 2016 Indigenous Support Program Funds by 31/12/2016.	\$
11. Balance of Funds for 2016	\$ - 52,986
<b>12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2016.</b>	<b>\$</b>

<sup>1</sup> The Department will only approve the rollover of unspent funds in exceptional circumstances.

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

Salaries and oncosts	\$ 49,698
Consumables & printing	\$ 5,927
Student materials & program	\$ 44,582
Equipment, hire and lease	\$ 5,366
Administrative costs	\$ 4,718
Marketing & promotion	\$ 72,153
Travel	\$ 73,933
Conference	\$ 8,485
Hospitality	\$ 41,262
Consultancy	\$ 8,500
Scholarships & grants	\$ 116,361
<b>Total 2016 ISP Program Expenditure</b>	<b>\$ 430,986</b>

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

	\$
	\$
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	\$
	\$
	\$
	\$
	\$
	\$
<b>(=) Total of 2016 Non-ISP expenditure</b>	<b>\$</b>

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

#### STAFFING COSTS – eg

Position	Indigenous Centre/Faculty staff	Cost
HEW 2 - Student Employment - Student engagement activities	Ngarara Willim Indigenous Centre	\$ 3,548
HEW 5 - Casual Office Administrator	Ngarara Willim Indigenous Centre	\$ 13,576
HEW 6 - Casual Regional Coordinator	Ngarara Willim Indigenous Centre	\$ 20,345
HEW 8 - Casual Project Manager	Ngarara Willim Indigenous Centre	\$ 12,229

#### TRAVEL COSTS – eg

Description	Destination & details	Cost
Various taxi travel & bus transport	General meetings, staff development courses/conferences, Toorong Morong meetings, Indigenous university games, NATSIHEC meetings, student engagement events	\$ 1,561
Staff various travel events for development courses/conferences, NAISA conference, Indigenous university games, NATSIHEC meetings, student engagement events in NT, Gambina student recruitment event, community events, Vietnam International Study Tours	Flights, accommodation, food and other incidentals	\$ 65,012
Student travel for student program	Student flights and accommodation for Vietnam International Study Tour	\$ 26,085

**SERVICES RENDERED – eg**

<b>Description</b>	<b>Internal/external cost</b>	<b>Cost</b>
Student Cultural Enrichment Program	External expense	\$ 13,554
Catering for events - RAP Launch, NAIDOC and Gama-dji (orientation)	External expense	\$ 4,719
Cultural consultancy - business planning, cultural advise for strategic plan development	External expense	\$ 8,500
Event services for strategic plan launch (Reconciliation Action Plan) - artwork design, entertainment	External expense	\$ 12,400
Student recruitment advertising in Koori Mail and indigenous Radio	External expense	\$ 10,573