



2015 RMIT Indigenous Education Statement

31 May 2016

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 2015 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.

Introduction

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.

In 2015 the appointment of a new VC, Mr Martin Bean, to RMIT University also defined the direction of the University for the next five years. RMIT's 2016-2020 Strategic Plan, *called Ready for Life and Work* was launched in November 2015 after a year of consultations and negotiations with staff, students and stakeholders of the University. Ngarara Willim Centre staff played a major role in shaping the direction and focus in the Strategic Plan for the University's commitment to Aboriginal and Torres Strait Islander affairs/ Indigenous business at RMIT.

Using internal policies and documents such as the RMIT Act and also relevant external policies pertaining to Aboriginal and Torres Strait Islander outcomes in tertiary institutions also shaped the Indigenous focus for the Strategic Plan. The following Directions, Goals and Priorities of RMIT's Strategic Plan to 2020 specifically focus on Indigenous outcomes:

- Our Values – Inclusion – Statement of intent regarding honouring the identity and knowledge of Aboriginal and Torres Strait Islander nations;
- Direction 1 – Life Changing Experiences, Goal 1, Priority 4 – Valuing and growing our diversity;

- Direction 1, Goal 2, Priority 2 – Supporting access, progression and pathways
- Direction 3 – Shaping the World, Goal 5, Priority 1 – Implementing learning and teaching of Indigenous knowledge systems;
- Direction 3 – Goal 6, Priority 2 – RMIT Students and staff have authentic Indigenous experiences that respect and acknowledge the Kulin nation;

RMIT's Strategic Plan leads the way for future policies to be developed or refreshed and implemented over the next five years. These policies, activities and strategies include:

- The RMIT Academic Plan 2011-2015
- The RMIT Indigenous Employment Plan articulates increasing employment numbers at RMIT;
- RMIT's Reconciliation Statement was issued in 2009. To expand on this statement the development of an RMIT Reconciliation Action Plan (RAP) during 2015 to be launched in 2016 was undertaken. The consultation, negotiation and engagement process to develop the RAP was a reconciliation action in itself. Over 15 people from all areas of RMIT's business units formed the working group to express a continued commitment to cultural respect and promoting opportunity for Aboriginal and Torres Strait Islander peoples. From 1 June 2016 a copy of the full document is available on RMIT website;
- RMIT's Equity and Diversity Plan. During 2015 this Plan was retitled and refreshed, and will be launched in 2016 as the Diversity and Inclusion Framework. RMIT has a deep commitment to equity and inclusion, underpinned by strong partnerships and collaborations to support an inclusive learning and working environment for all staff and students. The University has a particular commitment to Aboriginal and Torres Strait Islander staff and students, articulated through the [Statement of Reconciliation](#), [Aboriginal and Torres Strait Islander Employment Strategy](#) and the work of the [Ngarara Willim Centre](#) in supporting student application and enrolment.

Summary of 2015 outcomes and performance

RMIT extended its commitment and investment in a university wide approach to Indigenous affairs this year. The appointment of the most senior leader of the institution, VC Martin Bean, has also meant a champion for Aboriginal and Torres Strait Island peoples at our institution. There has been an increase in profile, inclusion in policies, programming, events and a renewed effort to achieve the goals of the National Aboriginal and Torres Strait Islander Education Policy. The tone of inclusion and where possible differentiating RMIT from other universities to position RMIT as a University of choice for Aboriginal and Torres Strait Islander staff and students has been embraced.

	2013 performance*	2014 performance*	2015 performance^	Change 2014-15
Vocational education commencements	97	124	98	-21% DECREASE
Higher education commencements (headcount)	49	53	74	40% increase
Higher education enrolments (Headcount) <i>includes continuing students</i>	122	135	156	16% increase
Higher education completions	28	20	22	10% increase

SECTION 1: ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2015 AND PLANS FOR FUTURE YEARS

In February 2015, RMIT's newly appointed Vice Chancellor, Mr Martin Bean started work. After officially welcoming the VC to Wurundjeri Country where RMIT stands, the VC has taken on an interest and stewardship of engaging and including Indigenous issues in the University agenda. He has personally taken on a commitment to and investment in Indigenous business at RMIT. His leadership in improving the status, profile and visibility of Indigenous affairs as a whole of university approach has and continues to be an impressive turn-around from RMIT's previous approach.

The VC has ensured that he champions the development and implementation of University policy documents that include Indigenous education, staffing and student outcomes. These documents include RMIT's Strategic Plan to 2020 - Ready for Life and Work. The introduction to the Strategy acknowledges and honours the Aboriginal Country that RMIT stands on. The Plan also has specific Goals and Priorities under its three directions that relate to Indigenous outcomes. A copy of the Plan can be located at: <https://www.rmit.edu.au/about/our-strategy/>

RMIT Reconciliation Plan

The development of the RMIT Reconciliation Action Plan was also another policy document with the VC as the Champion. During its development and eventual launch in May 2016 he has provided leadership and continued to negotiate actions that will change the culture of RMIT's role in Indigenous business at RMIT. There are many actions and accountabilities of Executive Management at RMIT that will require a number of resourcing and investments to 2018 and beyond. The RAP also meets a number of the recommendations made in the 2012 'Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People' also known as the Behrendt Review. These include influencing business unit plans and operations through KPI actions to address deficiencies or to continue the good work to ensure Indigenous business is everyone's business at RMIT. Another was to build the Indigenous academic profile and hence the Indigenous education profile at RMIT. A copy of the RAP can be located at: www.rmit.edu.au/about/our-strategy/values/living-our-values/respect-for-australian-indigenous-cultures/reconciliation/

The Ngarara Willim Centre for Aboriginal and Torres Strait Islander Peoples

In 2015 the VC Executive agreed and endorsed the application of the Commonwealth and State Indigenous Specific funding allocation become the budget appropriation for the Ngarara Willim Centre. This meant that Ngarara Willim Centre staff salaries and on-costs would be paid from University mainstream funding and that Ngarara Willim Centre would have a "real" budget to provide for students services to improve higher education outcomes. This decision will be enacted from 2016 Calendar year. Budget projections for the expenditure of this funding were agreed in late 2015 through the business processes of RMIT with the funding being projected for use to grow and support the recruitment and retention of Indigenous students enrolled at RMIT University.

The Indigenous Studies Unit

RMIT VC Executive also committed to the establishment of an Indigenous Studies Unit (ISU). This will be a stand-alone unit in the College of Design and Social Context with a cross-university remit to promote Australian Indigenous academic integrity, curriculum, business development and research across RMIT. Establishing the ISU as "one port of call" will enable staff from across the University to access timely, quality, ethical advice and build academic

integrity, development and research from this discipline area. Funding of salaries and on-costs for the ISU will come from University mainstream funding and a business and governance plan for the continued sustainability and economic outcomes of the Unit will be developed in 2016. Implementation of the ISU will be undertaken from 2016.

Community Engagement

The roles the Indigenous Studies Unit and the Ngarara Willim Centre have at RMIT is to respect, acknowledge and honour the place of Aboriginal and Torres Strait Islander peoples and culture in a higher education setting, develop the capability of people who work with Indigenous communities and their issues and nurture an Indigenous Knowledge system that will bring economic independence, leadership growth and community driven education and training outcomes. These will be achieved through innovative, flexible vocational education course delivery in a community, by a community; opportunities for RMIT students to undertake work integrated learning (WIL) and student placements in Australian Indigenous communities where they can make a difference and experience true two way learning; expanding and embedding the Indigenous specialisation curriculum in each College program and school course to encourage all RMIT students to take pride in their Australian Indigenous heritage.

The establishment of the ISU and the independent funding of Ngarara Willim Centre deliver another plank in RMIT's Indigenous Engagement Strategy which includes the RMIT 2016-2020 *Strategic Plan, Reconciliation Action Plan 2016-2018*, and other supporting workforce strategy and academic endeavour documents. The establishment of these Units within RMIT also addresses a number of the 2012 recommendations of the Behrendt Review, the previous three reports on Indigenous academia and business at RMIT undertaken in 1998, 2000 and 2012 and the expectation by Indigenous staff, students community and partners of RMIT to embed Indigenous business throughout RMIT. It also goes towards making progress through the University Australia's Indigenous Cultural Competency Framework.

Plans for the future improvement of existing strategies or implementation of new strategies to meet each of the AEP goals relevant to higher education

The following section of the Statement will address the six AEP goals for which a response has been requested in relation to the Department of Prime Minister and Cabinet's template. Each section will be answered separately and summary data and case studies will be presented. The financial acquittal document is attached separately.

1.1 ESTABLISH EFFECTIVE ARRANGEMENTS FOR THE PARTICIPATION OF ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE IN EDUCATIONAL DECISION-MAKING.

Senior Governance: RMIT has three specialist senior governance committees with specific Indigenous representation. All have been established with the purpose of addressing university issues and their relationship to Indigenous issues:

Aboriginal and Torres Strait Islander Education and Research Advisory Group: The Committee is an advisory committee to the Deputy Vice-Chancellor Academic and, through the Deputy Vice-Chancellor Academic, the Vice-Chancellor. The Committee provides advice to the Vice-Chancellor to inform the development, implementation and review of strategies, plans and developments that support Aboriginal and Torres Strait Islander education and research at RMIT.

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.

Other Committees:

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 Indigenous peoples in tertiary education.

Reconciliation Action Plan: The University is currently developing a 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.

RMIT University will review the 2011-2015 Strategic and Academic Plans and will look to providing new strategies for governance and decision-making structures as a part of the 2016-2020 Strategies.

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

Professor Barry Judd: The most senior Indigenous 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 Indigenous perspectives to be incorporated in curriculum across the health disciplines.

Ms Stacey Campton: Ms Campton is the Senior Manager (Professional) of the Ngarara Willim Centre for Aboriginal and Torres Strait Islander peoples. Ms Campton has extensive senior management 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 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.

1.2 INCREASE THE NUMBER OF ABORIGINAL AND TORRES STRAIT ISLANDER STAFF EMPLOYED AS ACADEMIC AND NON-ACADEMIC STAFF IN HIGHER EDUCATION INSTITUTIONS -

The RMIT Aboriginal and Torres Strait Islander Employment Strategy 2012-2015 (employment strategy) is a continuation of an employment commitment first made in 2007. This commitment to Aboriginal and Torres Strait Islander employment will continue beyond the expiration of the current employment strategy, end of 2015, with the proposed implementation of a new five year employment strategy to 2020.

The current employment strategy aims to increase employment opportunities and improve the retention rate of Aboriginal and Torres Strait Islander people across all levels of the University. The employment strategy outlines five key goals and priorities:

1. Effective recruitment practices

Priority: To increase the number of Aboriginal and Torres Strait Islander people employed within the University within all sectors and levels.

2. Ongoing career development

Priority: To provide career development opportunities within RMIT for Aboriginal and Torres Strait Islander people to establish successful careers.

3. Develop and strengthen community links

Priority: To promote and develop collaborative partnerships between RMIT University and Aboriginal and Torres Strait Islander communities that will increase recruitment opportunities and improve staff retention rates.

4. Increased participation of Aboriginal and Torres Strait Islander staff in leadership and governance

Priority: To ensure Aboriginal and Torres Strait Islander people are incorporated in leadership, governance and decision-making within the University.

5. Inclusive cultural workplace practices

Priority: To develop and promote the cultural competency and skills of all RMIT staff.

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

RMIT takes a whole of University approach to responsibility for achieving the aims of the employment strategy and has appointed an Indigenous Employment Coordinator, based in Recruitment in the Human Resources Department, to facilitate implementation. The employment strategy is supported and overseen by the Aboriginal and Torres Strait Islander Employment Advisory Committee, which meets on a quarterly basis and is chaired by the Deputy Vice-Chancellor Academic. The RMIT Academic and Professional Staff Enterprise Agreement 2014 (agreement) commits to achieving annual targets and to increase Aboriginal and Torres Strait Islander staff numbers 'by at least 10 FTE by the end of 2015'. The University has a further commitment under the agreement to provide central funding to facilitate the initial employment of some Aboriginal and Torres Strait Islander academic staff and PhD students to academic roles. 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 web site. 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 Strategy 2012-2015 is publically available on the RMIT University website here:
<http://mams.rmit.edu.au/z4legdpdkb2mz.pdf>

The number of Indigenous specific positions, detailed by occupation and level at RMIT University

At the end of 2015 there were 11 Indigenous specific positions – 10 continuing and 1 fixed-term position. Total continuing and fixed-term Indigenous staff numbers are 18 or 17.6 FTE and there have been 11 casual engagements. Staff numbers for continuing and fixed-term in 2015 have been impacted by terminations and separations resulting in an increase of 1 over 2014 numbers. Retention strategies are being reviewed in consideration of the development of a new employment strategy for 2016-2020. Casual staff numbers have increased from 5 in 2014 to 11 in 2015. 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	Indigenous Specific Positions
Global, Urban and Social Studies	Academic - Level E	Professor Indigenous Specialisation	Yes
Health Sciences	Academic - Level D	Associate Professor Indigenous Health	Yes
Student Services/Ngarara Willim Centre	Non-Academic - Level 10A	Senior Manager	Yes
Student Services/Ngarara Willim Centre	Non-Academic – HEW 8	Senior Advisor, Indigenous Consulting	Yes
Student Services/Ngarara Willim Centre	Non-Academic – HEW 8	Senior Advisor, Indigenous Community Engagement	Yes
Student Services/Ngarara Willim Centre	Non-Academic – HEW 8	Senior Coordinator	Yes
Student Services/Ngarara Willim Centre	Non-Academic – HEW 7	Advisor, Student and Community Partnership	Yes
Student Services/Ngarara Willim Centre	Non-Academic – HEW 6	Coordinator Operations and Project Support	Yes
Student Services/Ngarara Willim Centre	Non-Academic – HEW 5	Student Liaison Officer	Yes
Human Resources Consultancy	Non-Academic – HEW 10A	HR Business Partner	No
RMIT Link	Non-Academic – HEW 9	Manager, Social Enterprise Services	No
Human Resources/Recruitment	Non-Academic – HEW 8	Indigenous Employment Coordinator	Yes
Property Services/Planning and Asset Utilisation	Non-Academic – HEW 7	Team Leader, Timetable Operations	No
Student Services/Director's Office	Non-Academic – HEW 7	Project Office, Orientation	No

Business/Research	Non-Academic - HEW 5	Administrative Officer, Research	No
Marketing and Student Recruitment	Non-Academic - HEW 5	Information Officer	No
Media and Communication	Non-Academic – HEW 5	Administrative Office, Facilities	No
Sub-Total	17		10
Fixed –Term Positions			
Student Services/Equity and Diversity	Non-Academic – HEW 7	Coordinator Indigenous Part. “I Belong”	Yes
Sub-Total	1		1
Grand Total	18		11

Table 2 - Casual positions

Education	Academic – Level A/B	Casual Academic
Education	Academic - Level A/B	Casual Academic
Management/College of Business	Academic - Level A/B	Casual Academic
Global, Urban and Social Studies	Academic – Level A/B	Casual Academic
Media and Communication	Academic - Teacher 1/2	Casual Academic
Medical Sciences	Academic – Level A/B	Casual Academic
Ngarara Willim Centre	Professional – HEW 4	Casual Professional
Student Services/Equity & Diversity	Non-Academic - HEW 2	Casual Professional
Student Admin - Exams, Awards & Grads	Non-Academic - HEW 3	Casual Professional
Student Services - Career Development & Employment	Non-Academic - HEW 5	Casual Professional
Student Services - Career Development & Employment	Non-Academic – HEW 4	Casual Professional
Total	11	

1.3 - ENSURE EQUITABLE ACCESS OF ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS TO HIGHER EDUCATION.

Commencing Aboriginal and Torres Strait Islander student numbers for 2015 (access rate) as compared to 2014 (please provide an all student comparison).

Commencing Higher Education (HE) Enrolments of Aboriginal and Torres Strait Islander Students - EFTSL

	2013	2014	2015
Aboriginal and Torres Strait Islander students	38.75	34.38	58.25
Non Aboriginal and Torres Strait Islander students (Domestic students only):	10,040.37	9,880.87	9,557.00

Higher Education 2013 and 2014 updated to reflect signed-off Submissions to Government and as published, May 2016. 2015 HE values reflect signed-off Submission to Government, May 2016.

Commencing Higher Education (HE) Enrolments of Aboriginal and Torres Strait Islander Students - Numbers

	2013	2014	2015
Aboriginal and Torres Strait Islander students	49	54	74
Non Aboriginal and Torres Strait Islander students (Domestic students only):	12,200	12,548	11,974

Higher Education 2013 and 2014 updated to reflect signed-off Submissions to Government and as published, May 2016. 2015 HE values reflect signed-off Submission to Government, May 2016.

Commencing Vocational Education (VE) Enrolments of Aboriginal and Torres Strait Islander Students - Numbers

	2013	2014	2015
Aboriginal and Torres Strait Islander students	97	124	98
Non Aboriginal and Torres Strait Islander students (Domestic students only):	10,348	9,555	9,768

RMIT continues to provide a number of pathways into our tertiary programs to encourage access for Aboriginal and Torres Strait Islander students into higher education. The leverage of the dual sector capacity provides RMIT with advantages in the provision of educational opportunities for Aboriginal and Torres Strait Islander students. The cross sector skill elective, the articulated pathway and the dual qualification are all advantages of RMIT as it provides a number of diverse educational pathways and qualification options for Aboriginal and Torres Strait Islander students seeking tertiary education.

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

RMIT provides a number of targeted and special access schemes that support Aboriginal and Torres Strait Islander student access to RMIT study through priority non-competitive

processes. These schemes help the university to consider factors other than solely Tertiary Entrance Rank or Grade Point Average (GPA) scores. These schemes include:

- A targeted Aboriginal and Torres Strait Islander entry scheme – this also applies within our Schools network Access Program SNAP partners;
- Special Entry Assistance Schemes (SEAS) – through which RMIT supports people who have experienced educational disadvantage;
- Apply Direct – our application process direct to RMIT, including through VTAC 7;
- Postgraduate Research Equity Places (PREP scheme) – a program to provide special entry to postgraduate students from equity backgrounds, including Aboriginal and Torres Strait Islander students. The scheme enables priority access for eligible candidates, including to higher-degree programs.

Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
Indigenous Access Scheme	Aboriginal and Torres Strait Islander peoples wishing to access a tertiary program.	NWC staff work with course selection officer(s) and course/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.	74 people were interviewed and provisionally offered a place in a course. Of the 74 provisional offers made, 60 students accepted and officially enrolled at RMIT.
Schools Network Access Program (SNAP) entry scheme	Secondary school students in the SNAP Partnership (173 schools from 7 metro and 9 regional areas of Victoria).	The SNAP scheme provides bonus ATAR points or other consideration to support entry by applicants below the “clearly in” mark.	17 Aboriginal students from SNAP schools received RMIT offers for 2016 entry.

Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
I Belong programs	Secondary students	Programs designed to build aspiration for and awareness of university, disciplines, careers and pathways, incorporating experiential learning.	70 Aboriginal & Torres Strait students from 26 secondary schools participated.
Tertiary Experience Camp North East (Year 7-10)	Aboriginal & Torres Strait Islander secondary school students	Program designed to build aspiration for and awareness of university, incorporating experiential learning.	15 students from 7 secondary schools participated.
I Belong in the City (Year 10-12)	Aboriginal & 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.	14 students from 3 secondary schools participated.

In 2015 the University received a HEPP grant for the “I Belong Senior Years” program to increase Indigenous participation, and has employed a full-time Indigenous Program Coordinator. The role acts to enhance capacity and achievement across the breadth of the University’s outreach activity with prospective Indigenous students, their families and communities including in the Middle Years programs.

In 2015 the Equity and Diversity Unit piloted two new outreach programs. These were programs that were designed and implemented through close partnerships with the RMIT Ngarara Willim Centre for Aboriginal and Torres Strait Islander Peoples and AIME. These programs reflected the expansion of I Belong activities in additional regional areas of Victoria.

“I Belong in the City” was the first Indigenous specific program piloted in 2015. This program had 14 students from three schools in Gippsland attend for a three day camp. 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.

The second piloted program was the “North East Tertiary Experience Camp” (NETEC). This program had 15 Indigenous student participants from a variety of schools located in the North East Victorian region. These students participated in a program which exposed them to a wide range of different disciplines and careers available to study at RMIT University. The students were also able to explore the Melbourne CBD and become more familiar with the RMIT University campus. Like the City program, the students were able to experience teaching and learning in a university environment. Students were able to engage with AIME and the Ngarara Willim Centre for Aboriginal and Torres Strait Islander Peoples further

utilizing and supporting these strong partnerships. This program allowed the students to engage with RMIT University multiple times during 2015, and in one case a student from this program visited RMIT University another two times for another I Belong program and an AIME program. The feedback from this program also indicated that it had made a positive impact on the post-secondary school aspirations of these students.

The partnership between the Equity and Diversity Unit and AIME continued to grow in 2015 and this meant that I Belong modules were successfully delivered in three AIME programs and AIME modules were successfully delivered in two I Belong programs. There is no doubt that these modules increased the depth and relevance of these two programs. This co-delivery model also enabled each program to reach more Indigenous students which otherwise would not have been captured by their respective student and school footprints.

In addition to the Indigenous-focused programs, the entire suite of I Belong programs was modified to prioritise Indigenous content. This was conducted in close partnership with the staff at the Ngarara Willim Centre to ensure that these measures were appropriate and respectful and included the incorporation of Indigenous symbols including flags and badges, the establishment of an Acknowledgement of Country at the beginning of each program and incorporating a visit to the Ngarara Willim space and staff for Indigenous students attending all I Belong programs. Furthermore, the staff at the Ngarara Willim Centre also supported the I Belong expansion into regional Indigenous communities for the two pilot programs and helped to facilitate introductions and build respect and trust with the community stakeholders of these programs. The Equity and Diversity Unit also partnered with the Ngarara Willim Centre to facilitate the hiring of three current Indigenous RMIT students as SNAP Champions. SNAP Champions provide authentic peer modelling within I Belong programs as they speak to participants about their journey from SNAP secondary school student to RMIT student. The Indigenous SNAP Champions also serve to further increase Indigenous presence within the entire suite of I Belong programs and to provide additional cultural support within the two Indigenous programs in 2015.

In 2015 99 Indigenous students participated in I Belong programs. This is an increase of over 100% on the numbers in 2014. This is a positive result and has laid the foundation for further growth in 2016.

RMIT scholarship support for Indigenous students

RMIT recognises that scholarships are crucial to underpin 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 2015, students benefited from \$496,000 in scholarship support across 13 different scholarships. This is new scholarship funding for 2015, not pipeline (continuing student 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/coursework students had 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 Indigenous 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 our Aboriginal and Torres Strait Islanders students; and
- General marketing activities including the Scholarships guide, Open Day, secondary school visits, and TV advertising at our student information counters.

In 2015 the key points of scholarships to note include:

- 67 RMIT Aboriginal and Torres Strait Islander students were awarded 151 scholarships in 2015;
- Students who need to 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 with Aboriginal and Torres Strait Islander recipients increased in 2015 to 6 scholarships with 19 recipients (up from 3 scholarships with 14 recipients in 2014). Students need to apply direct for the majority of donor 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 lacks information (either supporting documents or statements) to make strong applications versus other applicants;
- the majority of new Commonwealth Indigenous scholarships were awarded. All Indigenous Commonwealth Education Costs and Indigenous Commonwealth Accommodation Scholarships were awarded, however one Indigenous Access Scholarship was returned to the Commonwealth as not all commencing Aboriginal and Torres Strait Islander bachelor degree students met the eligibility criteria (e.g. has previously received an IAS at a different tertiary institute or were not financially disadvantaged);
- all commencing Aboriginal and Torres Strait Islanders in full time Vocational Education, Undergraduate study (including associate, bachelor and honors 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 Islanders in full time Vocational Education or Undergraduate study (including associate, bachelor and honors 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 Macs;
- any commencing Aboriginal and Torres Strait Islanders 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 \$140 per week).

Scholarships details

Scholarship details	Government/ Private/ University specific	No. Allocated	Cost [#]		No. Awarded*
			Value of scholarship	Total cost awarded to Aboriginal and Torres Strait Islander students~	
Indigenous Access Scholarship	Government	13	4,823	62,699	12
Indigenous Commonwealth Education Costs Scholarship	Government	14	2,543	33,059	14
Indigenous Commonwealth Accommodation Scholarship	Government	4	5,087	17,805	4
RMIT Study Support Scholarship [^]	University	246	Up to \$2500	33,470	17
	Government	490		140,450	43
RMIT Equity Notebook Scholarship [^]	University	180	Up to \$1900	31,985	30
RMIT Equity Travel Grant	University	28	Up to \$4000	2,000	1
RMIT Accommodation Support Scholarship [^]	University	16	Up to \$5200	36,400	8
	Government	15		19,940	4
RMIT Village Accommodation Support Scholarship [^]	University	16	Up to \$5880	14,508	6
	Private		Up to \$7733	64,890	
RMIT Indigenous Education Scholarship	Private	2	5,000	10,000	2
Carey Lyon [^] Scholarship	Private	2	7,000	7,000	1
Peoplebank Women in IT [^] Scholarship	Private	2	7,000	7,000	1
Rural Grant [^]	Private	12	8,333	8,333	1
Evelyn Boekemann Scholarship	Private	7	1,000	7,000	7

[^]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 (I) students only.

* No. Awarded to Aboriginal and Torres Strait Islander students

~ Total cost is the 2015 disbursements, and not the total originally awarded and some recipients took leave/cancelled and did not receive full entitlements in 2015

RMIT Equity, Foundation and HEPP Comments:

All commencing Aboriginal and Torres Strait Islanders in full time Vocational Education, Undergraduate study (including associate, bachelor and honors degree programs), and postgraduate by coursework programs are entitled to receive a RMIT Study Support Scholarship worth \$2500. Any of these full time commencing students who come from rural, regional or remote homes who want to live at RMIT Village are entitled to fully paid accommodation in a two bed studio with the RMIT Village Accommodation Support Scholarship (for non-Indigenous students this scholarship pays half their accommodation costs of \$127 per week).

Comments on Commonwealth Indigenous Scholarships

The Coursework Scholarships Office was successful in its bid to the Federal Government for Commonwealth Indigenous scholarships for 2014. RMIT received an extra seven scholarships (three IAS and four ICECS). While we have a higher number of Commonwealth scholarships to offer, the number of bachelor degree applicants applying for these scholarships is lower than in previous years, some applicants were ineligible as they had received these scholarships in the past, and some do not meet the geographical and/or financial criteria to be eligible to receive these particular scholarships.

Comments on Philanthropic Scholarships - new 2014

Students are able to apply for benefactor scholarships directly to RMIT. A number of 'direct' Aboriginal and Torres Strait Islander applicants who applied for these scholarships failed to supply the required written statement and references. Both the Ngarara Willim Centre for Aboriginal and Torres Strait Islander peoples and the Coursework Scholarships Office provide additional support to students on how to complete an application. If an application is received prior to the due date by the Coursework Scholarships Office, a staff member will call the student to advise them if they have not completed the necessary statements/references. The student who received the Northcote Trust Scholarship was phoned and asked to complete a new statement addressing the key points for the scholarship, and their application was ultimately successful.

1.4 - 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 HE enrolments for 2013-2015:

Student Identification	2013	2014	2015
Aboriginal and Torres Strait Islander students:	122	135	156
Non Aboriginal and Torres Strait Islander students (Domestic students only)	30,036	31,687	32,379

Higher Education 2013 and 2014 updated to reflect signed-off Submissions to Government and as published.
2015 HE values reflect signed-off Submission to Government.

The **total** number of Aboriginal and Torres Strait Islander student HE EFTSL for 2013-2015

Student Identification	2013	2014	2015
Aboriginal and Torres Strait Islander students:	95.25	94.50	117.87
Non Aboriginal and Torres Strait Islander students (Domestic students only)	23,537.70	24,863.62	25,323.37

Higher Education 2013 and 2014 updated to reflect signed-off Submissions to Government and as published.
2015 HE values reflect signed-off Submission to Government.

Aboriginal and Torres Strait Islander Students – Vocational Enrolments

Student identification	2013	2014	2015
Aboriginal and Torres Strait Islander students	153	168	178
Non Aboriginal and Torres Strait Islander students (Domestic students only)	14,757	13,096	13,398

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:

- The Ngarara Willim Centre for Aboriginal and Torres Strait Islander peoples have relocated to a new purpose built space. Key features of the new student space include a dedicated quiet computer lab, a tutorial meeting room, an open plan study/social space as well as a fully equipped kitchen.
- The Centre organises an array of activities to support social engagement, including free student and staff lunch meetings and on campus activities, the centre offers a culturally mediated referral for Indigenous students to student services in housing, employment, student counselling and study support issues. Many RMIT Indigenous 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 to RMIT and transition to further study. The Gamadji 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 move to study at RMIT to live free of charge for their first year in the RMIT Village. This helps our students to meet other students and to develop a new peer network;
- Strong support for the Indigenous Tutorial Assistance Scheme (ITAS), at RMIT 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 Indigenous students (TAFE, VE and in special cases Postgraduate students); In 2015 Ngarara Willim trialled online access to tutoring "Ask a tutor" that further provided tutorial support to students on weekends when access to such support is required. This concept will be further developed in following years.
- 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.
- A dedicated Math Skills advisor to work with Aboriginal and Torres Strait Islander Students. The advisor provides students support relation to math skill support. Students studying Engineering and Business have utilised this form of service delivery.
- A dedicated Career's Counselor to work with Aboriginal and Torres Strait Islander students. The Counselor 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; and
- Articulation pathways from vocational education offerings at RMIT through to higher education and postgraduate to allow access and secure opportunity for Aboriginal and Torres Strait Islander students to further participation options.

2015 identified challenges:

- The Gama-dji and ITAS programs have proved beneficial for students who participate. Students are exposed in 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 Indigenous 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 in preparation for 2016
- ITAS policy changes by the Australian Government were flagged in 2014. A review of these changes on 2015 practices was undertaken to determine the continuation of the

program in its current format beyond 2015. Changes have been implemented, with the impact of these to be monitored in 2016.

The **total** number of Aboriginal and Torres Strait Islander student enrolments for 2014 and 2015 is as follows:

	2014	2015
Aboriginal and Torres Strait Islander students:	236	255
Non Aboriginal and Torres Strait Islander students (Domestic students only):	49,966	53,078

1.5 ENABLE ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS TO ATTAIN THE SAME GRADUATION RATES FROM AWARD COURSES IN HIGHER EDUCATION AS FOR OTHER AUSTRALIANS.

Award completions by program level, ATSI and non-ATSI, RMIT Higher Education, 2013-2015

	2013		2014		2015 [^]	
	Indigenous	non-Indigenous domestic	Indigenous	non-Indigenous domestic	Indigenous	non-Indigenous domestic
Higher Degree By Research	0	201	0	166	0	154
Higher Degree By Coursework	9	1,450	4	1,412	4	1,194
Other postgraduate - Grad Dip/ Grad Cert	2	1,027	0	797	5	590
Bachelor Pass	14	4,534	13	3,756	10	3,489
Bachelor Honours	3	207	1	798	1	1,038
Sub-degree	1	443	2	588	0	803

[^]2015 HE completions data reflect RMIT student collection – preliminary

Award completions for Aboriginal and Torres Strait Islander students, 2013-2015

Completing cohort	2013	2014	2015 [^]
Postgraduate	11	4	8
Undergraduate#	17	16	11
VE	75	59	55
Total	103	79	74

[^]2015 HE completions data reflect RMIT student collection - preliminary

Undergraduate reflects Bachelor Pass, Honours and Subdegree

Support mechanisms

ITAS 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
- ITAS funding is efficiently, effectively and appropriately expended.

A major challenge with ITAS tutoring is timing. Students requesting tutorial assistance too late to be able to assist with success in course completion and students applying for tutoring too early and deciding not to engage once the tutoring has been set up.

Gama-dji orientation is the most significant opportunity to “sell” the concept of tutoring to Aboriginal and Torres Strait Islander students, explaining that access to a tutor is about specific course content and is not a “shame factor” and to recognise that undertaking tertiary study is intense and a big change from high school or other study format.

In 2015 relationships with the Study and Learning Centre were developed which provided students with the opportunity to access the range of mainstream study and learning services available to them. A drop in service was trialed in 2015 and deemed to be extremely successful. This will be further developed and adopted as a long-term provision of service.

The Centre's collaboration with RMIT Course and Program Coordinators and Managers during selection processes for the Indigenous Access Scheme allows for the development of long-term relationships. The relationships built between the Centre and the Course/Program Coordinators is 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, counseling 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 provide are available in terms of their support

A Student Employment Strategy for Aboriginal and Torres Strait Islander students was also being developed in response to the increased activity by RMIT's Student Services Group in late 2014. The access and opportunities developed by Student Services, Career and Employability Section enables students to graduate with industry experience relevant to their studies. Mainstream services already implemented such as the *"Jobs on Campus"* initiative, which provides work experience for students in jobs on RMIT campuses. This initiative provides great opportunities, experience and role modeling for future students. A formal role mentoring initiative is planned for 2016.

1.6 TO PROVIDE ALL AUSTRALIAN STUDENTS WITH AN UNDERSTANDING OF AND RESPECT FOR ABORIGINAL AND TORRES STRAIT ISLANDER TRADITIONAL AND CONTEMPORARY CULTURES

All formal RMIT University led events are preceded with formal Welcome to Country, hosted by Indigenous 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.

Health Sciences Growth from 2013

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.

Indigenous Studies Unit

In late 2015 the Vice Chancellor supported a coordinated university-wide Indigenous research and teaching initiative. This initiative provides for the establishment and staffing of a new Indigenous Research Network and a new Indigenous Studies Unit.

The new Indigenous Research Network—with commitments for staffing by a Professor of Indigenous Research Network, HDR coordinator, Research Assistant and administration officer—will serve to lead in the development and implementation of strategic research platforms across RMIT to attract funding and expertise and to build capacity through the incubation of Indigenous content research and the nurturing of Aboriginal and Torres Strait Islander researchers.

The new Indigenous Studies Unit—with commitments for staffing by a Deputy Dean, four Indigenous academic staff, learning and teaching and administrative officers—will manage the current Indigenous Specialisation program, develop and co-deliver multi-disciplinary Higher Education and Vocational Education and training courses across RMIT University, will develop and facilitate the delivery of RMIT certified and accredited courses in partnership with community organisations and industry sectors for Indigenous people and their communities living and working in remote and regional Australia, will provide Learning and Teaching advice across disciplines and sectors and will lead in the development of new Programs and courses, including Bachelor Indigenous Studies, Master of Indigenous Policy and Graduate Diploma accreditation in Indigenous studies.

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

RMIT offers Cultural Awareness workshops for staff personal development via HR Organisational Development <http://www1.rmit.edu.au/browse;ID=fs4h9gpbgk4h1>. Training is provided by an external facilitator. Currently we offer two workshops per year, this could increase depending on demand and our first workshop for this year is fully subscribed.

The University's involvement with Indigenous community members.

The 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 (LAECG) and Koorie Education Support Officers (KEDO's) that implement strategies such as Wurreker and Wannik.

Sunrise Health

The partnership was originally with delivering the Alcohol and other Drugs course with consultation and protocols like cultural learning and awareness for non-Indigenous staff and students working within the remote regions. RMIT Universities 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 University 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 attends games and training sessions in support. There was also a sponsorship given to Fitzroy Stars in the way of signage.

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), 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 Dept. 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 a 1800# hotline to assist with access choices once ATAR's are posted.

Conservation and Land Management Program

Diploma Conservation & land management students have extensive contact with a range of Indigenous 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 of Wurundjeri Land Council- cultural site visits and interpretation; Uncle Mik Edwards-cultural protocols and liaison).
- ENVI5076C Conduct Field Research into natural & cultural resources 'Wurundjeri Tribe Land and Compensation Cultural Heritage', ½ day visit Cultural heritage, protocols, legislation; etc. Winda Mara Aboriginal Corporation & Gunditj Mirring Traditional Owners Aboriginal Corporation- 5 day visit to Gunditjmarra country hosted by Gunditjmarra Elders and land management students, featuring extensive contacts with Aboriginal stakeholders, site interpretation, lectures, cultural immersion. Uncle Mik Edwards accompanies students for entire trip, enabling close and meaningful relationships to be built)
- 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 5 day immersion visits to Aboriginal communities at
 - a. Lake Mungo SW NSW-3 Tribes reps from Paakintji, Mutthi Mutthi and Ngyiampaa host students for 3 day visit to iconic Lake Mungo cultural sites.
 - b. Lake Condah SW Victoria- 5day cultural immersion hosted by Gunditjmarra Elders and Indigenous land management students. Uncle Mik Edwards attends as liaison and support.

Northern Territory Engagement and Graduations

Organisation of graduations for Aboriginal and Torres Strait Islander students in remote areas of the Northern Territory, Katherine, Ngukurr, Alice Springs.

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

Location	Number of students graduated 2015
Katherine	3
Ngukurr	5
Alice Springs	6

The Students were supported throughout their program with information sessions and having access to Ngarara Willim Centres for 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.

RMIT Aboriginal and Torres Strait Islander News story

<https://www.rmit.edu.au/news/all-news/2015/february/new-vice-chancellor-is-ready-to-listen-and-learn/>

<http://www.rmit.edu.au/news/all-news/2015/september/remote-health-service-graduates-celebrate-in-nt/>

<https://www.rmit.edu.au/news/all-news/2015/may/meet-barry-judd-indigenous-culture-expert/>

<https://www.rmit.edu.au/news/all-news/expert-comments/2015/july/expert-comment-on-indigenous-aust-mental-health/>

<https://www.rmit.edu.au/news/all-news/2015/may/indigenous-student-shares-life-culture-in-nepal/>

<https://www.rmit.edu.au/news/all-news/expert-comments/2015/july/rmit-expert-weighs-in-on-war-dancing-in-sport/>

<https://www.rmit.edu.au/news/all-news/2015/august/new-homes-for-ngarara-willim-centre-and-rusu/>

<http://www.rmit.edu.au/news/all-news/2015/october/media-student-wins-blackfella-films-internship/>

<http://www1.rmit.edu.au/browse/Current%20students%2FNews%2Fby%20title%2FK%2F;ID=y9ubnyomkml2;STATUS=A>

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SECTION 3 - HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

The 2015 Indigenous Education Statement was completed by the Ngarara Willim Centre for Aboriginal and Torres Strait Islander peoples, the Indigenous Education Unit at RMIT.

University Officer	Indigenous Education Support Unit Officer
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SECTION 4 - PUBLICATION OF THE STATEMENT

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

http://www.rmit.edu.au/media/public-site-media-production/documents/about/2014_RMIT_Indigenous_Education_Statement.pdf

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