



INDIGENOUS EDUCATION STATEMENT - OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to the 2016 outcomes and future plans to meet their ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

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

The Indigenous Education Statement has, in the past, been used to determine University's eligibility for Indigenous Support Programme (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A Universities must demonstrate to PM&C that they:

- Have implemented strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students;
- Have increased participation of Aboriginal and Torres Strait Islander peoples in the University's decision-making processes; and
- Have an Aboriginal and Torres Strait Islander employment strategy.

Universities in receipt of ISP funding during 2016 are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2016 ISP funds is included within this document. Please provide as much information as possible.

The certification page is required to be signed by the University's most senior financial manager. This page does not require an external auditor's certification.

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

In accordance with the Guidelines, the Indigenous Education Statement is **due** to be submitted and accepted by the Department **on or before 31 May 2017**. Please allow sufficient time for follow up discussions between PM&C and the University to avoid any possible delay to 2017 ISSP progress payments.

Please note that from 2017, the ISP will be included in the Indigenous Student Success Program (ISSP). ISSP reporting for 2017 funding will occur in 2018 via a similar reporting process as the ISP Indigenous Education Statement. Further information will be circulated during 2017.

Please submit signed electronic documents by email to: ISSP@pmc.gov.au

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FORMAT FOR INDIGENOUS EDUCATION STATEMENT

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

[University name] Charles Sturt University

[Indigenous Education Unit Name]

- The Office for Students, including the Indigenous Student Centres

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

Please provide evidence of:

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

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

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

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

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

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

Charles Sturt University (CSU) is guided by the Wiradjuri phrase 'Yindyamarra Winhanganha' meaning, 'the wisdom of respectfully knowing how to live well in a world worth living in'. It's a sentiment at the heart of CSU's approach to education, and reflects the University's ethos 'for the public good'. CSU remains steadfast in its ongoing commitment to enhancing participation outcomes for Aboriginal and Torres Strait Islander people in higher education. This commitment is congruent with the Closing the Gap initiative addressing Aboriginal and Torres Strait Islander disadvantage.

The approved CSU Indigenous Education Strategy (2008) is currently being reviewed to ensure that it continues to effectively guide the key areas affecting Indigenous education, including student access, participation, retention and success, human resources, teaching and learning, Indigenous research, community engagement and governance. The Incorporating Indigenous Australian Content in CSU Courses policy was ratified by Academic Senate in October, 2015 and provides the framework for the classification of Indigenous Australian content and the responsibilities of Faculties and Schools in developing and delivering this content. This Policy confirms the 2008 Indigenous Education Strategy (IES) as the foundation of current strategic directions and initiatives in Indigenous Education. There are 36 recommendations and five institutional Key Performance Indicators in the Strategy which continue to provide a comprehensive framework for a whole-of-institution approach to Indigenous education founded upon the principles of cultural competence, social justice and reconciliation; thus positioning Charles Sturt University as a lead institution in the higher education sector in this regard. The four key performance indicators relevant to this report are:

KPI 1. Charles Sturt University to increase the total number of Indigenous Australian students participating in higher education at Charles Sturt University to at least 3% by 2015.

KPI 2. All Charles Sturt University undergraduate programs incorporate Indigenous Australian content by 2018. **NB:** The deadline for this KPI has been extended.

KPI 3. By 2015 Charles Sturt University has a national and international reputation for its scholarship and success in embedding cultural competence within all its undergraduate professional programs.

KPI 5. Consistent with the Charles Sturt University Indigenous Employment Strategy the University increase the number of Indigenous staff employed in continuing and training positions at Charles Sturt University to at least 3% by 2011.

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

CSU is proactive in creating effective relationships with senior Indigenous staff and community members that ensure the participation and representation of Indigenous affairs through active engagement in leadership forums within CSU. Fora include: CSU Council, Academic Senate, Vice-Chancellor's Forum, Faculty Boards, Faculty Courses Committee, Learning and Teaching Committee, and senior manager forums across the University. The establishment of these relationships has allowed CSU Indigenous leaders to contribute to and participate in decision making at all levels of CSU.

Indigenous Education Steering Committee

The Indigenous Education Steering Committee was established in 2016. The purpose of this Committee is to assist the Deputy Vice-Chancellor (Research, Development and Industry) to monitor and provide

strategic leadership as it relates to Indigenous peoples' access, participation and success in education at Charles Sturt University (the University), and their engagement as leaders in education at the University.

Membership:

- Deputy Vice-Chancellor (Research, Development and Industry) as Presiding Officer;
- Pro Vice-Chancellor (Indigenous Education);
- Dean of Students;
- Representative of the Executive Deans;
- Director, Inclusion and Indigenous Strategic Practice Leader, Office for Students; and
- Head of School of Indigenous Australian Studies.

Principal Responsibilities:

The Deputy Vice-Chancellor (Research, Development and Industry) through the Indigenous Education Steering Committee will:

1. monitor and evaluate the quality of and efficacy of strategies used to enhance Indigenous people's access, participation and success in the University's educational programs and initiatives;
2. monitor and evaluate the quality of and efficacy of strategies used to enhance Indigenous people's access, participation and success with employment at the University;
3. direct and monitor the strategic use of government Indigenous funds, and compliance with government requirements associated with the use of those funds;
4. receive reports as frequently as appropriate on outcomes relevant to Indigenous education including significant:
 - i. deviations from strategic intent and standards;
 - ii. corrective and preventative actions; and
 - iii. other matters deemed relevant by the Committee;
5. receive reports as frequently as appropriate summarising significant activities undertaken to enhance Indigenous Education, including the results of internal quality compliance audits conducted;
6. invite and receive discussion or proposal papers from the University community and external stakeholders towards informing the work of the Committee;
7. receive a report at least once a year on the strategic use of funds in support of research or Indigenous issues, research relevant to Indigenous communities, and research conducted by Indigenous researchers;
8. provide advice or recommendations to the Vice-Chancellor's Leadership Team on strategic directions for Indigenous education.

Indigenous Employment Strategy Advisory Committee

Membership

- Presiding Officer (Pro-Vice-Chancellor-Indigenous Education)
- CSU Indigenous Academic representative (appointed by the Committee)
- Head, School of Indigenous Australian Studies
- Manager, Diversity & Equity
- Manager, Indigenous Student Centres (or nominee)
- Director, Inclusion and Strategic Indigenous Practice Leader
- One Head of School nominated by the Heads of Schools
- One representative from the employment sector (appointed by the Committee)
- Two members from the Indigenous Australian community external to CSU
- One member nominated by the Wiradjuri Council of Elders
- Indigenous Employment Coordinator (Executive Officer)

Equity and Diversity Committee

Membership:

- Executive Dean Faculty of Science (Presiding Officer)

- Deputy Vice-Chancellor (Administration)
- Executive Director, Human Resources
- Dean of Students
- Head, School of Indigenous Australian Studies Right of audience and debate
- Director, Workplace Relations and Policy
- Manager, Diversity and Equity

Indigenous Board of Studies

The Indigenous Board of Studies (the Board) is a sub-committee of the Academic Senate's Curriculum, Learning and Teaching Committee. The Board advises on and guides the development, design, and approval of Indigenous Australian content at Charles Sturt University. As an authority of Academic Senate the board can approve/reject applications for classification of Indigenous Australian studies and content.

Membership

- Head, School of Indigenous Australian Studies – Presiding Officer;
- All School of Indigenous Australian Studies staff at Level B or above;
- Two Indigenous Australian academic staff at Level B or above (or nominated delegates) from each of the Faculties; and,
- One Faculty Manager, nominated by the Deputy Vice-Chancellor (Academic).

Right of Audience and Debate

- Indigenous Academics at Level A;
- Faculties presenting subjects to the Board will have the right of attendance and debate to present subject material, either by course or subject co-ordinator; and,
- Indigenous Curriculum and Pedagogy Co-ordinator.

Distribution list for minutes include members and the following Senior Executive

- DVC Academic
- PVC Student Learning
- Associate Deans, Academic
- Sub-Deans, Teaching and Learning
- Systems and Policy Officer, Office of Academic Governance

CSU Aboriginal and Torres Strait Islander people involved in educational decision making.

Jamie Newman CSU Council

Mr Jamie Newman is the CEO of Orange Aboriginal Medical Services, Chairperson, Bila Muuji Aboriginal Health Services Incorporated and Chairperson, Orange Local Aboriginal Land Council, and Director, Kenjarhy Aboriginal Mining Services. He has extensive experience in Indigenous health. Mr Newman is a descendant of the Kalar tribe, of the Wiradjuri Nation, has over twenty years' experience working with and for Aboriginal communities at all levels of the Government and Non-Government sector, and is a well-respected leader in the Aboriginal community.

Mr Newman holds a Bachelor of Health Science, Community and Public Health degree from Charles Sturt University. He lives in Orange, New South Wales.

Professor Jeannie Herbert AM: Pro-Vice Chancellor, Indigenous Education; Foundation Chair of Indigenous Studies

Professor Herbert holds two roles concurrently: *Pro-Vice-Chancellor-Indigenous Education (PVC-IE), Foundation Chair of Indigenous Studies.*

The Pro-Vice-Chancellor, Indigenous Education (PVC-IE) provides strategic leadership for the Indigenous Education Strategy and Sub-Plan, external and community relations, and institution-wide alignment and coordination of key elements of work in areas such as employment of Indigenous staff, building load and improving retention and success of Indigenous Australian students. In 2015, the reporting lines for the PVC-IE changed from the Deputy Vice-Chancellor (Academic) to the Deputy Vice-Chancellor (Research Development & Industry) (DVC-RDI). The DVC-RDI is responsible to the Vice-Chancellor for the administration of research and research training at CSU, which includes governance of six University Research Centres, the Research Office; the Pro

Vice-Chancellor International, Education and Partnerships; and the Pro Vice-Chancellor Indigenous Education. This change is designed to strengthen the connectivity across the University around Indigenous Research and Education, and acknowledge that it is a whole-of university approach as opposed to simply a faculty or curriculum based approach. The DVC-RDI and the PVC-IE are currently working on the development of the Reconciliation Action Plan that will reflect the university's Indigenous Education Strategy and commitment to meaningful engagement with local Indigenous communities and organisations.

The Foundation Chair of Indigenous Studies is a role that fosters Indigenous research at CSU. Professor Herbert was engaged in various external research activities, including submissions for an OLT Grant led by Monash University with CSU, ECU and JCU in “Engaging and partnering with Aboriginal and Torres Strait Islander parents and community to improve student outcomes project”. Professor Herbert also supervises students and examines research theses.

Professor Herbert has a significant voice in the University, in part through her involvement in key University committees and working parties, including:

- Academic Senate
- Planning and Strategy Group
- Indigenous Education Steering Committee
- Course and Curriculum related committees:
 - School of Indigenous Australian Studies; and Graduate Certificate Wiradjuri Language Culture and Heritage

Forums: Vice Chancellor’s Forum; Executive Leaders’ Forum; Senior Women’s Forum; Professorial Forum; Pedagogy Education and Praxis (PEP) Research Network

Externally:

Professor Herbert is also actively involved in research activities and community activities that are critical to educational decision making. For example:

Research:

- Collaborative Conversations – Is a collaborative process used by the PVC-IE to engage in collaborative conversations, with a diversity of CSU stakeholders: students (potential and existing); staff, families and communities; and other organisations with a similar interest such as schools, local government bodies, Aboriginal organisations, health facilities, business and industry groups, etc.
- OLT - Engaging and partnering with Aboriginal and Torres Strait Islander parents and community to improve student outcomes project.

Community:

- Dubbo regional Aboriginal Education Consultative Group Committee meetings.
- WLCHRP Steering Committee - co-chaired by DVC (Academic) and Aunty Flo Grant – the CSU nominee on Wiradjuri Elders Council.

Associate Professor Jay Phillips: Head of School of Indigenous Australian Studies

Associate Professor Jay Phillips is the Head of School of Indigenous Australian Studies. Originally educated as a primary school teacher, she has been teaching, researching, and advocating for Indigenous students and communities in universities for over 20 years. She is particularly interested in the interaction between Indigenous knowledge systems and western colonial traditions with regard to colonial identity construction and intellectual authority, and teaching for optimal learning in contested spaces.

Assoc Prof Phillips has presented nationally and internationally on curriculum development for face-to-face and online contexts in universities. She has also taught and presented on Indigenous and Indigenist research methodologies, and the ways in which Indigenist pedagogies can mobilise student resistance to deepen learning by authorising Indigenous peoples and knowledges as empowered subjects, rather than objects.

Leadership by Assoc Prof Phillips is provided through membership and chairing of CSU committees, boards, and forums, including:

University level membership and leadership

- Academic Senate
- Indigenous Education Steering Committee
- Indigenous Board of Studies – Presiding Officer
- Indigenous Curriculum Working Party
- Research Management Committee
- Equity and Diversity Committee
- Curriculum, Learning and Teaching Committee
- Forum membership: Vice Chancellor’s Forum; Executive Leaders’ Forum; Senior Women’s Forum; Head of School Forum.

Faculty level membership

- Faculty of Arts and Education Board and Research and Graduate Committee
- Faculty Leadership Committee

School level membership leadership

- School of Indigenous Australian Studies Board and Research Management Committee - Presiding Officer

Director Inclusion and Indigenous Strategic Practice Leader

Held by Dr Faye McMillan February to August 2016 – currently vacant

Mr Les Ridgeway Manager Indigenous Student Centres

Mr Les Ridgeway was appointed to the role of Manager Indigenous Student Centres in April 2016 after a long career in the NSW education system, a career that culminated with his role as a School Principle.

Dr Faye McMillan - Director, Djirruwang Program

Rev Karen Kime

Rev Karen Kime is an Indigenous Academic Fellow with the School of Humanities and Social Sciences and is employed full time with a workload allocation of 75% research to complete her PhD and 20% teaching. She is fully involved in governance and decision-making as a member of the Human Services Discipline group and as a member of the School Board. Karen has taken leadership in writing the new Indigenous subject that has been approved by the Indigenous Board of Studies, in writing groups of new social work subjects, and in revising and updating existing subjects with Indigenous content. She has taken a leadership role in reviewing Indigenous content across all the professional qualifying social work courses.

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

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

- An outline of your current **Aboriginal and Torres Strait Islander Employment Strategy** including details on its current status, who has responsibility for its implementation, how is progress measured, how and when is progress reviewed or evaluated.
- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander staff employed at your University. (Please provide a link to your Employment statement).
- The **number of Indigenous-specific positions** at your University, detailed by occupation and level.
- The **current number of Aboriginal and Torres Strait Islander staff at your University** and their roles across the University (including numbers in academic and non-academic roles, and by level).

Table 1 – Permanent (and fixed term) positions**

Faculty/Institute/Section	Academic / Non-Academic (Professional) by level	Position title
Faculty of Arts and Education (x14)	**Academic – Level E (0.5) *	Professor of Indigenous Studies (0.5)
	**Senior Exec – Level 4	Head, School of Indigenous Australian Studies
	Academic – Level B	Indigenous Academic Fellow
	Academic – Level B	Indigenous Academic Fellow
	Academic – Level B	Lecturer in Indigenous Studies
	Academic – Level B	Lecturer in Indigenous Studies
	Academic – Level B	Indigenous Academic Fellow
	Professional – Level 5	School Administrative Assistant
	Professional – Level 4	Administration Assistant (Indigenous)
	Academic – Level A	Associate Lecturer in Indigenous Studies
	Academic – Level A	Associate Lecturer in Indigenous Studies
	Academic – Level A	Associate Lecturer in Education x 2
	Professional – Level 1	Indigenous Academic Cadet
	Professional – Level 3	Administrative Assistant
Faculty Of Business, Justice and Behavioural Studies (x1)	Academic – Level D	Associate Professor in Leadership
Faculty of Science (x4)	Academic – Level C	Director, Djirruwang Program
	Academic – Level B	Lecturer – Indigenous Mental Health & concurrent – Project
	Academic – Level B	Lecturer in Nursing
	Academic – Level B	Indigenous Academic Fellow
	Professional – Level 5	Technical Officer
Office of the Deputy Vice-Chancellor (Research, Development & Industry) (x2)	**Senior Exec – Level 1 (0.5)	*Pro-Vice Chancellor, Indigenous Education (0.5)
	Professional – Level 5	Administrative Officer (Indigenous)
Office of the Vice-Chancellor (x1)	Professional – Level 7	Assistant University Auditor
Office for Students (x18) (2 identified positions vacant at time of data)	**Senior Exec – Level 5	Director, Inclusion & Indigenous Strategic Practice Leader
	Professional – Level 9	Manager, Quality & Finance
	Professional – Level 8	Manager Indigenous Student Centres

snapshot)	Professional – Level 7	Indigenous Student Success Coordinator
	Professional – Level 6	Indigenous Student Success Tutorial Program Coordinator
	Professional – Level 7	Indigenous Liaison Coordinator
	Professional – Level 6	Student Liaison Officer (Indigenous) Albury
	Professional – Level 6	Student Liaison Officer (Indigenous) Wagga
	Professional – Level 6	Student Liaison Officer (Indigenous) Dubbo
	Professional – Level 6	Student Liaison Officer (Indigenous) Port Macquarie
	Professional – Level 6	Student Liaison Officer (Indigenous) Bathurst
	Professional – Level 6	Student Liaison Officer (Indigenous) Goulburn
	Professional – Level 5	Finance Officer (Indigenous)
	Professional – Level 5	Programs Officer (Indigenous)
	Professional – Level 4	Administrative Assistant
	Professional – Level 4	Administrative Assistant
	Professional – Level 4	Administration Assistant (Indigenous Programs)
	**Professional – Level 4	Administrative Assistant (Indigenous Student Success)
Division of Student Learning (x3)	**Professional - Level 7	Indigenous Educational Designer
	Professional – Level 5	Education Support Coordinator
	Professional – Level 4	Media Technologist (Indigenous Resources)
Division of Student Administration (x3)	Professional – Level 5	Admissions Officer
	Professional – Level 4	Admissions Officer
	Professional – Level 4	Student Service Officer
Division of Human Resources (x2)	Professional – Level 7	Indigenous Employment Coordinator
	Professional – Level 4	HR Assistant
Division of Marketing & Communication (x3)	Professional – Level 5	Student Recruitment Adviser
	Professional – Level 4	Student Recruitment Adviser
	**Professional – Level 4	Digital and Marketing Assistant
Division of Facilities Management (x1)	Professional – Level 4	Grounds Supervisor
Division of Information Technology (x3)	Professional – Level 5	Information Technology & Client Support Officer
	Professional – Level 4	Administrative Assistant
	**Professional – Level 4	Information Technology & Support Officer
Division of Library Services (x2)	Professional – Level 4	Administration Assistant
	Professional – Level 4	Administration Assistant
Total		Total Academic: 14 Total Non-Academic: 44 – NB: includes 3 senior exec

*0.5 positions are occupied by the same staff member and equates to 58 staff in 59 positions

CSU positions at Senior Exec Levels are appointed to 5 year contracts, with option to reissue contracts

fill highlights academic positions for ease of identification

Table 2 - Casual positions

Charles Sturt University is currently not able to capture equity data on casual staff. For this reason we are unable to supply the numbers of Indigenous staff employed in casual positions at CSU in 2016.

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Total	Total Academic: Total Non-Academic:	

The current number of Aboriginal and Torres Strait Islander staff at your University and their roles across the University (including numbers in academic and non-academic roles, and by level).

The table below shows Identified (i.e., Aboriginal and Torres Strait Islander-specific) positions within CSU in black font and non-identified positions, occupied by Indigenous Australians in red font (as at 31st March 2016)

Divisions, Faculties & Offices	Professional Staff HEW Level										Academic Staff Level					EXEC	ID	Non- ID	total
	1	2	3	4	5	6	7	8	9	10	A	B	C	D	E				
Faculty - A&Ed	1*		1	1	1						3	5			1**	1	12	2	14
Faculty - BJSB														1			1	0	1
Faculty - Sc					1							3	1^				4	1	5
Division - Finance																	0	0	0
Division of Information Technology				2	1												0	3	3
Division of Library Services				2													0	2	2
Division of Marketing & Communication				2	1												0	3	3
Division of Student Administration				2	1												0	3	3
Division of Student Learning				1	1		1										1	2	3
Office for Students##				4	2	8	2	1^	1							1	19	0	19
Human Resources				1			1										1	1	2
Division of Facilities Management				1													0	1	1
Office of the DVC (Academic)																	0	0	0
Office of the DVC (Administration)																	0	0	0
Office of the DVC (Research, Development & Industry)					1											1**	2	0	2
Office of the Vice-Chancellor							1										0	1	1
Total	1	0	1	16	9	8	5	1	1	0	3	8	1	1	1	3	40	19	59

SEE BELOW FOR KEY

Black Font = Identified Indigenous Australian Positions

Red Font = Non-identified Indigenous Australian Positions but occupied by an Indigenous Australian

#Faculty of Education includes the School of Indigenous Australian Studies

*Represents the Indigenous Academic Cadet Appointment of 2 years. While this appointment has completed the cadetship, there are plans for future cadetship appointments

**Identified positions = 0.5, both occupied by the same staff member but two different positions.

^ identified Indigenous Australian position, but were vacant at the time of data collection.

An outline of your current Aboriginal and Torres Strait Islander Employment Strategy including details on its current status, who has responsibility for its implementation, how is progress measured, how and when is progress reviewed or evaluated.

The CSU Indigenous Employment Strategy was first implemented in 2005 with reviews taking place in 2008, 2011 and 2015. The current Strategy is from 2016 – 2017 and will undergo review again this year in line with the broader University Strategy.

While the format of the Strategy has changed from previous years to a program logic model, in line with the broader University approach, the focus has and will remain on increasing the proportion of Indigenous staff to a representation of 3% of the total staff population and the proportion of Indigenous academic staff to 2%.

Under the current strategy the expected outcomes are:

- a. An equitable and diverse workforce;
- b. A workforce that is culturally aware and safe for Indigenous staff and students;
- c. Strengthened partnerships and connected communities; and
- d. Indigenous staff retention, satisfaction and equitable employment.

The current Strategy can be found in the CSU Policy Library, accessible to all staff: <https://policy.csu.edu.au/document/view-current.php?id=55>

As at 31 March 2016, the percentage of Indigenous staff represented across the CSU community were as follow:

- Total of ALL Indigenous Australian Staff represented across CSU community = 2.5%
- Total Indigenous Australian Academic Staff represented across CSU community = 1.3%
- Total Indigenous Australian Professional Staff represented across CSU community = 3.5%

As indicated from these percentages, there is a lack of parity between Indigenous Australian Academic staff and overall Indigenous Australian staff representation at CSU. Professional staff numbers, however, have shown significant growth since the implementation of the official launch of the Indigenous Employment Strategy in 2005. The goal is to continue to expand Indigenous Australian staff numbers across the University to reach the 2% academic target and 3% overall target, while maintaining the representation of staff in Professional roles. The following strategies will assist with achieving these targets and research of future opportunities to address the lack of parity for Indigenous Australian staff will continue.

Information on your strategies for increasing numbers of Aboriginal and Torres Strait Islander staff employed at your University. (Please provide a link to your Employment statement).

Charles Sturt University does not have an Employment statement, rather these schemes are referred to in the Indigenous Australian Employment Strategy or the Indigenous Education Strategy and housed within various relevant areas in the University.

Indigenous Employment Incentive Scheme (IEIS) – This scheme provides for 50% of the salary for the first year of an appointment of an Indigenous staff member in a professional/general staff position at Level 3 – 8.

Indigenous Staff Study Support Scheme – This scheme provides financial support to Indigenous academic and profession/general staff members to cover costs associated with study for a qualification or module from a qualification (up to \$500 per semester/trimester for each staff member).

Indigenous Academic Leadership Development Scheme – This scheme provides financial support to Indigenous academic staff to undertake a professional activity that will foster development of leadership skills (up to \$2000 per activity/staff member).

Indigenous Staff Higher Degree by Research Pathways – a program that offers partial buy out of academic staff members to facilitate fast-tracked completion of Graduate Certificate in Research Methods/honours programs as a pathway into PhD studies.

Indigenous Staff PhD Release Scheme – funding of up to \$50,000.00 p.a. to support full time equivalent release from teaching for eligible staff to facilitate PhD completion.

Indigenous Academic Internship Program – a program that provides a living wage for eligible Indigenous PhD candidates and assists in developing potential to enter an academic career.

Indigenous Research/Researchers Seed Funding – funding to support seeking projects and/or small groups.

Indigenous Academic Fellowship (IAF) – in 2016, there were three Indigenous Academic Fellows who continued in the IAF scheme. These positions consist of a 20% teaching workload, 5% administrative workload and 75% of the time for PhD completion. This program also underwent review in 2016 to identify areas of potential concern to both Fellows and/or CSU staff as a means of enhancing the overall effectiveness of the program and quality of outcomes.

Double funding model for subjects approved by the Indigenous Board of Studies – One aim of this mechanism is to increase funding to free up additional positions for employment of Indigenous academic staff. The mechanism is also being used by Faculties to employ Indigenous academics across all Faculties and disciplines.

CSU Salary Scale for trainees – CSU has developed a salary scale for trainees that is well above the Award. This recognises that Indigenous Australian trainees may already have considerable life experience and may well have significant family responsibility. Traineeship opportunities continue to be discussed and identified as a pathway into University employment.

Indigenous Academic Cadetship Program – an internally funded Indigenous Academic Cadetship was piloted over 2015-2016, in which an Indigenous student was appointed to work on a part time basis (420 hours over 60 working days each year over the two year period) and continue studying in their chosen field. The aim of the program was to encourage a pathway to post graduate studies and possibly an academic pathway by exposing Cadets to academic related tasks. This program was reviewed in 2016 with recommendations to influence further cadetship options.

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

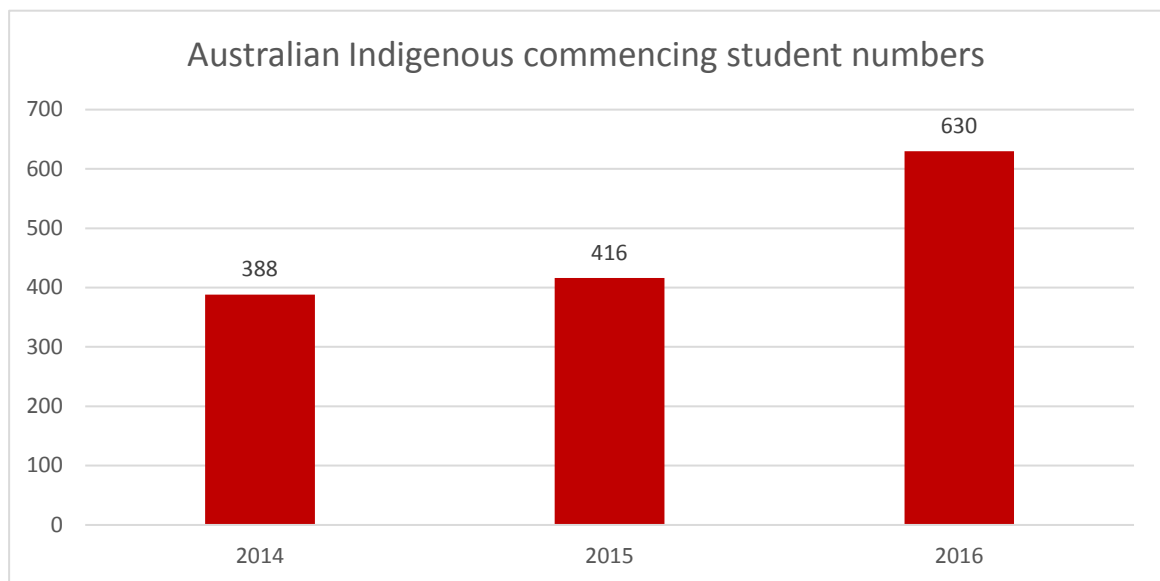
Your response to this goal needs to address but is not limited to the following points:

- **Commencing Aboriginal and Torres Strait Islander student** numbers for 2016 (access rate) as compared to 2015 (please provide an all student comparison).
- **Programmes run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your University**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up of available scholarships.
- **Indigenous Education / Support Unit's role**.

Commencing Aboriginal and Torres Strait Islander student numbers for 2016 (access rate) as compared to 2015 (please provide an all student comparison).

Commencing Aboriginal and Torres Strait Islander students

	2015	2016
Aboriginal and Torres Strait Islander students	416	630
Non Aboriginal and Torres Strait Islander students (Domestic students only):	12,485	14,493



Undergraduate courses with highest levels of engagement by commencing students

Bachelor Of Nursing
Bachelor of Health Science (Mental Health)
Bachelor of Social Work
Bachelor of Education (Early Childhood and Primary)
Bachelor of Criminal Justice
Bachelor of Business suite of courses
Bachelor of Arts
Bachelor Of Social Science (Social Welfare)
Bachelor of Education (K-12)
Bachelor of Social Science (Psychology)
Bachelor of Clinical Practice (Paramedic)

Post Graduate courses with highest levels of engagement by commencing students

Graduate Certificate in Wiradjuri Language, Culture and Heritage
 Graduate Diploma of Midwifery
 Master Of Education (Teacher Librarianship)
 Master of Social Work (Professional Qualifying)
 Graduate Diploma of Psychology
 Master of Education
 Graduate Certificate in Commerce
 Graduate Certificate in Business Leadership
 Graduate Certificate in Human Resource Management
 Graduate Certificate in Human Services (with Specialisations)

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

Program Name	Target audience	Outline of Program	Outcome
Diploma of General Studies	School leavers and mature age applicants	Guaranteed pathway to CSU, preparation for university level study	Out of 121 enrolled students to the Diploma in 2016, 6 of those identified as Aboriginal and/or Torres Strait Islander students. 3 of those students gained entry upon completion of the Diploma into CSU courses being the Bachelor of Nursing, Bachelor of Education (K-12) and Bachelor of Speech and Language Pathology.
Indigenous Access program	Indigenous high school leavers and mature age participants	The Indigenous Access Program is designed to assess students' academic readiness for university study. The program contains assessments designed to determine literacy, numeracy and communication skills of participants. These determinants will then be the measurement of success in gaining an offer to study an undergraduate degree program at CSU.	Attended and completed: 65 Offers accepted: 35 Offers deferred: 7 Offers declined: 6 Offer lapsed: 17
Indigenous Paramedic Success Program (IPSP) – pilot 2016	To provide pathways leading to success for any Indigenous person considering a paramedic career through CSU	Access – to provide routes of access to a paramedicine degree and/or other study and career options Retention – to engage with students and (where	Commencing students in 2016 = 8 Indigenous students Headcount 2016 = 17 Indigenous students

		appropriate) facilitate acceptance of offers and enhance retention within the paramedicine degree Success – to set students up for success by identifying strengths and weaknesses early, and providing effective support that promotes success
Indigenous pathway for dentistry selection process	Introduction of Indigenous pathway for dentistry selection process (they are part of the 25% rural or Indigenous quota).	Typically we don't get many Indigenous applicants (maybe 1 or 2), and this is also true nationally, however we want to use this pathway to attract students
iSmile Dental Assisting Training Program	Partnership between Australian Government, Western NSW Local Health District, Bila Muuji, Aboriginal and Torres Strait Islander Health Service Inc and CSU.	
IPPROWD and the University Certificate in Workforce Essentials (<i>UCWE</i>)	In 2016, the School of Policing Studies engaged in activities in relation to University Certificate in Workforce Essentials (<i>UCWE</i>) is one of the first steps to a career with the NSW Police Force. Dubbo Internal offerings to the IPROWD Graduates.	Funding for attendance at the UCWE has proved to be problematic as this course does not meet Away From Base requirement.
Oral health and dentistry students placements	to provide community dental and oral health care in Brewarrina	
Details on outreach activities and their effectiveness, in attracting Aboriginal and Torres Strait Islander students. (See table below).		

Outreach activity	Target audience	Outline of Program	Outcome
Danygamalanha – Future Moves	Aboriginal and Torres Strait Islander students in targeted primary and high schools	Danygamalanha specifically targets Aboriginal and Torres Strait islander students with an aim to building aspiration for tertiary study. The program focuses on Aboriginal and Torres Strait Islander	19% of the 13,000 points of contact Future Moves had with high school students identified as Aboriginal and/or Torres Strait Islander. More than one fifth of participants recorded an immediate positive shift in

students from Future Moves partner schools to build confidence and provide options toward further study and raise expectations that tertiary study is a realistic goal.

aspiration (23%) and perceived likelihood of entry into university (28%).

Since Future Moves' inception in 2012, the number of Aboriginal and Torres Strait Islander students from Future Moves/Danygamalanha partner schools enrolling at CSU through UAC/VTAC has nearly doubled (17 to 35).

Details of Indigenous-specific and other scholarships offered by your university.

Four teams manage scholarships at CSU: the Foundation team in the Division of Marketing and Communication; the Scholarships team in the Office for Students; and the Police partnership team in the Division of Student Administration; the Research team in Research Office. However, scholarships are accessed through a single web page from within the Student Portal.

Equity Scholarships and Grants are managed in collaboration with staff in the Indigenous Student Centres, to enhance promotion to students and the provision of assistance with the completion and submission of the necessary documentation.

Scholarships details

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Aboriginal and Torres Strait Islander Human Services/Social Work Student Scholarship - Riverina	Private	1	3,000	1	\$3,000 per scholarship
Albury Wodonga Aboriginal Health Service Scholarship	Private	1	10,000	1	\$10,000 per scholarship
CSU Accommodation Equity Scholarship	HEPPP/ISP	10	5,500	10	\$5,500 per scholarship - demonstrate financial need
CSU Emergency Equity Food Vouchers	HEPPP	7	60	7	\$60 per grant - demonstrate financial need
CSU Equity Scholarship	CSU	1	2000	1	\$2000 per scholarship - demonstrate financial need
CSU Graduation Grant	ISP	4	Various	4	\$ various amounts per grant - demonstrate financial need
CSU Honours Scholarship	CSU	2	4000	2	\$4,000 per scholarship - Merit Scholarship

CSU TAFE to University and Pathway Scholarship	CSU	5	2500	5	\$2,500 per scholarship - Merit & Equity Scholarship
CSU Technology Equity Grant	HEPPP	18	1000	18	\$1,000 per grant - demonstrate financial need
Dr Bal Krishan Scholarship	Private	2	4,000	2	\$2,000 per scholarship - demonstrate financial need
Frangopoulos Family Scholarship	Private	1	3,000	1	\$3,000 per scholarship
Indigenous Access Scholarship	Cwealth	42	4904	42	\$4904 per scholarship - demonstrate financial need
Indigenous Student Grant	ISP	20	Various	20	\$ various amounts per grant - demonstrate financial need
Indigenous-Commonwealth Accommodation Scholarship	Cwealth	9	5199	9	\$5199 per scholarship - demonstrate financial need
Indigenous-Commonwealth Education Costs Scholarship	Cwealth	33	2599	33	\$2599 per scholarship - demonstrate financial need
Indyamarra Prize	Private	1	1,100	1	\$1,100 per scholarship - demonstrate financial need
Indyamarra Prize	Private	1	1,700	1	\$1,700 per scholarship - demonstrate financial need
Indyamarra Prize	Private	1	1,000	1	\$1,000 per scholarship - demonstrate financial need
Indyamarra Scholarship - \$3,000	Private	1	3,000	1	\$3,000 per scholarship - demonstrate financial need
National Tertiary Education Union Charles Sturt University Branch Indigenous Education Scholarship	Private	1	4,000	1	\$4,000 per scholarship
Professional Placement Equity Grant	HEPPP/ISP	10	Various	10	\$ various amounts per grant - demonstrate financial need

Residential School Equity Grant	HEPPP/CSU	4	Various	4	\$ various amounts per grant - demonstrate financial need
Rotary Club of Bathurst Daybreak Inc. Scholarship	Private	1	1,500	1	\$1,500 per scholarship - demonstrate financial need
Student Emergency Equity Grant	HEPPP	1	500	1	\$500 per grant - demonstrate financial need
Textbook Equity Grant	HEPPP	19	500	19	\$500 per grant - demonstrate financial need
Valerie Cox – Commencing Student	Private	1	20,000 MAX	1	\$5000 paid annually – depending on course length
Valerie Cox – Commencing Student	Private	1	5	1	\$5,000 per scholarship
Wagga Wagga LALC and Aboriginal Community Scholarship	Private	2	6,000	2	\$3,000 per scholarship targeted at low SES students

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

Scholarships are promoted to Indigenous students in a range of ways including:

- a web page specific to Indigenous students <http://www.csu.edu.au/courses/fees-and-costs/help-with-costs/scholarships/find/indigenous>
- direct email campaigns
- Social media, and
- promotional and course material for some courses.

Application numbers from Indigenous students are strong, we work diligently to ensure scholarships are awarded.

Indigenous Education / Support Unit's role.

CSU operates with multiple Indigenous teams centred on the six Indigenous Student Centres, including

- Danygamalanha component of the Future Moves team
- Strong Moves (school student mentoring) component of the Future Moves team
- Indigenous Access Program in collaboration with Faculty teams
- Indigenous Student Success team (Tutoring and learning advice)
- Away From Base team
- Indigenous Student Centre team

These teams, which are all staffed by people who identify as Indigenous Australians, work across the range of programs in operation at CSU providing input and expertise as relevant to their roles. As well this is complemented by a whole of University approach to Indigenous student access, participation and success.

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

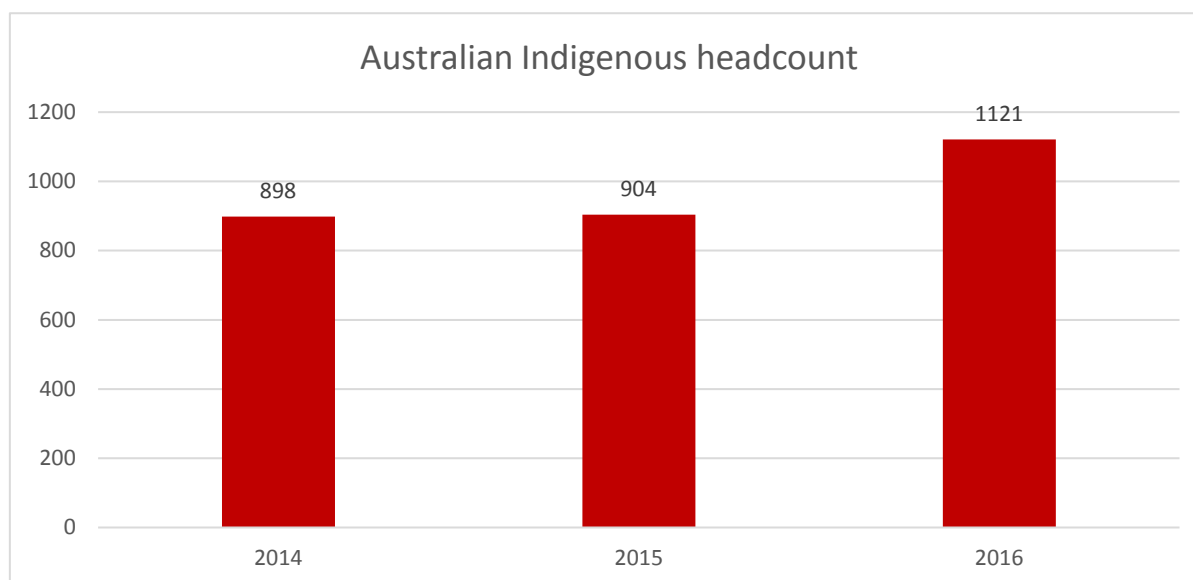
Your response to this goal needs to address but is not limited to the following points:

- The **total number** of Aboriginal and Torres Strait Islander student **enrolments** for 2016, compared to 2015 (please provide an all student comparison).
- Details of your Universities' **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education / Support Unit's role.**

The total number of Aboriginal and Torres Strait Islander student enrolments for 2016, compared to 2015 (please provide an all student comparison).

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

	2015	2016
Aboriginal and Torres Strait Islander students:	904	1121
Non Aboriginal and Torres Strait Islander students (Domestic students only):	32688	34266



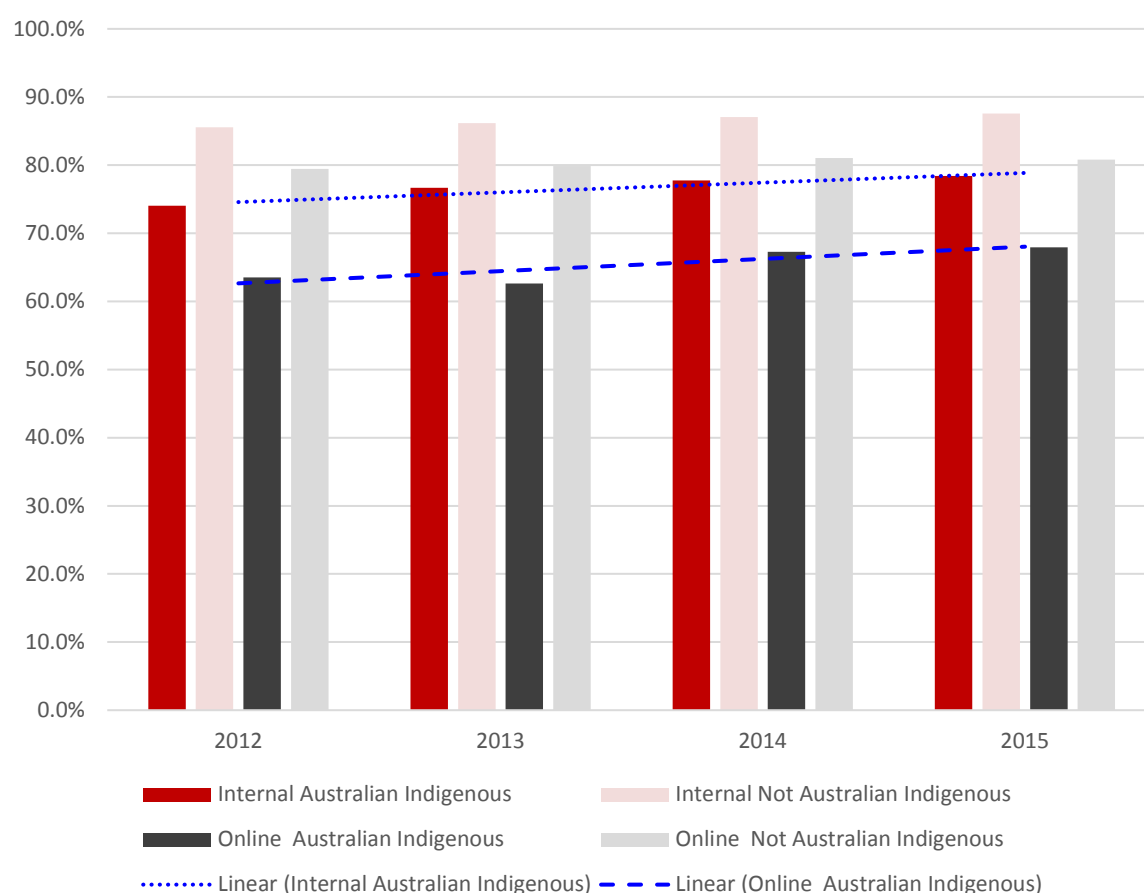
Indigenous Australians comprise 6.98% of the total population of the geographical region serviced by Charles Sturt University (2011 Australian Bureau of Statistics), as opposed to 2.8% for the whole of NSW. It is estimated that the CSU footprint University aged population (i.e., 15-59 years) is 6.57%, or 19,116 people. Therefore, given the Indigenous population levels of our footprint, it seems reasonable for CSU to be aspiring to participation levels that are significantly greater than either the NSW or the National average.

The table below, shows that in spite of the fact that progress rates for Indigenous students improved from 2012 to 2015, the rates for Indigenous students remain 11% below CSU domestic Non Indigenous students.

Progress Rate	2012	2013	2014	2015
Australian Indigenous	69%	70%	73%	73%
Not Australian Indigenous	83%	83%	84%	84%

The chart below shows progress rates for domestic students by mode.

CSU domestic student progress rates by mode



The trend lines show that progress rates for Indigenous students have been improving for both internal and online Indigenous students since 2012. However, as indicated above, the gap between Indigenous and non-Indigenous student progress rates remains significant, especially for online students. This is important as, congruent with previous years, 64% of our Indigenous students studied online in 2016. As well first year attrition rates are persistently around 8% higher for Indigenous students.

Progress rates for Indigenous students at CSU have been trending upwards since 2012 (69% to 73% in 2015). While progress rates have been improving across non-Indigenous students in the same period (83% to 84%), the greater rate of change among Indigenous students suggests that the ongoing improvements in support provided by the Indigenous Student Centres are contributing to a closing of the gap between Indigenous and non-Indigenous success.

Strategies designed to improve the access, participation, retention and success of Indigenous higher education students at Charles Sturt University are outlined in section 8.2 below.

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

As stated above CSU has adopted a whole of University approach to Indigenous student access, participation and success that involves Faculties working collaboratively with multiple Indigenous teams centred on our six Indigenous Student Centres. Examples of strategies used to enhance Indigenous student participation and engagement are provided below

Strategies	Outline of strategies	Constraints	Outcome
Student Engagement	In each of our Indigenous Student Centres the Student Liaison Officers (Indigenous) have conducted a range of activities to engage Indigenous students in the	Ensuring that the broader University is engaged, and leads with	See data above. These activities have included: <ul style="list-style-type: none"> Orientation to Indigenous

	Indigenous Student Centres and the broader CSU life. The Student Liaison Officers (Indigenous) have actively sought the involvement of local communities and elders in these events.	respect to NAIDOC.	Student Centres <ul style="list-style-type: none"> • Harmony Day • Closing the Gap • Reconciliation Week • NAIDOC activities • End of session gatherings as a recognition the success of our Indigenous students.
Student Leadership	Developing student leadership the Student Liaison Officers (Indigenous) facilitated students' involvement in targeted programs	Students are time poor and have multiple competing priorities, limiting their engagement with these opportunities. Where appropriate, payment for student engagement has helped i.e., with the CSU ambassador program as students can forego work to engage	<ul style="list-style-type: none"> • Ambassador program with Promotions and marketing and Orientation • Student reference groups • Future Moves leaders working with school students
Indigenous Student Reference Groups.	Formation of Indigenous Student Reference Groups. There is a need for Indigenous students to meet in a formal context to discuss their collective needs provide a voice to improve services to students, and make recommendations for doing so. While some Indigenous student clubs have been formed at CSU, these have different purposes to the proposed Indigenous Student Reference Groups.	Participation in broader decision making is facilitated through support to sit on Student Representative Committees and Student Senate. Students commitments both academic and social (e.g., family and work), limit their capacity to engage.	In 2016, the Indigenous Student Reference Groups initial consultations and feasibility explorations commenced across all campuses within each Indigenous Student Centre, with Indigenous Student Reference Groups to be formed in 2017.

Online student engagement	<p>A communication plan was developed and trialled during 2016. The aim was to enhance links with students to provide opportunities to access services and advice, and to enhance students' sense of belonging. These also enabled a more proactive engagement with students to enhance retention strategies.</p>		<p>The assignment of students to Student Liaison Officers (Indigenous) was based on a faculty model. All commencing students in Session 2, 2016 were contacted by email with a follow-up phone call. Students were offered support to access a range of CSU services including scholarships and the Academic Learning, Literacy and Numeracy team.</p>
FirstDegree Program - First in Family	<p>FirstDegree is a HEPPP funded program that focusses upon, celebrates, and supports students who are the first in their family to attend University. In 2016 the project focussed on CSU's Indigenous student cohort who are often not only first in family but also the first in their community to attempt tertiary study. Using stories and narratives a series of 18 videos that explore and celebrate the university journeys of 9 diverse and unique Indigenous students were housed in a webpage specifically for first in family Indigenous students. Designed to build realistic expectations of university study, capacity to navigate university systems and to celebrate the unique experience of First in Family Indigenous students. The website has 6 pages and explores themes such as transitioning into university, balancing work and university, the differences between university, TAFE and school, and staying culturally resilient while at university. The videos are also being used across a number of spaces, including the on University social media sites, on YouTube channels on screens in the Indigenous Student Centres, and</p>		<p>The resources developed through the FirstDegree program were launched in late 2016, and outcomes are currently being evaluated. Initial community engagement has been strong, with a current focus on ensuring that materials and resources are provided to all students who would benefit from accessing them.</p>

	have been embedded within the Universities Indigenous Student Portal and within the Indigenous Access Program		
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Indigenous Education / Support Unit's role.

CSU has established a range of services across the Office for Students, with Indigenous Student Centres forming a critical hub to these and with Faculties. Examples of strategies are outlined in the table above.



Port Macquarie NAIDOC Family Fun Day 2016

Yindyamarra winhanga-nha is a Wiradjuri phrase that means the wisdom of respectfully knowing how to live well in a world worth living in. The Indigenous Student Centre team focused on providing a student-centred approach 2016 with *Yindyamarra winhanga-nha* as a guiding philosophy.

The Indigenous Student Centres consist of a team of 6 Student Liaison Officers (Indigenous) focusing on the following concepts:

- **Engagement** – adopt a professional and cultural approach to provide an effective study environment for students, and to actively engage with students so that they feel welcomed and respected.
- **Achievement** – understanding of full suite of services available for students to meet, and to provide students with access to appropriate resources for building academic success.
- **Success** – to have a student-centred approach that meets the student's cultural aspirational goals.

In 2016 CSU opened two new centres in Dubbo and Port Macquarie, with three of the other centres undergoing refurbishment. This has allowed the Indigenous Student Centres team to provide improved access to a variety of services for our Indigenous students. Each centre has IT facilities, printing services and fully equipped kitchens for student use, and provides a safe, culturally appropriate space. In addition, CSU fully refurbished existing Indigenous Student Centres at Albury, Bathurst and Wagga Wagga

Examples of the outcomes of this work are provided below

Dubbo



Wagga Wagga



Bathurst



These centres provide a professional and contemporary environment tailored to Indigenous student needs and are used by on-campus Indigenous students and on-line Indigenous students who visit any of our campuses. They have also been used by tutors and students for personalised tutoring on subject content. Four of the centres have part time Learning Advisors (associated with the Indigenous Academic Success Program – see completions) who provide general academic support for Indigenous students. The Learning Advisors collaborate with Student Liaison Officers (Indigenous) to provide services for Indigenous Students.

Feedback from Indigenous students has been uniformly positive, in particular with respect to the value shown to addressing their needs.

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

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

- The **total number** of Aboriginal and Torres Strait Islander student **completions** at Bachelor level and above in 2016, compared to 2015 (please provide an all student comparison).
- **Support mechanisms** you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
- **Indigenous Education / Support Unit's role.**

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
Aboriginal and Torres Strait Islander students: (Higher Degree)	14	10
Non Aboriginal and Torres Strait Islander students: (Higher Degree) - Domestic	1,172	1,314
Aboriginal and Torres Strait Islander students: (Other postgraduate)	31	33
Non Aboriginal and Torres Strait Islander students: (Other postgraduate) - Domestic	1,216	1,356
Aboriginal and Torres Strait Islander students: (Bachelor degree including Graduate entry and Honours)	81	85
Non Aboriginal and Torres Strait Islander students: (Bachelor degree) - Domestic	3,635	3,321
Total Aboriginal and Torres Strait Islander	123	128

Additional data is provided below to show completions in other undergraduate courses, such as the policing program

Other Undergraduate	2015	2016
Associate Degree (policing)		
Aboriginal and Torres Strait Islander	26	17
Non Aboriginal and Torres Strait Islander	531	563
Diploma/Associate Diploma		
Aboriginal and Torres Strait Islander	4	8
Non Aboriginal and Torres Strait Islander	90	66
Other award course		
Aboriginal and Torres Strait Islander	-	2
Non Aboriginal and Torres Strait Islander	7	9
Total Aboriginal and Torres Strait Islander	30	27

National completion data shows that for the last two years CSU has had the highest number of Indigenous award course completions in Australia (see table below sourced from data accessed here <https://docs.education.gov.au/documents/2014-award-course-completions> and <https://docs.education.gov.au/documents/2015-award-course-completions>).

As well, the table below shows that CSU Indigenous student completions constitute just over 2% of the CSU domestic student population.

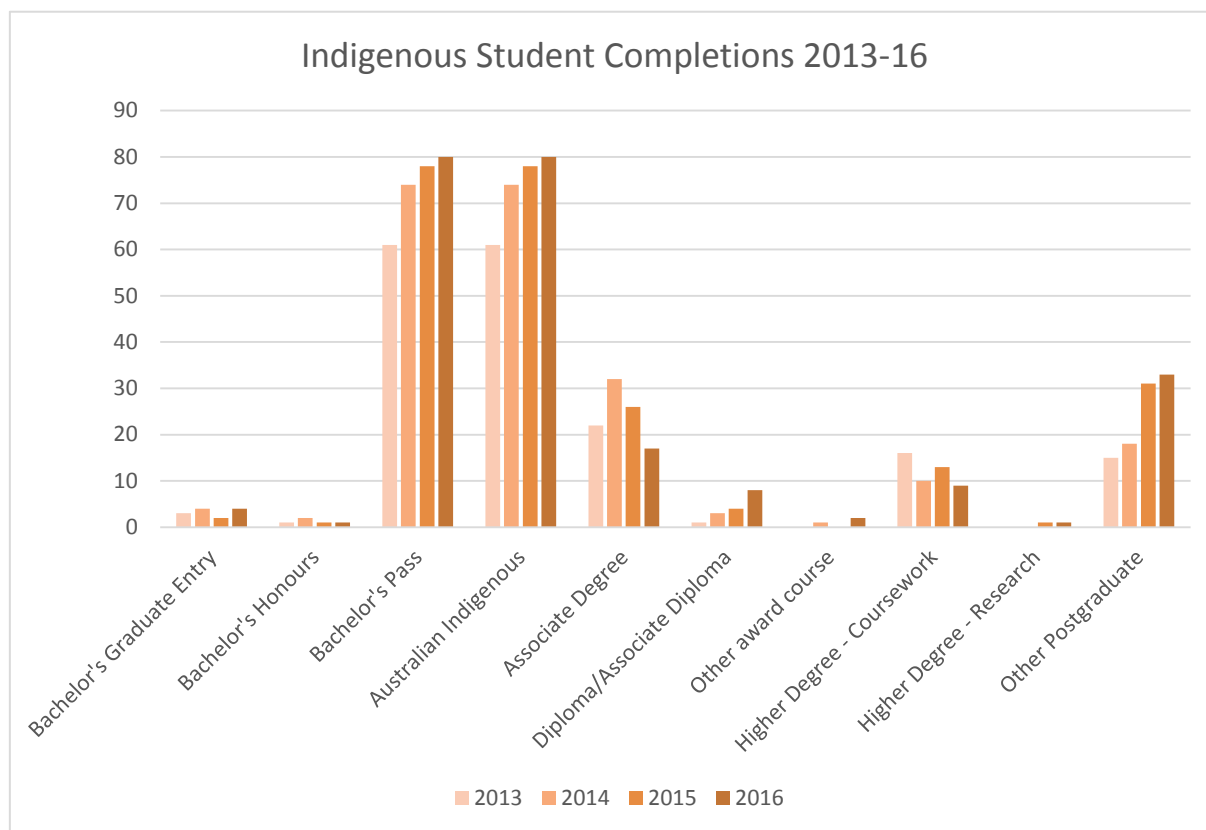
	2014	2015	2016
CSU Domestic Non Aboriginal and Torres Strait Islander students award course completions	6,944	6,651	6,629
CSU Aboriginal and Torres Strait Islander students award course completions	144	156	155
Percentage Indigenous students	2.1%	2.3%	2.3%

This is an important outcome as National data shows that while 1.5% of domestic students are Indigenous, only 1% of award completions are Indigenous.

Also important is that these completions encompass the range of course levels, including:

- 19% at Associate Degree/Diploma level (reflecting our involvement in NSW police training);
- 53% at Bachelor level; and
- 28% at Post Graduate level (Indigenous post graduate students include research higher degree students at Masters and Doctoral levels).

Although completions is a longer term measure, a numerical upwards trend has been recorded at CSU since 2012 (see chart below)



This trend would indicate that the whole of University approach adopted by CSU, which has at its core Indigenous Student Centres, is making inroads. However, there is significant work yet to do.

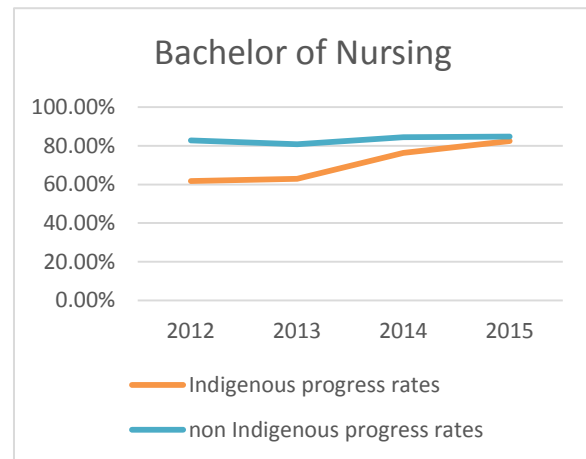
Support mechanisms you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.

Support mechanisms	Description	Constraints	Outcome
Faculty approaches	There are a range of strategies used by Faculty	Limited numbers of Faculty academics who identify as	Overall progress rates are improving due to a range of strategies from within Faculties and from services provided from the Office for Students, Division of Student Services etc. In the

teams in key courses. A good example is in the Faculty of Science. The Discipline Lead in the Bachelor of Nursing makes one on one contact with Indigenous nursing students to enhance awareness of student needs and access to services

Indigenous. CSU is continuing to implement strategies to address this element

example used, the Bachelor of Nursing has experienced improved progress rates such that in 2015 rates were close to parity.



Indigenous Student Success Program (tutoring and learning advice)

The program allowed all Aboriginal and Torres Strait Islander students studying at CSU access to content tutorial support for 2 hours per subject per week. It also offered access to Learning Advisers (Indigenous) for any general academic support, Online and on campus.

Although increasing from 2015, the take up for the program reflected a lack of awareness of it. There are constraints remaining with the program being administratively intensive as well the program having to react to ongoing changes with government funding and reporting requirements.

There were 254 students involved in the program in 2016. 153 tutors were employed to assist those students out of a total of 510 registered tutors.

Students were surveyed regarding their experience of the tutorial program and the effectiveness of allocated tutors. 38 responses were received with the summary below:

- 93% agreed or strongly agreed that tutoring was important to their studies.
- 87% agreed or strongly agreed that tutoring improved their confidence and their skills in 2016.
- 90% agreed or strongly agreed that ISSP Tutoring had improved their understanding of course content.

Study Nights

Study Nights invited students to participate in Study sessions in the Indigenous Student Centres one night per week. The program utilised existing support

Although positively received by students who engaged with study nights, engagement is limited for a range of reasons. Enhancing the social nature of these has been key to removing the sense that

- 95 students attended the program over the two sessions.
- 23 students were online students.
- 14 students attended study nights with their children.
- 25 staff from Indigenous Student Centres and other programs engaged in the program, providing opportunities for Indigenous students to participate in other university programs.
- Attending students studied courses from areas including:
 - Business;
 - Communications.

mechanisms within the university support staff such as the Indigenous Student Success Program, library support and the ALLaN team. Several academics attended throughout the year, volunteering their time to support the students during Study Nights. Workshops were aligned to meet the needs of the students. Students had dinner together, provided by SSAF funding.

Study nights was coordinated across five Indigenous Student Centre's at Albury, Bathurst, Dubbo, Port Macquarie and Wagga Wagga. Each location slightly varied depending on staff available. Although there were slight variations all centres offered students the opportunity to get involved in the study nights on a

tutoring etc is for students needing remedial work

- Creative Industries; and
- Criminal Justice;
- Education;
- Environmental Science;
- Graphic design;
- Nursing;
- Paramedicine;
- Social Science;
- Social Work;

Evaluative qualitative feedback was sought from participants. The following themes emerged through the findings:

- Study Nights provided opportunity:
 - To meet students in all different courses and form study groups;
 - For parents to engage in study groups while their children were entertained; and
 - For students working full-time to actively engage with the university.
- The meal provided allowed for the parents to 'not have to worry about dinner one night a week'
- The importance of and opportunity to interact with academic staff including the Academic Learning, Literacy and Numeracy team, who made themselves available to answer questions. A chance to meet with Student Liaison Officers (Indigenous) after hours.

Tuesday or Wednesday night from 5:30pm – 7:30pm. Dinner was provided in each centre and the opportunity for students to work in small study groups or independently with access to support staff. Study nights provided an opportunity for students to come together in the Indigenous Student Centre and seek support from staff and their peers. There were no programs similar to this running across the university and therefore it provided a much needed support network for Indigenous students and their friends. It also provided an opportunity for Online students to engage with other students after hours.

Indigenous Student Centres

Indigenous Student Centres are one of the key areas of support for Indigenous students at

Developing strategies to effectively link students to services beyond the Indigenous student centres.

We have used a combination of bringing services into the centres, and tailoring access to services for Indigenous students online, and referral strategies by Student Liaison Officers, with some success. However, there is much work to do to extend this planned for 2017

CSU in working towards the same completion rates as for other Australians. There are six Indigenous Student Centres located at CSU's main campuses in Albury-Wodonga, Bathurst, Dubbo, Goulburn, Port Macquarie and Wagga Wagga. All campuses provide a range of support services with assistance from Student Liaison Officers (Indigenous). The Student Liaison Officers (Indigenous) are Indigenous students first point of contact in the Indigenous Student Centre, and they play an integral role throughout the student life-cycle

Indigenous Education / Support Unit's role.

As stated above CSU has established a range of services across the Office for Students with Faculties, with Indigenous Student Centres forming a critical hub. Examples of strategies important to enhancing Indigenous student success, facilitated by Indigenous teams in particular in the Office for Students, are outlined in the table above

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

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

- How the University addresses the **cultural competency** of its staff and students.
- The **University's involvement with Indigenous community** members in working toward this goal.
- **Indigenous Education / Support Unit's role.**

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

The CSU Indigenous Cultural Competence Pedagogical Framework (ICCPF)

Charles Sturt University's commitment to the incorporation of Indigenous Australian content and the CSU Indigenous Cultural Competence Pedagogical Framework (ICCPF).

The guidelines for the ICCPF were developed and refined from 2009-2014, and evolved from Recommendation 17 of the CSU Indigenous Education Strategy (IES): Academic Senate, in collaboration with the School of Indigenous Australian Studies, developed a set of curriculum guidelines identifying the broad intentions of Indigenous content and issues to be considered, and that are included within the guidelines for Course and Program Review and Course and Program Development templates (Recommendation 17, IES 2012-2014, p.11).

Support Units

- i. Indigenous Board of Studies
- ii. School of Indigenous Australian Studies
- iii. Division of Student Learning – Indigenous Curriculum & Pedagogy

i. Indigenous Board of Studies

The incorporation of Indigenous Australian content in curriculum at CSU is guided, supported and authorised by the **Indigenous Board of Studies (IBS)** who approve inclusion, classification/recognition and the quality assurance of Indigenous Australian studies subject content in any CSU course. The IBS is a sub-committee of Senate's Curriculum, Learning and Teaching Committee (CLTC). The CLTC approves the IBS Terms of Reference and monitors the processes and systems used by IBS to support and quality assure the incorporation of Indigenous Australian Content, including Discipline specific content, in any CSU course or subject, and determine course-level compliance with the ICCPF.

IBS Terms of Reference include:

- Provide formal and informal advice on the inclusion of Indigenous Australian content in programs of the University and the development of specific programs for cohorts of Indigenous Australian students;
- guide processes related to the development, design and approval of Indigenous Australian content;
- periodically monitor Subject Outlines of classified subjects and of standard subjects with modules containing Indigenous Australian content;
- act as delegated authority of Senate/CLTC to grant ICCPF compliance status to required CSU courses;
- act as delegated authority of Senate/CLTC to approve/reject applications for subjects to be categorised as Indigenous Australian Studies, Discipline-specific Indigenous Australian Studies, and Hybrid Indigenous Australian Studies. Such subjects must be approved by the Indigenous Board of Studies before School Boards/Courses Committees can endorse/approve such subjects;
- act as delegated authority of Senate/CLTC authority to give formal advice to

Executive Deans of Faculties and School Boards/Courses Committees about recommended changes to: subjects; modules; teaching and learning activities; assessment tasks; assessment processes; benchmarking; and resources which have any Indigenous Australian content (Indigenous Australian Content in CSU Courses Policy, p. 5).

ii. **The School of Indigenous Australian Studies**

The School of Indigenous Australian Studies (SIAS) provides a leadership role in the promotion of teaching and learning (Indigenous Australian content) through intra- and inter-faculty collaborations in curriculum development and co-delivery of multi-discipline Indigenous Australian studies and independent leadership for developing and teaching core subjects in Indigenous Australian studies. The School is directed by the Institution's Indigenous Education Strategy, to strategically enable University's vision, strategic directions and plans for Indigenous Education now and into the future particularly in relation to teaching, curriculum development, and programmatic governance in relation to the integration of Indigenous Australian content.

Key roles and responsibilities include:

- identifying, developing, (co)delivering Indigenous Australian teaching and research programs across professional and undergraduate and postgraduate coursework programs within the University;
- developing collaborative partnerships between CSU and the Indigenous Australian community and local service providers in teaching and research;
- representing Charles Sturt University in matters relating to Indigenous Australian education at the University; and
- developing research and consultancy links and projects with local communities, institutions, services and agencies, and with national and international scholarly communities in the field.

Staff from SIAS play a major role on IBS. The Head of School is the Presiding Officer and membership includes three (3) SIAS academics.

a. **Division of Student Learning – Indigenous Curriculum & Pedagogy**

The **Division of Student Learning** employs a Senior Lecturer, Indigenous Curriculum & Pedagogy to assist course teams understand the Indigenous Cultural Competence Pedagogical Framework and the Indigenous Cultural Competency Graduate Learning Outcome with the aim of supporting them to align course objectives and assessment tasks with the Framework and the GLO. In 2016, she was supported by an Indigenous Resources Officer (who is Indigenous) and a Project Officer. The team produces learning resources that course teams can adopt and adapt in subject development. The team also provides university-wide professional development.

Cultural competency of students is in the main addressed via the curriculum. Since the majority of CSU students are studying in online/distance mode, embedding cultural competency in the curriculum is the most appropriate vehicle for reaching all. The CSU Indigenous Education Strategy stipulates that all undergraduate and professional entry courses will incorporate Indigenous Australian content. The policy complements the CSU Indigenous Cultural Competency Pedagogy Framework (ICCPF) and the mandate for a whole of university approach to the University's vision statement of *yindyamarra winhanganha* and the principles of cultural competence, social justice, and reconciliation. This is enacted in six ways:

Subject Outlines The Curriculum, Learning & Teaching Committee has approved the addition of an acknowledgement of country in all Subject Outlines

CSU Graduate Attributes Academic Senate approved the Graduate Attributes in 2009 and the nine Graduate Learning Outcomes in 2015. The primary “change agent” GLO is Indigenous Cultural Competency

Indigenous Australian Content in Courses Policy Approved by Senate in 2015, the policy has been developed to clarify the compulsory aspects of Indigenous Australian Content in CSU Courses. As such it is not new in intent or focus, but builds on good work that has been happening between 2009 and 2015.

Indigenous learning resources Hundreds of resources are stored as a specific Indigenous Collection in CSU’s Learning Object Management System including a number that have been created at CSU

Open Educational Resources The subject called IKC101, Indigenous Australian Histories, Cultures and Contemporary Realities has been redeveloped as an open subject on an open platform for OERu, a philanthropic organisation supported by UNESCO and Commonwealth of Learning.

Faculty engagement in curriculum research

Subject Outlines

A CSU Subject Outline is a template automatically populated and published into all subject sites on the Learning Management System so this strategy reaches all students.

CSU Graduate Attributes

The Graduate Attributes Policy specifies the characteristics of CSU graduates. These are in line with the criteria of the Australian Qualifications Framework (AQF) and express the values of the University. The main way of ensuring that graduates meet AQF standards and CSU Graduate Attributes is to design CSU courses to align with the standards. A set of common learning outcomes has been written to assist course teams with alignment between standards, course & subject outcomes, and assessment. These are called CSU Graduate Learning Outcomes (GLOs). There are nine GLOs: six foundational skills and three “change agent” GLOs. Indigenous Cultural Competency heads the list.

The Division of Student Learning provides advice to course teams on embedding the Indigenous GLO in course design. Course design has been governed by a new transformational process at CSU since 2013. This process is underpinned by a software tool called CourseSpace. 2016 represents Wave 3 of the process. To date 20 courses have undergone review and therefore can demonstrate in CourseSpace their alignment to the Indigenous Cultural Competency GLO.

Indigenous Australian Content in Courses Policy

This policy was passed by Academic Senate at the end of 2015. It formalises the arrangements that have been in existence for a few years for the work of the School of Indigenous Australian Studies, Division of Student Learning and the Indigenous Board of Studies. All subjects incorporating Indigenous content must be approved by IBS. There are three categories of subjects recognised and approved by IBS at CSU:

- i. *Indigenous Australian Studies* – subjects taught by the School of Indigenous Australian Studies (SIAS);
- ii. *Hybrid Indigenous Australian Studies* – subjects taught by Faculties which have an Indigenous Australian Content component taught by SIAS;
- iii. *Discipline-specific Indigenous Australian Studies* – these subjects may be taught by schools other than SIAS or in collaboration with SIAS.

An additional category of subject not covered by this policy:

- iv. *Restricted subjects* – in courses offered specifically to Aboriginal and Torres Strait Islander students.

Courses that are taught to an international cohort that do not incorporate Indigenous Australian content from domestic programs, and professional courses of less than one year are exempt from this policy.

As of 2016 there are 59 subjects approved by the Indigenous Board of Studies. Thirty three of these are in the Science Faculty.

The two core Indigenous Australian Studies subjects that are designed, delivered and administered by SIAS are:

IKC100: Indigenous Health. Student enrolments in IKC100 have remained constant since 2014, settling at 400 student enrolments in 2015. This subject introduces students to Indigenous Australian perspectives on health and well-being, and Indigenous-community controlled models of health care. It explores the underlying historical, political, social, economic and cultural factors contributing to contemporary Indigenous ill-health and considers relationships between race, racism and health care to further explain Indigenous health outcomes. Students will apply a cultural competence approach to personal and professional models of health.

IKC101 Indigenous Cultures, Histories and Contemporary Realities. The subject is designed within a cultural competence framework to develop students' knowledge of Indigenous Australian cultures, histories and the contemporary issues that impact upon Indigenous Australian peoples today. These contemporary issues include: the international human rights framework, health, education, employment, land, and criminal justice; strategies and skills for working effectively and with confidence in Indigenous Australian contexts or with Indigenous Australian colleagues.

Number of programs in which IKC100 or IKC101 is offered as a foundation or elective subject

Year	Number of Programs	Number of Students
2014	13	1164
2015	41	1600
2016	41	1135

In addition to the above, SIAS academics teach into a range of elective and hybrid subjects in CSU degree programs. In 2016, these subjects totalled 19, with a total enrolment of 1,059 undergraduate students.

A number of academics in the Faculty of Science are cultivating effective ways of incorporating Indigenous content into courses. An example being Caroline Love who is working with Geoff Simpson, Senior Scientist – Community/Aboriginal Engagement on the “**Culturally Tuned Citizen Science – inspiring and sustaining Indigenous-led capacity and participation**”.

In summary

	No. Undergraduate students	
	2015	2016
Indigenous Australian Studies subjects	2011	1996
Hybrid Indigenous Australian Studies subjects	1597	1703

Indigenous learning resources

The Division of Student Learning team has collated hundreds of resources into the CSU Learning Object Management System. These images, documents, books and videos can be adopted by subject developers when introducing Indigenous content into CSU subjects. The Indigenous Media Resources Officer position is responsible for the promotion and reciprocation of the developed resources, ensuring Indigenous Cultural Intellectual Property integrity is maintained. The team has also created many CSU specific resources including the multimedia resource called Cassie's Story. Cassie's Story is embedded in the staff Indigenous Cultural Competency Program and in the Graduate Certificate in Learning & Teaching in Higher Education which is compulsory for all new academic staff as well as in six other courses including Law, Management, Politics and Nursing.

Open Educational Resources

OERuniversitas is a philanthropic organisation supported by UNESCO and Commonwealth of Learning with the purpose of providing affordable degrees to the estimated 94 million learners world-wide who do not have access to university education. The subject called IKC101 Indigenous Australian Histories, Cultures and Contemporary Realities has been redeveloped as an open subject on this open platform and launched in 2016. CSU content about Indigenous issues is therefore available on the international stage and we are hopeful that this will draw new students into CSU enrolment for further study.

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

- a. Institutional Indigenous Cultural Competency Program and links to the First Degree program
- b. Cultural Immersion experiences for staff and students
- c. Leadership by key executive staff
- d. Faculty engagement in curriculum research related to Indigenous pedagogies

a. Institutional Indigenous Cultural Competency Program

The Indigenous Cultural Competency Program has three stages.

Stage 1: The Individual Online Cultural Competency Program is available for all staff. This individual component of the journey to cultural competence has as its learning outcomes increased cultural awareness and cultural sensitivity, and should be completed by staff before progressing to Stage 2 of the program.

Stage 2: A team-based discussion with a new trigger resource ***Cassie's Story 2: Mingaan Migay Yalblinya*** designed to be used in facilitated discussion between staff across the University. Guidelines and support materials for Stage 2 are available on the ICCP website and

Stage 3: The creation by staff of a Community of Practice to share achievements and challenges and to build institutional capacity.

FirstDegree Program - First in Family.

In 2016 the FirstDegree program collaborated with 13 Indigenous First in Family students, the Bathurst Wiradjuri Elders group and community arts organisation Desert Pea Media to run a 7 day workshop during NADOC week to create a spoken word music video that tells the First in Family Indigenous Student story. The resulting video "The Front Line" has been used by the FirstDegree Project as well as by the Future Moves program, The Indigenous Access Program, Indigenous Liaison Officers, the AIME Mentoring Program, aired on television channels by Aboriginal Broadcasting Australia and used by many Indigenous community, education and aspiration groups.



**A CELEBRATION OF
CULTURE
COMMUNITY +
COLLABORATION**

**"THE FRONT LINE"
PREMIERE SCREENING**

Be our guests as we launch this powerful media work exploring the Indigenous student journey of aspiration and achievement. A collaborative project between CSU students, the FirstDegree project, Bathurst Wiradjuri Elders and Desert Pea Media.

MON 19 SEP 6-8PM
**BATHURST MEMORIAL
ENTERTAINMENT CENTRE**
WILLIAM STREET

Charles Sturt University FIRSTDEGREE desert pea media BATHURST WIRADJURI AND ABORIGINAL COMMUNITY ELDERS Building Culture to make a better future

It is being used within Cultural Competency professional development activities both within CSU and at other Tertiary Institutions. The video was launched at a community event with the Bathurst Wiradjuri Elders that was attended by over 250 community members from the university, local schools, training organisations, TAFE, youth groups and the local Aboriginal community.



The FirstDegree Program also produced three Indigenous Cultural Competency videos that are housed within the University's ICCP program. In these videos Indigenous First in Family students explore their experience of university study its effects on their relationships with family and friends at home and within community, their experiences as students within their subject spaces – particularly when Indigenous content is explored, and what it is like to be an Indigenous student within the University environment including within residences. These videos have proven a powerful platform to promote discussion and reflection for both academics and professional staff on both their cultural understanding and their professional practices.

Outcomes of the ICCP

This program places Cultural Competence training on a sustainable footing within the institution. To date more than 700 CSU staff have completed the online ICCP (Stage 1). During 2016, 250 staff engaged with the program with 70% of those being employed in academic roles. The Faculties of Science and of Business both had strong staff engagement with the modules.

There are tasks and assessment in the Graduate Certificate Learning and Teaching in Higher Education (GCLTHE) that focus on cultural competency and engage all probationer academics in reflection about their teaching practice in relation to social justice for Indigenous Australians. Two subjects in the Grad Cert are compulsory for all new academic staff. Approximately 65 staff per year complete these two subjects.

Many are involved in the staged approach and some have already formed communities of practice. Without a doubt this is impacting on the cultural change necessary to embed cultural competency across the institution.

An evidence-based approach is being taken around this work with a research team headed by Dr Hill and involving senior staff at the University already formed to assess the shifts that the University is experiencing. The result of this research project "*The within journey: Analysis of the efficacy of online Indigenous cultural competence training at CSU*" is expected to be available in early 2017.

b. Cultural Immersion experiences for staff and students

In 2016, in collaboration with the School of Teacher Education (Faculty of Arts & Education) several cultural experiences for staff and students were run from the Bathurst, Dubbo and Orange campuses and led by Wiradjuri Elders. These form the model for further experiences planned on other CSU campuses during 2017.

c. Leadership by key executive staff

For example,

- the Executive Dean of the Faculty of Science, Professor Tim Wess, has demonstrated the importance of embracing Indigenous culture by completing the *Graduate Certificate in Wiradjuri Language, Culture and Heritage*.
- All portfolio leads have actively facilitated Indigenous cultural awareness among staff through engagement in the ICCP.

d. Faculty engagement in curriculum research

For example

Grounding the teaching of anatomy and physiology in Indigenous pedagogy. Dr Natalia Bilton and Dr Andrea Crampton School of Biomedical Sciences, Charles Sturt University. This article demonstrates how Indigenous pedagogy (IP) can be used in anatomy and physiology education in the tertiary sector. We propose that bringing IP to tertiary education may increase the engagement of Indigenous students in the first year of university study. Current literature focuses on IP applied to primary and secondary education and only one study to date has been published in the tertiary sector. In this paper, we present a series of IP informed learning activities designed to increase student engagement with anatomy and physiology across a broad range of educational settings. We will present a total of 8 activities each focusing on a different aspect of IP and describe the process from design to evaluation noting student engagement and success. We will also provide insights from lessons learnt to inform ongoing refinement and build on the discourse of tertiary indigenous pedagogy/andragogy.

- Running the National Indigenous Science Education Program in Port Macquarie
- Co-partner of the Indigenous Paramedic Success Program
- Contributing to scholarly research based on Indigenous Pedagogy

Dr Andrea Crampton helps coordinate the International Journal of Innovation in Science and Mathematics Education who are releasing a special issue on supporting Indigenous student engagement with STEM and higher education which will cover the following topics:

- STEM education in secondary schools including transition strategies
- Transforming curriculum and innovative pedagogies
- Engaging Indigenous communities with STEM
- The role of Elders in STEM knowledge and education

Dissemination of good practice for example

Robinson, Caroline J., Hill, Barbara; Gibson, Chontel; Hamam, Natalie; Skinner, Kay; Biles, Brett. Reflecting on our First Steps: Indigenisation of the Curriculum in Occupational Therapy and Physiotherapy. Leaders in Indigenous Medical Education Conference (LIME) Network VII, Melbourne, 4-7 April 2017 <http://www.limenetwork.net.au/conference/lime-connection-vii-new/program>

Robinson, C.J., Smith, M., Gibson, C. Respectfully leading the inclusion of Indigenous content in allied health professional curricula: our journey. Indigenous Content in Education Symposium. Adelaide, Australia, 21 Sept 2015 <http://unisa.edu.au/ICES>

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

All strategies detailed above are active in working with Indigenous communities in the CSU footprint: Bathurst, Orange, Wagga Wagga, Dubbo, Albury, and Port Macquarie as well as Broken Hill/Menindee. Some current examples of ways in which staff engage with Indigenous community is provided below.

Aboriginal foot health - James Charles is an Aboriginal (Kaurna) man from Adelaide South Australia with a Bachelor and Masters of Podiatry. His passion is Aboriginal foot health, and he has worked as a podiatrist in many Aboriginal communities around Australia, in urban, rural and remote areas. He has recently been conducting Aboriginal foot health research in Sydney, Newcastle and Forster, investigating a wide range of variables that have an impact on Aboriginal foot health e.g. diabetes, smoking and obesity but focused on foot structure and function. In his position as a Podiatry academic in the School of Community Health James embeds his research in Podiatric course content.

Aboriginal men and cardiovascular disease - Brett Biles is a Murruwarri man from Brewarrina and a Lecturer in Indigenous Studies with the Centre for Indigenous Studies. Brett joined the staff at the Centre for Indigenous Studies Charles Sturt University in December 2013. Previously Brett worked within Charles Sturt University as the Academic Lead for Student Transition and Retention Program within the Faculty of Science. Brett's background is an Aboriginal physiotherapist with a Masters in Indigenous Health with a passion for education and health equality for all. Brett is an early career researcher with a keen interest in Aboriginal men and cardiovascular disease. Brett is also involved in several other research projects looking at first year student engagement.

Traditional Australian Aboriginal medicine, Pycnoporus (orange bracket fungi). In 2016, three HLT312 students selected a traditional Australian Aboriginal medicine, Pycnoporus (orange bracket fungi) to study and analyse in lab-based research. The fungus is used traditionally as a teething ring and to stop mouth ulcers. The local Orange Aboriginal Landcare group OLALC kindly provided samples of the orange bracket fungi Pycnoporus, which were then analysed by the three students who found antibiotic compounds. The project had an impact on the students, apart from the science undertaken, in their understanding and respect for Aboriginal culture and traditional methods through this problem-based learning initiative

The creation of 'Girinyalanha' on Orange campus - Dr *Cesidio Parissi* Program Leader in Clinical Science, Lecturer in Problem Based Learning Orange, established contact with the Orange Local Aboriginal Elders, and established a partnership with the 'Gaambawananha Ngurambang' landcare group of the Orange Local Aboriginal Land Council (OLALC). This led to the creation of 'Girinyalanha' – the Aboriginal Nature and Bioscience Park and Yarning Circle on the Orange Campus, from an

area of remnant native vegetation. Achieved with a \$50,000 grant from CSU Green's Sustainability Fund allowing the employment of 'Gaambawananha Ngurambang' staff to build Girinyalanha (opened by the Vice Chancellor in March 2016). Many public Aboriginal ceremonies have been held on Girinyalanha for a wide variety of community groups, all in partnership with the OLALC members who planned and re-vegetated the site. As well there are additional outcomes from this work, including: planned Aboriginal and specifically Wiradjuri cultural awareness events open to students, staff, and the public; a CSU 'Explorations' public lecture and an Aboriginal astronomy night; NAIDOC celebratory events held in conjunction with the Head of Campus; and inclusion of the exploration of Girinyalanha by students during O Week.

Indigenous Education / Support Unit's role.

Outlined in this document are many examples of ways in which key CSU Indigenous Units have played a role in the achievement of Indigenous outcomes for the University. These units include, teams from the Office for Students (see section 3 for a list), the Division of Student Learning (see above), and Faculties (i.e., School of Indigenous Australian Studies (SIAS)). In this respect, CSU has adopted a whole of University approach to enhancing Indigenous access, participation and success.

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

Please use the financial acquittal template attached to report on the expenditure of your University's ISP grant for 2016, noting that a breakdown of expenditure is required (eg salary and travel breakdown). Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2016 provided under section 19-10 of *Higher Education Support Act 2003*, please provide reconciliation.

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

SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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

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

University Officer		Indigenous Education Support Unit Officer	
Name:	Professor Andrew Vann	Name:	Professor Julia Coyle
Position Title:	Vice Chancellor and president	Position Title:	Dean of Students
Phone Number:	02 6338 4209	Phone Number:	02 6051 9354
Email:	vc@csu.edu.au	Email:	deanofstudents@csu.edu.au

SECTION 4 PUBLICATION OF THE STATEMENT

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



Australian Government

Department of the Prime Minister and Cabinet

FINANCIAL ACQUITTAL

Organisation	Charles Sturt University		
Postal Address	Locked Bag 588, WAGGA WAGGA NSW 2678		
Contact Person	Julia Coyle	Title	Professor
Phone	02 6051 9354	Fax	02 6051 9354
E-mail	deanofstudents@csu.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)	<input checked="" type="checkbox"/>
<p>For each Attachment:</p> <ul style="list-style-type: none">Part A seeks information on the GST component of funding provided to you under that element, if applicable.<ul style="list-style-type: none">If GST is paid to you, the amount of GST funding which is included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. You must state whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.If GST is <i>not</i> paid to you, <i>do not complete Part A</i>.Part B seeks information about the funding received and expenditure and commitments, 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,

Paul Dowler

(print name of chief officer or equivalent)

Chief Financial Officer

(print position title)

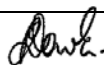
certify that:

- (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:

30 May 2017

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.