Charles Sturt University

Indigenous Education Statement 2014

Executive Dean’s Award recipients, Bachelor of Health Science (Mental Health)

Djirruwang Program
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Introduction

Charles Sturt University is committed to enhancing participation outcomes for Aboriginal and Torres Strait Islander people in higher education consistent with the Closing the Gap initiative addressing Aboriginal and Torres Strait Islander disadvantage.

Charles Sturt University is guided by an Indigenous Education Strategy that addresses 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 Strategy provides a comprehensive whole of university framework and continues to position CSU as a lead provider of Indigenous education.

The Indigenous Education Strategy has key recommendations that address teaching and learning, and in particular, the incorporation of Indigenous content into all undergraduate programs. This will ensure CSU students graduate with current and appropriate cultural understanding that provides each graduate with attributes necessary for active and ethical local, national and global citizenship.

Cultural competence of both staff and students is paramount at CSU. Cultural competency learning and teaching strategies are governed by the key objectives of the Indigenous Education Strategy. To support this cultural competency training has been developed as an online learning tool for all staff, and is augmented by face-to-face training where necessary.

Approved in 2008 the strategy contains five key performance Indicators, nine key objectives and 36 recommendations. The five key performance indicators 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 2015.
- **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 4.** By 2015 Charles Sturt University has a well established concentration (equivalent to a PFRG or small Research Centre) that has a solid national reputation for research and scholarly outputs in Indigenous Australian Studies.
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.

The Indigenous Education Statement provides an opportunity to demonstrate our success to date.
Section 1.1 - Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander people in educational decision making.

Senior Indigenous staff are members and chairs of leadership forums, such as Academic Senate, Vice-Chancellor's Forum, Equity and Diversity Committee, the Human Research Ethics Committee, Faculty Boards, Faculty Courses Committee, Learning and Teaching Committee, and senior manager forums across the University. This membership has allowed CSU Indigenous leaders to participate in decision making throughout all levels of the University.

A number of senior appointments in 2014 have enhanced CSU’s strategic capability to be a leader in Indigenous education.

In January 2014 Professor Jeannie Herbert was appointed as the inaugural Pro Vice-Chancellor, Indigenous Education (PVC IE).

In July 2014 the Office of the Dean of Students, formerly Division of Student Services, was restructured to become the Office for Students. A number of senior appointments were made and are discussed in detail below:

- Director Inclusion and Indigenous Strategic Practice Leader
- Manager Finance and Quality
- Manager Indigenous Study Centres

Additional key Indigenous leadership roles include

- Head of School of Indigenous Australian Studies
- Indigenous Employment Co-ordinator

During 2014, CSU Institutional decision making bodies with objectives specific to addressing strategic goals in relation to Aboriginal and Torres Strait Islander peoples included:
**Indigenous Education Sub-Plan Working Group (2014 only)**

Vice Chancellor (Academic) – Presiding Officer  
Pro-Vice Chancellor, Indigenous Education  
Executive Dean, Faculty of Education  
Special Advisor, Division of Student Learning  
Indigenous Employment Co-ordinator  
Dean of Students  
Head of School of Indigenous Australian Studies

**Indigenous Employment Strategy Advisory Committee**

Presiding Officer (nominated by the Presiding Officer of the EO Committee)  
CSU Indigenous Academic Representative (appointed by the Committee)  
Indigenous Employment Coordinator (Executive Officer)  
Manager, Diversity & Equity  
Head of School, School of Indigenous Australian Studies (or nominee)  
Manager, Indigenous Student Centres (or nominee) *(until June 2014)*  
Head of School, nominated by the Heads of Schools  
One representative from the employment sector (appointed by the Committee)  
Two members of the Indigenous Australian community, (appointed by the Committee)  
One member nominated by the Wiradjuri Council of Elders

**Senior Indigenous Leadership Forum**

Pro-Vice Chancellor, Indigenous Education - Presiding Officer  
Director Centre for Indigenous Studies  
Chair Indigenous Studies  
Manager Indigenous Student Centres *(from June 2014)*  
Indigenous Employment Coordinator  
Director, Djirruwang Program  
Deputy Vice Chancellor (Academic) - Audience and Debate
On campus meetings of the Council of Elders and regular meetings between this council, and individual Elders, with senior management of the University.

- The Wiradjuri Council of Elders has a major role in guiding CSU’s approach to Indigenous matters. During 2014, meetings of the Wiradjuri Council of Elders have been regularly supported by CSU with meetings held on campus in Wagga, Bathurst and Dubbo campuses.

- The establishment of a CSU Campus at Port Macquarie in 2012 has led to the formation of a close relationship with members of the Biripai people (the traditional owners of the land). This relationship has progressed to a formal Memorandum of Understanding between the Hastings Local Aboriginal Education Consultative Group (Hastings AECG) and CSU. The CSU Port Macquarie Campus, represents a shared commitment to achieving equitable access and successful education and training outcomes for Indigenous Australian students. It provides a framework founded upon the principles of mutual respect and empowerment, which embodies the values, commitments and recommendations of CSU’s Reconciliation Statement and Indigenous Education Strategy.

- The strategies contained within the Memorandum of Understanding address the areas of teaching and learning, including the creation of pathways and incorporation of Biripi cultural knowledge, language and history into University curricula and pedagogical practices; cultural awareness training for staff working with Indigenous students and the Biripi and Hastings Aboriginal community; research; leadership and accountability; and meaningful and mutually beneficial community and School engagement with the University.

- The annual Indigenous nations: universities and faith and culture: the work of Pastor Cec Grant OAM, Wongamar, in higher education is held alternately in Albury and Canberra. This lecture honours the memory and contribution of Pastor Cecil William Grant, a Wiradjuri leader who played an important part in the development of Indigenous education at CSU. In 2014, the lecture was delivered by Emeritus Charles Sturt University (CSU) Professor Ross Chambers. Professor Chambers is Chair of the Australian Centre for Christianity and Culture Board and was the University's Deputy Vice-Chancellor (Academic) until his retirement in 2012. The roles and responsibilities of Aboriginal and Torres Strait Islander leaders within your institution.
CSU Aboriginal and Torres Strait Islander people involved in educational decision making.

Mr Jamie Newman: CSU Council

Mr Jamie Newman is a member of the CSU Council (2013 - ) and member of the Succession Planning Committee. The Council is the governing body of Charles Sturt University and is invested with all the authorities, functions and powers of the University. The Council is accountable to the University's stakeholders, and under the law, for ensuring that the University manages its resources in a manner that is best designed to fulfil the objects of the University set out in the Charles Sturt University Act, 1989.

Since 2005, Mr Newman has been the appointed CEO of the Orange Aboriginal Medical Services, Director, Bila Muuji Aboriginal Health Services Incorporated, Chairperson of the Orange Aboriginal Community Working Party, Director, Orange Local Aboriginal Land Council, and Director, Kenjarhy Aboriginal Mining Services. He has extensive experience in Indigenous education.

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 & Public Health degree from Charles Sturt University. He lives in Orange, New South Wales.

Professor Jeannie Herbert OAM: Pro-Vice Chancellor, Indigenous Education (0.5 EFT); Foundation Chair of Indigenous Studies (0.5% EFT); Head of Campus, Dubbo

Professor Herbert holds three roles concurrently: Pro-Vice-Chancellor, Indigenous Education (PVC-IE), Chair of Indigenous Studies, and Head of Campus, Dubbo.

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. The PVC-IE reports to the Deputy Vice-Chancellor, Academic, who is responsible for the activities of the Faculties and the learning support divisions of the University: the Division of Student Learning; the Division of International Education and Partnerships; the Office of the Dean of
Students; the Office of Indigenous Affairs; the Office of Academic Governance; and the Smart Learning project team. The following provides an overview of the various initiatives Dr Herbert is leading and or an active participant. Below provides a snapshot of the various activities undertaken by Professor Herbert across each key area:

**Chair of Indigenous Studies** is a role that fosters Indigenous research at CSU. In addition, Professor Herbert is engaged in a range of specific research activities such as the *Australian Indigenous Psychology Education Project (AIPEP)* (Member – OLT funded). From time to time, various members of this research group come together for a 2-day writing meeting (eg. In October, 2014, the following paper was accepted for publication by the Canadian Journal of Native Education: “Decolonising the Academy: Are we asking the right questions? Why we should have a Decolonising Discourse based on Conscientisation rather than Indigenising the Curriculum” by Dawn Darlaston-Jones¹, Jeannie Herbert², Kelleigh Ryan³, Jillene Harris², Whitney Darlaston-Jones⁴ & Pat Dudgeon⁵, (University of Notre Dame, Australia, ²Charles Sturt University, ³Healing Foundation & Indigenous Psychologists Association, ⁴Praxis Partners ⁵University of Western Australia). Professor Herbert also supervises students and examines research theses.

**Head of Campus, Dubbo** is responsible for a range of functions, including: regional engagement and campus planning - strengthening links between the University and the regions it services; student welfare; student general misconduct; Critical Response Group; and Explorations and other campus events. Heads of Campus are members of the Vice-Chancellor’s Forum, and provide a conduit between the University's regions, industry, employers and community to ensure the views of our key stakeholders are incorporated into University strategic planning.

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

1. Academic Senate
2. Course and Curriculum related committees: Centre for Indigenous Studies School Board; Graduate Certificate Wiradjuri Language and Culture;
3. Equity and Diversity Committee
4. Forums: Vice Chancellors Forum; Executive Leaders Forum; Senior Women’s Forum; and Professorial Forums; Faulty of Education Research Institute for Professional Practice, Learning and Education (RIPPLE)

5. Head of Campus Committee

6. Indigenous Employment Strategy Advisory Committee (Chair)

7. Strategic planning: Indigenous Sub Plan Working Group (Chair); Central Campus Committee; HEPP Strategic Planning Group

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

- **Research**
  
  - *Collaborative Conversations* - Regional Collaboration Project consisting of a number of collaborative conversations, in various locations, designed to engage a diversity of CSU communities, students (potential and existing); staff, diversity of representation; families and communities who have an interest in the higher education programs delivered by CSU; and other organisations with a similar interest such as schools, local government bodies, Aboriginal organisations, health facilities, business and industry groups, etc

  - *Cooperative Research Centre for Remote Economic Participation's Remote Education Systems project (2012-2014)* - Chair of Advisory Group

- **Community**
  
  - *Dubbo regional Aboriginal Education Consultative Group Committee* meetings

  - *WLCHRP Steering Committee* - co-chaired by DVC (Academic) and Aunty Flo Grant – the Educational Representative of Wiradjuri Elders Council.

  - *National Empowerment Project Steering Committee Meetings* and an *National Empowerment Project Steering Committee Roundtable* was conducted to consider presentations regarding initiatives that have been put in place to overcome high rates of Indigenous suicide in communities around the nation. Linked with the National Empowerment Project Research Activities in number of communities around the country.
Director Inclusion and Indigenous Strategic Practice Leader: Angelina Moore - Tabuteau

The newly appointed Director, Inclusion and Indigenous Strategic Practice Leader commenced in November 2014 and is accountable to the Dean of Students. This new position was created as part of the restructure in the Office for Students.

Ms Moore Tabuteau will provide senior leadership and direction for the University with respect to services that facilitate an inclusive approach to student engagement, and innovative and efficient services to support CSU’s strategic plans, in particular the Indigenous Education Strategy.

The Manager Indigenous Student Centres reports to the Director Inclusion. Therefore, Ms Moore-Tabuteau has direct responsibility for the dedicated team of Student Liaison Officers (Indigenous) who provide services and support for Indigenous Students though the six Indigenous Student Centres.

A key focus of this position will be the provision of strategic leadership in Indigenous Higher Education.

Manager Quality and Finance: Justine Everaardt

In June 2014, Justine Everaardt was appointed the Manager, Quality and Finance and is accountable to the Dean of Students. The Manager Quality and Finance provides high-level strategic, financial and administrative advice to the Dean to achieve the University’s strategic goals.

Ms Everaardt has the responsibility for the implementation of effective and appropriate finance and administrative practices across the portfolio and is directly responsible for the management of funds allocated to the portfolio (for example, Indigenous Support Program; Student Services and Amenities Funds, Higher Education Participation and Partnerships Program/HEPPP). She is also responsible for ensuring that financial processes associated with key programs such as Away From Base, and the Indigenous Tutorial Fund Scheme meet...
student and government guidelines, and that reporting requirements are met. The team managing the portfolio’s web presence reports to Ms Everaardt is also responsible for and the effective evaluation and reporting of portfolio activities.

Ms Everaardt is involved in the local community and sits on the Board of Directors in the position of Chairperson for the Wagga Wagga Aboriginal Lands Council for the past few years.

**Manager Indigenous Student Centres: Lloyd Dolan**

In June 2014, Lloyd Dolan was appointed Manager, Indigenous Student Centres. The position is accountable to the Director, Inclusion and is responsible for managing the Indigenous Student Centres across CSU.

The Manager, Indigenous Student Centres has responsibility for the development, implementation and evaluation of services targeted at facilitating CSU’s Indigenous students’ successful participation and engagement with their higher education experience. The Manager leads a team that effectively engages with all Indigenous students, irrespective of their mode of study and works collaboratively with Faculty and Divisions to enhance CSU practice with Indigenous students. The Manager, Indigenous Student Centres is also responsible for working collectively (through events, activities and strategies) to facilitate the adoption on campus, and at distance, of practice that raises awareness of Indigenous students and their needs, and that supports culturally appropriate practice by all staff.

The Manager is directly responsible for management of funds allocated to the Indigenous Student Centres and for ensuring that associated practices and processes are compliant with government and University policies and guidelines.
Support for Aboriginal and Torres Strait Islander staff to participate in external committees and forums of importance to our educational endeavours, including:

Professor Jeannie Herbert (PVC, Indigenous Education) is a member of the *National Aboriginal and Torres Strait Islander Higher Education Consortium* (NATSIHEC).

Faye McMillan (Director, Djirruwang Program): Chair of the *Indigenous Allied Health Australia* Board

Jane Havelka (Lecturer, School of Nursing Midwifery and Indigenous Health): Graduate Director of the *Indigenous Allied Health Australia* Board
Section 1.2 - Increase the number of Aboriginal and Torres Strait Islander staff employed as academic and non-academic staff in higher education institutions.

Providing employment opportunities for Indigenous people is critical to CSU’s commitment to its mission to contribute to its communities (including Indigenous Australians), as stated in the University Strategy 2013 – 2015.

In 2005, the University introduced its first Indigenous Employment Strategy to promote the recruitment and career development of Indigenous people in mainstream University positions. At this time, Indigenous staff representation across the University was at 0.9%. As at December 2014, the representation of Indigenous staff across the University was 2.6%. This equates to 54 staff (headcount) in total, 3 senior/executive positions, 13 academic staff and 38 professional general staff.

The CSU Indigenous Employment Strategy is overseen by an advisory committee, the Indigenous Employment Strategy Advisory Committee membership includes:

- Presiding Officer (nominated by the Presiding Officer of the EO/AA Committee)
- CSU Indigenous Academic representative (appointed by the Committee)
- Indigenous Employment Coordinator (Executive Officer)
- Manager, Diversity & Equity
- One Head of School nominated by the Heads of Schools (or nominee)
- Manager, Indigenous Student Centres (or nominee)
- 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

The following points summarise CSU’s implementation and ongoing review of its Indigenous Employment Strategy.

- Under the University’s practice of continuing improvement, the strategy has been reviewed and updated twice, 2008 and 2011. The most recent version, CSU Indigenous Australian Employment Strategy 2012 – 2015, was approved by the Vice Chancellor in May 2012 and will undergo another review during 2015.

The focus remains on further increasing the proportion of Indigenous staff in continuing positions and increasing the overall representation of Indigenous staff to 3% and the proportion of Indigenous academic staff to 2%.

Under the strategy the five objectives aimed at achieving this target are as follows:

Objective 1: RECRUITMENT
To increase the number of Indigenous Australian employees in continuing positions across all levels and occupations at CSU.

Objective 2: CAREER DEVELOPMENT
To provide and support career development for Indigenous Australian employees.

Objective 3: RETENTION
To develop a framework that maximises the retention of Indigenous Australian Employees.

Objective 4: WORK PLACE CULTURE
To provide a work environment which acknowledges, values and respects the culture, knowledge and diversity of Indigenous Australian people.

Objective 5: PROMOTION AND COMMUNITY NETWORKING
To promote and market Charles Sturt University’s Indigenous Employment Strategy.
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.*

The following internal schemes are, and will continue to be used to support the objectives of the revised Strategy:

**Indigenous Employment Incentive Scheme** – 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 funding to Indigenous academic and professional/general staff members to cover costs associated with study for a qualification.

**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

**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 $50,000 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 seeding projects and/or small groups.

**Indigenous Academic Fellowship (IAF)** – In mid 2012 CSU commenced recruitment for four Indigenous Academic Fellowships, one per Faculty (Arts, Business, Education and Science). Four Indigenous Academic Fellows commenced in 2012 (2 x Education, 1 x Science and 1 x Business). The second Education IAF was funded solely by the
Faculty. In late 2013, another IAF was successful in being appointed within the Faculty of Arts, commencing in early 2014. This resulted in a total of five Indigenous Academic Fellows across campuses and Faculties.

**Double funding model for subjects with Indigenous specific curricula** – 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.

**Traineeships** – External funding will also be sought to support traineeships and cadetships.

**CSU Salary Scale for trainees** – CSU has developed a salary scale for trainees that are well above the Award. This recognises that Indigenous Australian trainees may already have considerable life experience and may well have significant family responsibility.

**Employment Strategy Actions in 2014**

Activities undertaken under the Indigenous Australian Employment Strategy in the reporting period include:

**Annual Indigenous Staff Conference (Nguluway)**

Indigenous staff and for sections of the conference, non-Indigenous staff and Indigenous community are invited to attend the annual Nguluway conference to allow networking and provide opportunities for professional development. The conference consists of a series of workshops and presentations by guest speakers and invited community and non-Indigenous staff are welcome to attend on the first day, with the second day being reserved for Indigenous staff professional development.

**Indigenous trainee forums**

Indigenous trainee forums by videoconference enable trainees to network across campuses, share ideas, and provide peer mentoring and support. They enable CSU to provide ongoing training and have become a successful personal developmental tool.

**Formal cross cultural awareness training for University staff**

Currently being developed in an online format, which all staff will be required to complete upon commencing employment with CSU or all staff who are already employed will be required to complete within a given timeframe after its proposed launch in early 2015.
Appointment of another Indigenous Academic Fellowship.

An appointment was made to the Faculty of Arts in January 2014 and thus resulted in a total of five Indigenous Academic Fellows at CSU. These positions provide an opportunity for professional Indigenous Australians to commence on a career pathway into academia by providing four years to undertake a PhD and be mentored into a teaching role.

These positions consist of a 25% workload for teaching and administrative tasks and 75% of the time for PhD completion. These positions involve ongoing support for the Indigenous Academic Fellows, their PhD Supervisors and Heads of School from the Indigenous Employment Coordinator via establishing support networks, face to face induction for IAF’s and opportunities for IAF’s to meet face to face, via phone or videoconference regularly. It is anticipated the current IAF programme will be reviewed before commencing another round of recruitment.

Research into Cadetship options and internal funding.

Developed a pilot programme for Indigenous Academic Cadetships at CSU. This runs on internal funds (Planning and Strategy Committee) and aims at providing students in their second year of University the opportunity to undertake paid employment activities revolving around academia related opportunities, for example, administrative duties, research assistance, working on special projects. A potential cadet has been identified and is planned to commence within the Faculty of Arts in early 2015 for a period of two years. Internal funding was approved for four placements and a further three cadets will be sought during 2015.

Continuation of the Indigenous traineeship program.

Three trainees successfully completed their traineeship under the Indigenous Employment Program (IEP) in 2013 and two additional trainees were appointed outside of the IEP funds in late 2013.

Research into Cadetship options and internal funding.

This program is a pilot for Indigenous Academic Cadetships at CSU. This runs on internal funds (Planning and Strategy Committee) and aims at providing students in their second year of University the opportunity to undertake paid employment activities revolving around academia related opportunities, for example, administrative duties, research assistance, working on special projects. A potential cadet has been identified and is planned to commence within the Faculty of Arts in early 2015 for a period of two years. Internal funding was approved for four placements and a further three cadets will be sought during 2015.
The **number of Indigenous-specific positions** at your University, detailed by occupation and level.

*Identified positions* are defined in CSU’s guidelines for recruitment of Indigenous staff (or staff working with Indigenous staff and/or students) and are designated this way because the primary focus of the role involves one or more of the following:

1. working closely with Indigenous Australian staff or students,
2. providing a service to Indigenous Australians, or
3. involvement with aspects of Indigenous learning, history, culture or spirituality.

The University also targets some vacant mainstream positions specifically for Aboriginal and Torres Strait Islander applicants under programs such as traineeships and the Indigenous Academic Fellowships. Indigenous staff members appointed to targeted positions are not included in the table below, however, it is important to note that in addition to the 27 identified positions listed in the table there are a further thirteen current positions that have been targeted for Indigenous Australians. (Indigenous Australian staff in also hold 13 ‘mainstream’ positions, meaning they have not been recruited into targeted or identified positions). The table below represents the number of Identified positions within CSU (i.e., Aboriginal and Torres Strait Islander-specific positions) and the Divisions, Faculties and Offices in which these positions are located.
**Table 1.2.1** Identified (i.e., Aboriginal and Torres Strait Islander-specific positions) positions within CSU (as at 03 December 2014)

<table>
<thead>
<tr>
<th>DIVISIONS, FACULTIES &amp; OFFICES</th>
<th>GENERAL / PROFESSIONAL STAFF LEVELS (HEW level)</th>
<th>ACADEMIC STAFF</th>
<th>SNR EXEC</th>
<th>TOTAL</th>
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<td>A  B  C  D  E</td>
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<td>Division of Human Resources</td>
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<td>Division of Finance</td>
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<td>Division of Student Learning</td>
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<td>Division of Information Technology</td>
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<td>Division of Library Services</td>
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<td>Division of Student Administration</td>
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<tr>
<td>Division of International Education and Partnerships</td>
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<td>Division of Marketing and Communication</td>
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<td>Faculty of Science</td>
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<tr>
<td>Faculty of Education (including School of Indigenous Australian Studies*)</td>
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<td>2 1 1</td>
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<td>Faculty of Arts</td>
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<td>Faculty of Business</td>
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<td>Office of the Vice-Chancellor</td>
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<td><strong>Total</strong></td>
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<td>3 2 2</td>
<td>3</td>
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</table>

*Formerly Centre of Indigenous Studies
### Table 1.2.2 Indigenous continuing & fixed term positions (01 March 2015 for academic staff and 30 March 2015 for professional staff)

<table>
<thead>
<tr>
<th>Division/Office/Office of Planning &amp; Audit</th>
<th>Academic Staff Fixed Term</th>
<th>Academic Staff Continuing</th>
<th>General / Professional Staff Fixed Term</th>
<th>General / Professional Staff Continuing</th>
<th>Total staff</th>
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<td>Division Of Human Resources</td>
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<td>Division of Finance (incl. dental clinics)</td>
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<td>Division of Student Learning</td>
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<td>Division of Information Technology</td>
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<td>Division of Library Services</td>
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<td>Division of Student Administration</td>
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<td>Division of Marketing and Communication</td>
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<td>Division of Facilities Management</td>
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<td>Faculty of Science</td>
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<td>4</td>
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<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Faculty of Arts</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Faculty of Business</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Office for Students</td>
<td></td>
<td></td>
<td>7</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>Office, DVC Academic (Senior Executive)</td>
<td></td>
<td></td>
<td>1*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office, DVC Research (Institute of Land, Water &amp; Society)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office, DVC Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of the Vice-Chancellor (Office of Planning &amp; Audit)</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Division of International Education and partnerships</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Indigenous staff(excludes 1*staff who is also in the Centre for Indigenous Studies)</strong></td>
<td>6</td>
<td>8</td>
<td>9</td>
<td>32</td>
<td>56</td>
</tr>
</tbody>
</table>
Changes in numbers of Indigenous Academic Staff employed at CSU

Indigenous staff employed as academics within the University increased by one during 2014. In mid 2012 we commenced recruitment for Indigenous Academic Fellows to continue to grow Indigenous staff numbers. Four appointments were made in 2013 with another Indigenous Academic Fellow appointed in February 2014.

Table 1.2.3 compares numbers of Indigenous and non-Indigenous academic staff between 2011 and 2014, and Table 1.2.4 shows the number of Indigenous academic staff employed by their level between 2011 and 2014.

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>2011 Indigenous</th>
<th>2011 all staff</th>
<th>2012 Indigenous</th>
<th>2012 all staff</th>
<th>2013 Indigenous</th>
<th>2013 all staff</th>
<th>2014 Indigenous</th>
<th>2014 all staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>174</td>
<td>185</td>
<td>192</td>
<td>1</td>
<td>188</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>7</td>
<td>130</td>
<td>7</td>
<td>136</td>
<td>8</td>
<td>141</td>
<td>7</td>
<td>108</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>279</td>
<td>5</td>
<td>297</td>
<td>5</td>
<td>311</td>
<td>5</td>
<td>310</td>
</tr>
<tr>
<td>Business</td>
<td>93</td>
<td>97</td>
<td>101</td>
<td>1</td>
<td>103</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>62</td>
<td>48</td>
<td>48</td>
<td>52</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>748</td>
<td>12</td>
<td>763</td>
<td>13</td>
<td>793</td>
<td>14</td>
<td>761</td>
</tr>
<tr>
<td>% of Academic Staff</td>
<td>1.2%</td>
<td>1.6%</td>
<td>1.6%</td>
<td>1.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>2011</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level A</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level B</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level C</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level D</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level E</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Changes in the number of Professional/General staff at CSU

Table 1.2.5 compares the number of Indigenous staff employed by CSU in the “General” staff category by level between 2011 and 2014.

Table 1.2.5 General/Professional staff (as at 30 March 2015)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>2011 Indigenous</th>
<th>2011 all staff</th>
<th>2012 Indigenous</th>
<th>2012 all staff</th>
<th>2013 Indigenous</th>
<th>2013 all staff</th>
<th>2014 Indigenous</th>
<th>2014 all staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEW 1</td>
<td>29</td>
<td>27</td>
<td>32</td>
<td>1</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEW 2</td>
<td>35</td>
<td>38</td>
<td>35</td>
<td></td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEW 3</td>
<td>8</td>
<td>163</td>
<td>6</td>
<td>119</td>
<td>6</td>
<td>120</td>
<td>5</td>
<td>87</td>
</tr>
<tr>
<td>HEW 4</td>
<td>6</td>
<td>312</td>
<td>15</td>
<td>324</td>
<td>14</td>
<td>313</td>
<td>13</td>
<td>322</td>
</tr>
<tr>
<td>HEW 5</td>
<td>9</td>
<td>261</td>
<td>6</td>
<td>259</td>
<td>7</td>
<td>267</td>
<td>5</td>
<td>268</td>
</tr>
<tr>
<td>HEW 6</td>
<td>4</td>
<td>225</td>
<td>7</td>
<td>258</td>
<td>7</td>
<td>263</td>
<td>9</td>
<td>272</td>
</tr>
<tr>
<td>HEW 7</td>
<td>3</td>
<td>126</td>
<td>4</td>
<td>162</td>
<td>6</td>
<td>173</td>
<td>5</td>
<td>171</td>
</tr>
<tr>
<td>HEW 8</td>
<td>1</td>
<td>75</td>
<td>1</td>
<td>71</td>
<td>1</td>
<td>82</td>
<td>1</td>
<td>72</td>
</tr>
<tr>
<td>HEW 9</td>
<td>31</td>
<td>39</td>
<td>38</td>
<td>1</td>
<td>46</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEW 10+</td>
<td>2</td>
<td>54</td>
<td>2</td>
<td>63</td>
<td>2</td>
<td>61</td>
<td>1</td>
<td>64</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>1,311</td>
<td>41</td>
<td>1,360</td>
<td>43</td>
<td>1,384</td>
<td>41</td>
<td>1,361</td>
</tr>
</tbody>
</table>

% of General Staff: 2.5% 3% 3.1% 3%
### Table 1.2.6 Indigenous general/professional staff by level and occupation (30 March 2015)

<table>
<thead>
<tr>
<th>Occupational group</th>
<th>HE W 1</th>
<th>HE W 3</th>
<th>HE W 4</th>
<th>HE W 5</th>
<th>HE W 6</th>
<th>HE W 7</th>
<th>HE W 8</th>
<th>HE W 9</th>
<th>HE W 10+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Administrative Staff Roles</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Finance Officers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Technical Officers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Student Support Roles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>HR/Staff Support Roles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Specialist Roles - Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Director/Specialist Roles</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1</td>
<td>5</td>
<td>13</td>
<td>5</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>41</td>
</tr>
</tbody>
</table>

**Casual positions**

Charles Sturt University does not collect EO data from casual staff due to the difficulty in maintaining current records to reflect a genuine number. For this reason we are unable to supply the numbers of Indigenous casual positions currently available at CSU.
Section 1.3 - Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.

CSU is committed to increasing the number of Indigenous Australians participating in higher education. This is demonstrated by the University's student load which has increased significantly over the past five years in 2009 our EFTSL of 283 has grown in 2014 to approximately 575 EFTSL.

The total numbers of Indigenous student enrolments in 2014 has continued to grow from previous years.

Commencing Aboriginal and Torres Strait Islander student numbers for 2014 (access rate) as compared to 2013.

CSU continues to achieve increasing numbers of commencing enrolments of Aboriginal and Torres Strait Islander Students. This is a reflection of the range of pathways developed to enhance participation. Table 3.1 and Table 3.2 below summarise the Equivalent Full Time Student Load (EFTSL) and headcount data for commencing students.

Table 1.3.1 Commencing Aboriginal and Torres Strait Islander students, 2013 – 2014

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander students</td>
<td>412</td>
<td>386</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students (Domestic students only):</td>
<td>12 146</td>
<td>12 507</td>
</tr>
</tbody>
</table>

Table 1.3.2 Aboriginal and Torres Strait Islander student enrolments, 2013 and 2014

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander students:</td>
<td>919</td>
<td>967</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students (Domestic students only):</td>
<td>34 263</td>
<td>33 266</td>
</tr>
</tbody>
</table>
In 2014, there were 967 Indigenous students enrolled at Charles Sturt University, constituting 2.9% of the total student population. More than half of the total number of Indigenous enrolments was by distance mode.

![Figure 1.3.1 Indigenous Students by enrolment mode](image)

Indigenous students were more likely to study by distance education than be on campus, although the number of students studying on campus has been slightly increasing since 2012.

The table below shows the number of Indigenous student enrolments across each Faculty area. For the year 2014, the Faculty of Arts had the highest number of Indigenous enrolments, with the Faculty of Science close behind. In 2013, the Faculty of Science has the highest number of Indigenous student enrolments. As can be observed from the table below, the Faculty of Arts have had the highest growth of enrolments since 2012 and with a number of initiatives in progress for 2015, this trend will continue to see enrolment numbers increase.
From 2012 – 2014, enrolments numbers in the Faculty of Business continue to show an overall increase in the number of Indigenous enrolments, while the Faculty of Education has seen an overall decrease in Indigenous enrolments. The Faculty of Science has continued to maintain over 200 Indigenous enrolments every year.

Of the 967 Indigenous enrolments 680 students (70%) were female. The average age of an Indigenous student was between 20 – 24 years (see table 1.3.3 below)

<table>
<thead>
<tr>
<th>Age</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-19</td>
<td>76</td>
<td>64</td>
<td>66</td>
</tr>
<tr>
<td>20-24</td>
<td>185</td>
<td>227</td>
<td>297</td>
</tr>
<tr>
<td>25-29</td>
<td>85</td>
<td>124</td>
<td>161</td>
</tr>
<tr>
<td>30-34</td>
<td>83</td>
<td>99</td>
<td>110</td>
</tr>
<tr>
<td>35-39</td>
<td>88</td>
<td>102</td>
<td>106</td>
</tr>
<tr>
<td>40-44</td>
<td>64</td>
<td>94</td>
<td>82</td>
</tr>
<tr>
<td>45-49</td>
<td>65</td>
<td>57</td>
<td>69</td>
</tr>
<tr>
<td>50-54</td>
<td>25</td>
<td>30</td>
<td>32</td>
</tr>
<tr>
<td>55-59</td>
<td>14</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>60-64</td>
<td>9</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>65 plus</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>701</td>
<td>906</td>
<td>967</td>
</tr>
</tbody>
</table>

**Figure 1.3.2** Indigenous Students enrolments across Faculties from 2012 – 2014
Popular fields of education chosen by Aboriginal and Torres Strait Islander students continue to be in health, education and society and culture. The key increase in enrolments has been in course areas related to social justice and social welfare.
At a postgraduate level, lead courses chosen by Aboriginal and Torres Strait Islander students include:

*Post graduate level (top 5 of 42)*

- Graduate Certificate in Wiradjuri Language, Culture and Heritage
- Master of Information Studies (General)
- Graduate Diploma of Midwifery
- Graduate Certificate in Fire Investigation
- Master of Social Work (Professional Qualifying)

We are particularly pleased that 4 new students have started doctoral studies, bringing the total number of doctoral students to 14. That is 2 more than last year.

<table>
<thead>
<tr>
<th>Course name</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Business Administration</td>
<td>1</td>
</tr>
<tr>
<td>Doctor of Health Science</td>
<td>2</td>
</tr>
<tr>
<td>Doctor of Information Technology</td>
<td>1</td>
</tr>
<tr>
<td>Doctor of Philosophy - Arts</td>
<td>2</td>
</tr>
<tr>
<td>Doctor of Philosophy - Business</td>
<td>1</td>
</tr>
<tr>
<td>Doctor of Philosophy - Education</td>
<td>2</td>
</tr>
<tr>
<td>Doctor of Philosophy (FOS = Science)</td>
<td>2</td>
</tr>
<tr>
<td>Doctor of Philosophy (Non-Lab Based)</td>
<td>2</td>
</tr>
<tr>
<td>Doctor of Policing and Security</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL** 14

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

The Office for Students Scholarships team administers Equity Scholarships and Grants, in collaboration with Indigenous Student Centres. Staff in the Indigenous Student Centres promote scholarships and grants to students and provide assistance with the completion and submission of the necessary documentation.

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

- a web page specific to Indigenous students [http://www.csu.edu.au/for/indigenous-students/scholarships](http://www.csu.edu.au/for/indigenous-students/scholarships);
- engagement with Indigenous Student Centre staff; and
- promotional and course material for some courses.
## Table 1.3.4 Indigenous Student Scholarships

<table>
<thead>
<tr>
<th>Scholarships details</th>
<th>Government/ Private/ University</th>
<th>Number Allocated</th>
<th>Cost</th>
<th>Number Awarded</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU Technology Equity Grant</td>
<td>HEPPP</td>
<td>*139</td>
<td>$4,000</td>
<td>8</td>
<td>$500 each</td>
</tr>
<tr>
<td>CSU Relocation Equity Grant (Accommodation)</td>
<td>HEPPP</td>
<td>*47</td>
<td>$3,000</td>
<td>2</td>
<td>$1,500 each</td>
</tr>
<tr>
<td>CSU Textbook Equity Grant</td>
<td>HEPPP</td>
<td>*174</td>
<td>$2,400</td>
<td>8</td>
<td>$300 each</td>
</tr>
<tr>
<td>Professional Placement Equity Grant</td>
<td>HEPPP</td>
<td>*639</td>
<td>$3,490</td>
<td>10</td>
<td>Varying amounts</td>
</tr>
<tr>
<td>Dr Bal Krishan Scholarship</td>
<td>University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frangopoulos Family Scholarship</td>
<td>Private</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indigenous Access Scholarship</td>
<td>Government</td>
<td>50</td>
<td>$199,835</td>
<td>42.5</td>
<td></td>
</tr>
<tr>
<td>Indigenous Commonwealth Accommodation Scholarships</td>
<td>Government</td>
<td>27</td>
<td>$149,550</td>
<td>30</td>
<td>10.5 new 19.5 continuing</td>
</tr>
<tr>
<td>Indigenous Commonwealth Education Costs Scholarships</td>
<td>Government</td>
<td>70</td>
<td>$174,440</td>
<td>70</td>
<td>32 new 38 continuing</td>
</tr>
<tr>
<td>Indyamarra Scholarship</td>
<td>Private</td>
<td>2-3</td>
<td></td>
<td></td>
<td>Up to $10,000</td>
</tr>
<tr>
<td>National Tertiary Education Union Charles Sturt University Branch Indigenous Education Scholarship</td>
<td>University</td>
<td>N/A</td>
<td>N/A</td>
<td>1</td>
<td>$1,000 annually for four years = $4,000</td>
</tr>
<tr>
<td>Rotary Club of Bathurst Daybreak Inc. Scholarship</td>
<td>Private</td>
<td>N/A</td>
<td>N/A</td>
<td>1</td>
<td>$1,500 single payment</td>
</tr>
<tr>
<td>Valerie Cox Memorial Scholarship - Commencing</td>
<td>University</td>
<td>N/A</td>
<td>N/A</td>
<td>1</td>
<td>Up to $20,000 ($5,00 per year)</td>
</tr>
<tr>
<td>Valerie Cox Memorial Scholarship - Continuing</td>
<td>University</td>
<td>N/A</td>
<td>N/A</td>
<td>1</td>
<td>$5,000 single payment</td>
</tr>
<tr>
<td>Wagga Wagga Local Aboriginal Land Council and Aboriginal Community Scholarship</td>
<td>University</td>
<td>N/A</td>
<td>N/A</td>
<td>1</td>
<td>$3,000 single payment</td>
</tr>
</tbody>
</table>

Charles Sturt University 2014 Indigenous Education Statement
We have been successful in ensuring that all identified specific scholarships are awarded to Aboriginal and Torres Strait Islander students. We have also been working hard to engage Aboriginal and Torres Strait Islander students with scholarships that are not specific to Indigenous people, such as the HEPPP scholarships. The percentage awarded to Aboriginal and Torres Strait Islander students as a result of this work is reaching parity.

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

CSU runs four key programs to enhance aspiration for higher education and access by Aboriginal and Torres Strait Islander students: Future Moves Danygamalanha (To Excel); Darrambal; Indigenous Police Recruiting Our Way – IPROWD; and Indigenous Teacher Education in the Community (ITEC) Program; We also run an enabling program that is open to all students, the Diploma of General Studies. In 2014 we started a new *Postgraduate Certificate in Wiradjuri Language and Culture*. This marks a significant development for CSU and our partners that we are very proud of.

**Future Moves Danygamalanha**

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 students from Future Moves partner schools to build confidence and give options toward further study. Danygamalanha engages students through a series of activities designed to raise expectations that further study is a realistic goal. These activities have a cultural focus along with introducing students to University and all that it offers. Community engagement and consultation is an important part of the program with support from Aboriginal Education Consultative Groups and Aboriginal Communities giving a strong and localised focus across all campuses. This work is coordinated by the Community and Schools Liaison Coordinator. Future Moves also employs a School Outreach Officer in Dubbo who is Indigenous. Both of these positions were identified positions during the recruitment process.

**Program Outcomes**

Future Moves is meeting its aim of improving participation at university, and evaluation is showing that the activities and outputs are being delivered well to the program's key target
In 2014, Future Moves had approximately 15,000 points of contact with school students. Where identification as Aboriginal or Torres Strait Islander was able to be recorded (either through a survey or participation in events specifically for Aboriginal or Torres Strait Islander students), approximately one fifth of Future Moves participants identified as such.

When secondary students were surveyed pre and post workshops and events, statistically significant positive shifts were recorded in both aspiration to attend university and perceived likelihood of entry into university (see Error! Reference source not found.). Around one fifth of Future Moves participants recorded an immediate positive shift in aspiration (19%) and perceived likelihood of entry into university (21%).

Shifts in perceived likelihood of entry (3.29 to 3.51 versus 3.55 to 3.66) and aspiration to attend university (2.71 to 2.92 versus 3.09 to 3.23) were larger among Aboriginal and Torres Strait Islander participants than non-Aboriginal and Torres Strait Islander participants (see Error! Reference source not found.). Higher proportions of Aboriginal and Torres Strait Islander participants reported positive shifts than non-Aboriginal and Torres Strait Islander participants (24% to 18% aspiration, 25% to 20% likelihood).

Importantly, these short term impacts appear to be translating into longer term impacts on enrolment at CSU among students from Future Moves schools.
### Figure 1.3.4 – Pre and post aspiration and likelihood by Aboriginal or Torres Strait Islander identification (n=7,018)

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal or Torres</td>
<td>2.71</td>
<td>3.02</td>
</tr>
<tr>
<td>Strait Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non Aboriginal or</td>
<td>3.09</td>
<td>3.09</td>
</tr>
<tr>
<td>Torres Strait Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3.02</td>
<td>3.17</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal or Torres</td>
<td>3.29</td>
<td>3.51</td>
</tr>
<tr>
<td>Strait Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non Aboriginal or</td>
<td>3.55</td>
<td>3.66</td>
</tr>
<tr>
<td>Torres Strait Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3.50</td>
<td>3.65</td>
</tr>
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</table>
Table 1.3.5 – CSU UAC/VTAC enrolments by Future Moves school status: Numbers and annual percentage change

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Future Moves School CSU UAC/VTAC enrolments</td>
<td>5,126</td>
<td>5,465 (+6.6%)</td>
<td>4,515 (-17.4%)</td>
<td>4,255 (-5.8%)</td>
<td>4,092 (-3.8%)</td>
<td>4,256 (+4%)</td>
<td>3,449 (-19%)</td>
</tr>
<tr>
<td>Future Moves School CSU UAC/VTAC enrolments</td>
<td>548</td>
<td>468 (-14.6%)</td>
<td>412 (-12%)</td>
<td>349 (-15.3%)</td>
<td>391 (+12%)</td>
<td>445 (+13.8%)</td>
<td>510 (+14.6%)</td>
</tr>
<tr>
<td>Total CSU UAC/VTAC enrolments</td>
<td>5,674</td>
<td>5,933 (+4.6%)</td>
<td>4,927 (-17%)</td>
<td>4,604 (-6.6%)</td>
<td>4,483 (-2.6%)</td>
<td>4,701 (+4.9%)</td>
<td>3,959 (-15.8%)</td>
</tr>
<tr>
<td>Total Aus undergraduate commencements - full year</td>
<td>289,923</td>
<td>304,712 (+5.1%)</td>
<td>310,138 (+1.8%)</td>
<td>325,542 (+5%)</td>
<td>340,800 (+4.7%)</td>
<td>No data</td>
<td>No data</td>
</tr>
<tr>
<td>Total Aus undergraduate commencements - half year</td>
<td>224,815</td>
<td>239,387 (+6.5%)</td>
<td>245,261 (+2.5%)</td>
<td>254,470 (+3.8%)</td>
<td>263,684 (+3.6%)</td>
<td>270,624 (+2.6%)</td>
<td>No data</td>
</tr>
</tbody>
</table>

*Note – 2015 does not include figures from midyear intake.
Table 1.3.5 shows the numbers each year and percentage changes in UAC/VTAC enrolments from 2009-2015, along with two rows highlighting the same figures among all Australian undergraduate commencing students (for full and half year figures). As a point of reference, Future Moves commenced activities with schools in 2012, and expanded in 2014. In terms of actual impact on enrolment numbers, if enrolment numbers among Future Moves would be assumed to have changed at the same rate as commencing CSU UAC/VTAC students from non-Future Moves schools, the program created an estimated 378 additional students for CSU since Future Moves’ inception up to 2015. It should also be noted that the percentage increase figures in Figure 1.3.6 – Pre and post aspiration and likelihood by Aboriginal or Torres Strait Islander identification (n=7,018).

Qualitative findings

Teachers

Workshops and events have received a great deal of positive feedback from teachers, particularly around presenters, delivery, student engagement, interactivity and year levels targeted. The following dot points contain actual quotes from teachers in their evaluation forms:

- Excellent, students were engaged. Good for P.S. Students to see what’s out there.
- Format was suitable. Good variety of activities.
- Suitable time of year - close to secondary school, so felt the relevance
- Good year level to target - gives students motivation to think about tertiary education
- Good relaxed approach with real world examples. No pressure - no hard sell - good stuff
- All good - aimed at appropriate age. Presenters were fantastic.
- Good. Team work activities good. Excellent presenters
- Great activities and presenters

Teacher’s feedback shows they feel the activities are working well – activities are seen as engaging, hands on, and relevant content. The following dot points contain actual quotes
from teachers in their evaluation forms:

- Excellent, kept students engrossed and actively working
- Great. Students engaged - hands on activities were enjoyed. Students loved the 'free' pens - but quite disrupting.
- Good balance of kids sitting still and listening vs. loud interactive group brainstorm activities
- Fantastic hands on activities and relevant content to student learning
- Great activities - great relevance.
- Excellent - engaging and relaxed. Activities fantastic
- Year 9 highly engaged and many seemed to stop and think about what they could be like or what they could do.
- It was a good balance between formal/informal activities and formal and informal activities.
- Good. Good combination of talk and activity
- Interactive activities. Engaging
- Students very engaged and were able to participate in all activities
- Dressing up engaged students in presentation. Art activity was also good.

“Many students lack motivation/aspirational role models and this limits their self-belief as to where they can get in life, and what they can achieve. Students would never have thought 10 years down the track; sessions useful to make students think beyond their current setting.”
**Darrambal Program**

Darrambal is an assessment based program that is designed to assess a student’s potential to successfully complete their selected course of study at CSU. Darrambal is not an alternate entry program in that it cannot guarantee direct entry into University. Upon completion of all set assessment tasks a recommendation is made to CSU admission and relevant Faculty Head of School. The Head of School and Course Coordinator will make the final decision regarding the offer made to the student.

In 2014 Darrambal was conducted at Port Macquarie campus. Of the 11 students who attended, 8 were made an offer, with all 8 accepting.

This program is under review to see if a new model will enhance numbers which have been declining.
Indigenous Police Recruiting Our Way - IPROWD

IPROWD is a specialist training program to assist Aboriginal people to gain entry to the NSW Police Academy at Goulburn which is the first step to becoming an officer in the NSW Police Force. The Australian Government, TAFE NSW, The NSW Police Force and Charles Sturt University are working in partnership to offer IPROWD training programs at a range of locations in NSW including Broken Hill, Casino, Dubbo, Maitland, Mount Druitt, Nowra, Redfern and Tamworth. This program has significantly opened Indigenous peoples access to a career in the NSW police force.

Students from the Indigenous Ranger Cadet from Our Lady of the Sacred Hearts Lords Thamarrurr Catholic College Wadeye, attended the NSW Police Academy on the 21 to 22 August 2014 to tour Academy facilities and Police Driver Training. They were also present to witness Class 322 Attestation parade. The students travelled six hours from Wadeye to Darwin and flew from Darwin to Canberra. Cadets have three rules they must comply with to be eligible to attend the Academy: Go to school, listen to the teacher, no trouble with the law. English is not the Cadets first spoken language, it is their fifth. The purpose of the visit is to showcase the NSW Police Force and give the students an insight into Police Force training. We discussed the IPROWD program and our aim is to have students attend after the completion of their Ranger Cadet program.

The Honourable Governor of NSW, Dame Marie Bashir, Commissioner Scipione, Probationary Constable Mercy, with the boys from Wadeye.
Indigenous Teacher Education in the Community (ITEC) Program

The School of Education, Indigenous Teacher Education in the Community (ITEC) program responds to student and community needs by providing a flexible delivery model that enables Indigenous students to concurrently live and work in community and complete a tertiary degree in the Bachelor of Education (Early Childhood and Primary) course through the Dubbo campus. This program has been running successfully for several years.

ITEC is a living embodiment of a delivery model that supports access and retention of Aboriginal students at University and is on target to begin graduating students from 2015. The ITEC program has enabled access for Aboriginal students living in regional, rural and remote locations that may be mature-aged and/or from low SES backgrounds to be supported through equitable educational services and participation in tertiary education that enhances opportunities for them and their communities. This program, through its holistic delivery and responsive partnerships with communities actively promotes CSU’s Reconciliation Strategy.

The ITEC program is being restructured to support regional and remote students into a Bachelor of Arts or Bachelor of Liberal Studies, with an Indigenous Studies major. Upon graduation, students wishing to pursue teaching may continue studying in the Bachelor or Masters of Teaching (CSU’s graduate entry teaching courses). The new strategy will ensure that the full suite of academic scaffolding from the Indigenous Studies major will be in place, enabling success through embedded information management, and literacy and numeracy support.
**Diploma of General Studies**

CSU's Diploma of General Studies is a pathway program that provides guaranteed entry to many CSU undergraduate courses, providing a wide range of opportunities and choices to graduates. This course is a pathway program for students who wish to study at CSU but who do not meet the entry criteria or require further preparation. The course is offered in partnership with selected TAFE Institutes and, in 2013, is being offered from the following locations:

- CSU Albury- Wodonga - Wodonga Institute of TAFE
- CSU Bathurst - Western Institute of TAFE
- CSU Dubbo – Western Institute of TAFE (by distance education)
- CSU Wagga Wagga - Riverina Institute of TAFE

**Graduate Certificate in Wiradjuri Language, Culture and Heritage**

The Faculty of Education began offering a Graduate Certificate in Wiradjuri Language, Culture and Heritage from 2014. The course was developed in collaboration with Indigenous elders and allows students to build on the Certificate III in Wiradjuri Language and creates opportunities for students to participate actively in the process of reconciliation and build community capacity in the Wiradjuri community. It provides students with skills to teach the Wiradjuri language in TAFE, non-TAFE providers, community settings and community organisations and to work effectively with the Wiradjuri community in culturally appropriate and sensitive ways.

Graduates will have an awareness of the need to reverse the centuries of deficit often caused by colonisation, dislocation and dispossession, knowledge of the culture, heritage and history of the Wiradjuri nation. Graduates will also develop skills in teaching and using the Wiradjuri language in community and educational settings, the capacity to work in the Indigenous community in ways that support and develop those communities, and the ability to analyse and think critically and constructively about the factors that promote or impede Indigenous nation rebuilding.
Additional Courses focussed on raising access and participation levels

In addition to the programs described above, CSU runs a series of courses and initiatives focussed on raising access and participation of Aboriginal and Torres Strait Islander people in Higher Education. These include

- More Aboriginal and Torres Strait Islander Teachers Initiative – MATSITI
- Djirruwang Program
- Bachelor of Business (Management) and Bachelor of Business (Business Studies)

More Aboriginal and Torres Strait Islander Teachers Initiative - Australian Council of Deans of Education Engagement and Success Project

The School of Education is actively promoting professional experience placements in remote areas (for both Indigenous and non-Indigenous students). The Faculty of Education is an active participant in the More Aboriginal and Torres Strait Islander Teachers Initiative - Australian Council of Deans of Education (MATSITI-ACDE) Engagement and Success Project which is aimed at increasing participation and completion rates in initial teacher education programs.

Professor Toni Downes (Executive Dean, Faculty of Education) is the national project leader for this project and works in collaboration with 21 member institutions.

Djurrawang Program - Bachelor of Health Science (Mental Health)

The Bachelor of Health Science (Mental Health) program also known as Djirruwang program celebrated 20 years of delivery in 2014. The Mental Health program is a specialist course for Indigenous students that aims to prepare graduates to work with Aboriginal and Torres Strait Islander clients, their family and communities and Indigenous and non-Indigenous health professionals. Delivery continues through Wagga Wagga campus in 2015.

Bachelor of Business (Management) and Bachelor of Business (Business Studies)

CSU’s Bachelor of Business (Management) offers Indigenous students a specially developed four-year program that combines innovative online education with intensive on campus residential schools.
The program provides flexible independent learning (study anytime, anywhere), but also face-to-face instruction at certain critical times (e.g. before assignment deadlines or exams). Subjects provide both people management skills and practical skills in areas such as accounting, business analysis, economics, law, marketing, project and operations management, change management and business strategy. A key benefit for Indigenous students is that on successful completion, they will graduate with two business specialisations; Management plus a Joint Study in Human Resource Management. Indigenous students are provided with individualised guidance throughout their studies by a dedicated academic mentor. The program was launched in 2013 with 14 students and for 2014, student numbers increased to 26 students.

**Indigenous Student Centre outreach activities to raise awareness and aspirations**

Visits by the Indigenous Student Centre staff to Indigenous communities involves engagement in local Indigenous activities, building relations with Elders, and establishing partnerships with organisations such as Land Councils and health and community services. CSU routinely conducts outreach activities that seek to raise participation rates of Aboriginal and Torres Strait Islander people in our courses. Such activities include Indigenous Student Centre Staff and other CSU staff visiting communities, attending forums, conferences and shows, and activities with schools.

Examples of this work include the following:

**Port Macquarie:** Visits to Bunyah, Biripai, and Nambucca Land Councils as well as the Aboriginal Employment Strategy in Kempsey and Werin Medical Centre in Port Macquarie, Galambila medical service at Coffs Harbour and the ReadyMob team who deliver healthy lifestyles workshops.

**Wagga Wagga:** Visits to Griffith, Tumut and West Wyalong NAIDOC celebrations. The opportunity to host visits from local school such as Mount Austin High School, Wagga Wagga High School, Kooringal High School.

**Bathurst:** Continues to work with local elders and local organisations such as the Bathurst Aboriginal Education Consultative Group, Bathurst Aboriginal Land Council, Orange Aboriginal Land Council and Orange Aboriginal Medical Services.
Indigenous Community Engagement Grants

The Indigenous Student Centres worked closely with the Office of the Vice Chancellor to establish the Community – University Partnership Grants. The vision of CSU is to advance higher education opportunity and research that meets the particular needs and aspirations of Aboriginal people of regional Australia. The program aims to advance this vision by cultivating strong, relevant and collaborative partnerships designed to promote higher education opportunity for research through University and community engagement.

Indigenous community partnership grants support community or individual initiatives through contributions to cultural, economic, sporting and related activities and build higher education aspiration. A snap shot is provided below of the grants distributed in 2014.

Toormina Public School – Families as First Teachers. In order to support Indigenous community in the transition from home to school to have the best start in life, we will offer a structured Families As First Teachers program to our Aboriginal and Islander families new to kindergarten guided by a teacher and Aboriginal education worker within the school. 5 x 2hr sessions will be held in the school playground for targeted families. This will help families build relationships with the school by developing a relationship of trust and support. It will be focusing on the needs of the children using pre-literacy and pre-numeracy activities with technology to support early learning. Aboriginal parents will work with teachers, families and children and engage in the development of resources to support student learning and give practical strategies and advice to support their child’s transition to school.

Coomealla High School – Environmental Plan.

Coomealla High School built a multi-functional visual display cases for student work to educate and inform the community on environmental issues. A whiteboard is installed for use on the alternate side. These panels are able to modify the learning environment. The panels can be used to create shade and direct air flow into and around the learning area.
**Ganmain Public School – native and vegetable garden.** Ganmain Public School was responsible for creating totem poles and a native and vegetable garden was also established. “The students have planted new seeds for our autumn/winter crops and the native plants are thriving after the school holidays. We are working towards having an official opening of the garden before the end of term 2 2015. We are wanting to have the totem poles concreted into the ground, a sign made for the garden and a plaque made for the official opening.” Natasha Roden Program coordinator with Ganmain School.

**Mount Austin High School – School Spectacular.** “We had a very successful year thanks to the Community coming in to help on several occasions, to help run programs in the school, e.g. B U Program, Bro Speak, Sista Speak, CSU, School Spectacular, Koori's in Cars, Heaps Decent, Basket Weaving and so forth. It just goes to show you when we work together, what a success programs can be.” Judith Solomon Aboriginal Community Engagement Officer (ACEO).

**Keelan Crawford – Australian Disability Olympic trials.** From 20 to 25 October 2014, Special Olympics Australia, the leading provider of regular sports participation and competition for people with an intellectual disability hosted the 10th Special Olympics Australia National Games in Melbourne, Victoria. The event featured almost 1,000 athletes of all abilities competing in 16 sports in Australia’s sporting capital. It was the biggest National Games ever hosted by Special Olympics Australia. For many athletes the Games represented the culmination of years of rigorous training and dedication. The National Games also served as a platform for athletes to compete at the Special Olympics World Summer Games 2015 to be held in Los Angeles, USA.
Keelan was successfully in selection to represent NSW in Basketball. NSW went on to win the trials (below), but unfortunately Keelan was not successful in selection to represent Australia at the Special Olympics World Summer Games 2015. Keelan Crawford won the gold medal as part of the NSW side at the Australian Special Olympics basketball tournament in Melbourne 2014.
Section 1.4 - Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.

CSU recognises that successful participation in higher education for Aboriginal and Torres Strait Islander Peoples is dependent upon “a whole-of-university approach to Aboriginal and Torres Strait Islander student success so that faculties and mainstream support services have primary responsibility for supporting Aboriginal and Torres Strait Islander students, backed up by Indigenous Education Units” (Behrendt et al 2012).

To realise this approach, a new Indigenous student model was implemented during 2014 that will significantly enhance our work with Indigenous students.

Implementation of the new model began in June 2014 following consultations with staff. Indigenous Student Services was expanded. The foundation of our practice with Indigenous Students is provided by Student Liaison Officers (Indigenous), HEW 6 positions within the Indigenous Student Centres (see table below).

<table>
<thead>
<tr>
<th>Centre</th>
<th>Language</th>
<th>Meaning</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winan-Gidyal</td>
<td>Wiradjuri</td>
<td>Learning/knowledge</td>
<td>Albury-Wodonga</td>
</tr>
<tr>
<td>Wammarra</td>
<td>Wiradjuri</td>
<td>To build one's education</td>
<td>Bathurst</td>
</tr>
<tr>
<td>Barraameilinga</td>
<td>Wiradjuri</td>
<td>To provide</td>
<td>Dubbo</td>
</tr>
<tr>
<td>Maliyan</td>
<td>Wiradjuri</td>
<td>Symbol of law and justice</td>
<td>Goulburn</td>
</tr>
<tr>
<td>Ngarralbaa</td>
<td>Gathang</td>
<td>Place of learning and knowledge</td>
<td>Port Macquarie</td>
</tr>
<tr>
<td>Ngungilanna</td>
<td>Wiradjuri</td>
<td>To exchange/give to one another</td>
<td>Wagga Wagga</td>
</tr>
</tbody>
</table>

These Indigenous Student Centres are managed by the Manager, Indigenous Student Centres, within the Inclusion directorate in the Office for Students.

Additional to the Indigenous Student Centre team are the following positions.

- Two positions focussed on aspiration and transition (HEW 7 and HEW 5), including

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pre-entry programs (currently Darrambal) allocated to the Inclusion directorate in the Office for Students. These staff are responsible for Darrambal, and work closely with Faculties and with partners (e.g., Schools, the Australian Broadcasting Corporation and TAFE) to raise aspiration levels and enable entry to CSU, in particular of mature people. In this respect, these positions complement the work of the Future Moves team which has a school student focus.

- Two positions focussed on Academic Learning Literacy and Numeracy have been allocated to the Academic Success directorate, also in the Office for Students. These positions are responsible for the allocation, support and evaluation of Indigenous tutors, and to advise, design, implement and evaluate programs specific to Indigenous academic learning literacy and numeracy.

- Positions focussed on funds management (e.g., Away From Base, Indigenous Tutorial Assistance Scheme) have been allocated to the Quality and Finance team within the Office for Students. They are supervised by the Manager Quality and Finance to ensure that Indigenous Program funds are effectively and appropriately managed.

All these positions have been designated as Indigenous. In summary, new Indigenous positions, replacing and additional to existing, include:

- The Director of Inclusion designated as Indigenous. This position leads the Inclusion directorate within which the Indigenous Student Centres are placed;

- Manager, Indigenous Student Centres;

- The Indigenous Aspiration and Transition positions established within the Inclusion directorate; and

- The Indigenous Academic Learning Literacy and Numeracy coordinator established within the Academic Success directorate;

- Administration of Indigenous program government funds (e.g., Away From Base, Indigenous Tutorial Assistance Scheme) established within the Quality and Finance team.

The new model has 16.5 EFT, a significant increase from the original continuing and fixed term appointments of 9.4 EFT.

Overall the aim is to enhance Indigenous student experience by focussing staff duties as
opposed to having a small number of staff striving to provide a range of services concurrently. Also, by having Indigenous staff practising across the portfolio we aim to raise the profile of Indigenous students and staff, and enhance the Indigenous voice, within the portfolio and more broadly.

To achieve active participation of Aboriginal and Torres Strait Islander students in higher education, CSU delivers a range of student services and supports formal and non-formal student representative committees and social clubs. Indigenous students are actively involved in supporting many other university initiatives such as Future Moves and are employed as CSU Ambassadors. Indigenous students participate in all levels at CSU.

**Table 1.4.2 Total number of Aboriginal and Torres Strait Islander student enrolments for 2013 and 2014**

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander students:</td>
<td>510</td>
<td>593</td>
<td>685</td>
<td>919</td>
<td>967</td>
</tr>
<tr>
<td>Non-Aboriginal and Torres Strait Islander students (Domestic students only):</td>
<td>37,477</td>
<td>37,801</td>
<td>37,856</td>
<td>34,263</td>
<td>33,266</td>
</tr>
</tbody>
</table>

As previously discussed, Indigenous Student Centres play a central role in addressing the academic, social and cultural needs of Indigenous students at CSU and in promoting opportunities for Aboriginal and Torres Strait Islander students to participate, nationally and internationally.

Indigenous student participation is described in more detail below:

**Active support for and engagement with Indigenous student forums** to inform decision making related to the student experience at CSU e.g., the Aboriginal and Torres Strait Islander Forum

**Student Representative Committee.** Each CSU campus has a Student Representative Committee (SRC). These SRC's provide funding for student events, student clubs and student
publications. The SRC’s are also the representatives for student issues on individual campuses. Each committee actively encourages Indigenous student participation.

During 2014, the Murray Student Council (Albury Wodonga) hosted a Reconciliation event that included a Welcome to Country, student activities promoting reconciliation and a lecture series, featuring guest lecturer, Dr Ian Anderson, Professor in Aboriginal Health University of Melbourne, Deputy Chair National Aboriginal and Torres Strait Islander Higher Education Policy Forum and local Indigenous Fellow Leonie McIntosh.

**Student Senate.** The Student Senate is the overarching body of the SRC’s. It is the official voice of the student body at a University-wide level, and responsible for electing student representatives to sit on range of University Committees. The Student Senate has Indigenous membership.

**Indigenous Student Centre student grants**

Indigenous students are supported through small grants to undertake activities directly related to their studies. In 2014, students have been supported to participate in the following programs, nationally and internationally:

- Cape York firestick farming project
- National Indigenous Youth Parliament
- India
- Cambodia
- New Zealand

The following provides an overview of each activity.

**Cape York firestick farming project.** A contingent of 30 people from New South Wales attended the 2014 workshop. With the support of the NSW government, representatives from Rural Fire Services, government, catchment authorities, farms, Traditional Owners, local governments and community groups took part. CSU supported two students to attend the workshops held in Cape York to explore the opportunities for firestick farming techniques and how this could be reintroduced in the Riverina region.
Since undertaking the workshop Peter Ingram has completed training with the Rural Fire Services and is currently working with the Wagga Wagga Head of Campus, Miriam Dayhew and the Yindyamarra management committee on the possibility of using fire to control weeds and for a management strategy for the Yindyamarra site located on the Wagga Wagga Campus. http://www.capeyorknrm.com.au/public_resources/newsletters/healthy_country_newsletter/1411-issue20-cynrm-hc.pdf

**National Indigenous Youth Parliament.** Angel Towney, an Indigenous student from Dubbo, NSW, who is studying a double degree Bachelor of Exercise and Sport Science / Bachelor of Business Studies at CSU in Bathurst, was selected for the week-long leadership program for Aboriginal and Torres Strait Islanders aged 16 to 25.

"I am a representative for NSW, I am hoping to meet many other students who are passionate about Indigenous community empowerment and development," she said. "My aspirations are to empower, inspire and motivate young people. I come from a fairly underprivileged background, so I am hoping to take a career path which enables me to develop communities. Whether that will be in politics, I am not too sure yet."

Read more at http://news.csu.edu.au/latest-news/indigenous/indigenous-student-for-youth-parliament,-then-switzerland#t1XsFO5EWTTexqUV.99

**CSU Global to India – Malawi.** Wendy Campbell spent two weeks visiting Malawi villages meeting and working with various Social Work organisations. In week one of the program, the group visited the nearby villages, rural areas and large cities (Pune and Mumbai) and met with social workers in a range of community development and social justice programs. In week two, students were placed in local community agencies to gain field experience in areas such as child welfare, women's empowerment, health, disability and special needs education.

**CSU Global (Environment and Conversation).** Nikita Tabuteau – Rosas is in her second year, of a Bachelor of Applied Science degree at CSU. She is actively engaged in the Murray Student Council as the Vice President and is a member of the Student Senate. The Cambodia experience
provided students with three weeks in Cambodia studying the natural and cultural wonders. The field trip provides an opportunity to explore the challenges of conservation and environmental management in a developing country, and included a visit to the World Heritage site of Angkor. Students had an opportunity to participate in a biodiversity survey of the Cardamom Mountains working with staff and students from the Royal University of Phnom Penh.

**CSU Global IWI New Zealand.** The program allowed Indigenous students to experience the Maori language and culture in a school context. It provided insight into the ways in which Indigenous languages may be incorporated into the school system, and the ways in which it is such an important aspect of cultural identity and continuation. The students viewed the differences between their experiences in Australia as Indigenous Australians and the situation in New Zealand. Students undertook an intensive language and culture course at Te Whare Wānanga o Awanuiārangi: Indigenous University, followed by several days in a school and attending events. They observed small group work with students, assisting in school and classroom where appropriate, sharing cultural and language knowledge’s and experiences with staff, students, and community.
Section 1.5 - Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.

Table 1.5.1 Total number of Aboriginal and Torres Strait Islander completions, 2013 – 2014

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander: (Higher Degree)</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander: (Higher Degree)</td>
<td>1180</td>
<td>1102</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander: (Other postgraduate)</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander: (Other postgraduate)</td>
<td>1315</td>
<td>1382</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander: (Bachelor degree)</td>
<td>65</td>
<td>77</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander: (other Bachelor degree)</td>
<td>23</td>
<td>36</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander: (Bachelor degree)</td>
<td>4185</td>
<td>4240</td>
</tr>
</tbody>
</table>

A range of strategies were used or piloted in 2014 with the aim of enhancing Indigenous student success. The majority of these were led by the Indigenous Student Centre team.

Indigenous Student Centres: Vision

The Indigenous Student Centres vision is to pursue opportunities that promote and enhance regional Aboriginal and Torres Strait Islander people's access, participation and success in the tertiary education environment. This vision is achieved by:

- promoting Charles Sturt University as a place that welcomes, values and supports Indigenous people in their pursuit of higher learning;
- challenging customs and practices that distract Indigenous people from the pursuit of higher education;
- maximising human, financial and other resources to advantage Indigenous students’ access and progress in their chosen program of study;
- energising commitment within the University towards the acquisition of knowledge and understanding of Indigenous societies and cultures; and
• mapping, articulating and implementing strategies that integrate social, cultural, financial and technological challenges into all activities.

During 2014, the key roles and responsibilities of Indigenous Student Centres included:

• Development and delivery of culturally appropriate support programs to Indigenous students within the University;
• Management and delivery of schemes such as the Federal Government’s Indigenous Tutoring Assistance Scheme and the Away From Base support program;
• Providing a skills assessment program to assist Indigenous persons to determine their most appropriate pathway of study;
• Promotion of CSU programs of study to Indigenous communities across Australia;
• Developing collaborative engagement between Indigenous communities and University Faculties, Research Centres and Schools;
• Representing students and communities in matters relating to Indigenous education at the University; and
• Developing partnerships with local communities, institutions, services and agencies.

The Indigenous Student Centres work closely with Faculties and Divisions to provide a hub for Aboriginal and Torres Strait Islander students’ holistic educational experience and to ensure awareness and access to the range of CSU services available, including:

*Academic* - Indigenous Student Centres provide an environment in which Aboriginal and Torres Strait Islander students may study and access services to enhance their study skills. The Liaison staff facilitate students’ engagement with the CSU Academic, Literacy, Learning and Numeracy (ALLaN) team, and other specialist services such as disability services, counselling, financial assistance and librarians.

*Cultural and social* – We understand the importance of community to Aboriginal and Torres Strait Islander students and incorporate this into our interaction with students and community.

*Advocacy* – Student Liaison Officers (Indigenous) are based in the centres to assist students to navigate the regulatory environment of the University and provide professional and timely responses to student enquiries related to their University experience.
Indigenous Student Centres are staffed by an Administrative Support Officer and six Student Liaison Officers (Indigenous). The Manager, Indigenous Student Centres leads the Liaison Officers and is responsible for:

- the development, implementation and evaluation of services targeted at facilitating Aboriginal and Torres Strait Islander students’ successful engagement with and participation in their CSU higher education experience;
- effectively engaging with all Aboriginal and Torres Strait Islander students, irrespective of their mode of study;
- working collaboratively with Faculty and Divisions to enhance CSU practice with Aboriginal and Torres Strait Islander students; and
- working collectively (through events, activities and strategies) to facilitate the adoption on campus, and at distance, of practice that raises awareness of Aboriginal and Torres Strait Islander students and their needs and supports culturally appropriate practice by all staff.

Indigenous Tutorial Assistance Scheme

The Indigenous Tutorial Assistance Scheme (ITAS) is available to Aboriginal and Torres Strait Islander students enrolled in undergraduate degrees at CSU. Tutorial support assists students to gain the skills required to succeed in academic studies including writing, referencing and time management skills as well as understanding the specific content of subjects.

Up to two hours free tutoring per week, per subject is available plus extra hours for exam preparation. Depending on needs and location, tutoring will be arranged on an individual or group basis, in person or online. Students who use the ITAS program are significantly more likely to succeed in their subjects than those who chose not to access.
**Academic Literacy, Learning and Numeracy Team**

Academic Literacy, Learning and Numeracy Advisors deliver a three tiered model of academic support service (see table below). Through face to face and online, Academic Literacy, Learning and Numeracy Advisors provide support with:

**Learning skills**: academic skill development including time management, essay writing, note taking, exam techniques and study skills.

**English language skills**: support for students who may have difficulties with reading or writing English

**Maths skills**: assistance with mathematical or statistical skill development to enable success in courses requiring these skills.

**Three Tier Model of Support**

<table>
<thead>
<tr>
<th>Type of support</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1: Primary</td>
<td>Design: Skills development strategies embedded within curriculum design at course/subject level to benefit all students. Access to quality self-help resources</td>
</tr>
<tr>
<td>Tier 2: Secondary</td>
<td>Integrated: facilitated support, such as learning skills workshops (generic and aligned to curriculum), small group sessions and online forums and discussion boards</td>
</tr>
<tr>
<td>Tier 3: Tertiary</td>
<td>Individual student one-to-one support</td>
</tr>
</tbody>
</table>

**Study Link**

Study Link provides a choice of short subjects which can all boost university studies by giving students academic skills (e.g. essay writing), a chance to fill any 'knowledge gaps' (e.g. chemistry or maths), experience in studying online (or in a weekend Workshop).

Study Link subjects are short between 16 and 40 hours, self-paced, online, free for CSU Commonwealth-supported students, no pressure, as they're non-credit bearing. They are relevant for new and continuing students and are taught by a real person (Coordinator) who guide students through.
**Pilot Program - Elder in Residence program**

In 2014 CSU piloted to models of an Elder in Residence program. The aim was for this program to enhance the learning environment and actively encourage involvement of Indigenous people in the operation, governance and community of the University.

The Elder in Residence pilot program continued throughout 2014. Uncle Ray Peckham was appointed as the inaugural Elder in Residence on Dubbo campus and Aunty Gail Clark was appointed as the inaugural Elder in Residence on the Wagga Wagga campus. A review of this approach, in conjunction with Professor Herbert’s research on student engagement is underway with the aim of establishing a new approach.

**Pilot Program - CSU Indigenous students mentoring**

Indigenous students are less likely to complete their first year at University, than their peers. From July – December 2014, an Indigenous student mentoring program was piloted with a focus on supporting, retaining and building a sense of belonging for Indigenous undergraduate students.

The pilot program named “Nandhu”, a Wiradjuri word meaning “meet, to be close” was funded by the Higher Education Partnerships and Participation Program and was a collaboration with the established CSU mentoring program, run by the Office for Students and the Faculty of Science Transition Team. It was implemented on campuses with the highest number of Indigenous enrolments, these being, Wagga, Dubbo & Bathurst. The mentoring established one on one mentor/ mentee partnerships.
Section 1.6 - To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

The Centre for Indigenous Studies (CIS) was established in 2007 and is responsible for the delivery and governance of Indigenous Australian education and research at Charles Sturt University (CSU). In 2014, the Centre was granted School status and on 1 October 2014, the School of Indigenous Australian Studies (SIAS) came into being.

The School of Indigenous Australian Studies in collaboration with all Faculty staff and the Executive has a charter that includes responsibility for the promotion of teaching and learning of Indigenous Australian education at CSU. This is an exciting era for the University whereby indigenous staff housed within the centre will have an opportunity to increase the University's profile on Indigenous Australian research, teaching and learning for all students. The establishment of the School allows CSU to position itself as a leading and preferred provider of Indigenous Australian education and research both nationally and globally.

The School of Indigenous Australian Studies is located on the Dubbo campus of CSU. This allows the opportunity to develop and deliver Indigenous Australian Studies to all students studying at CSU. The School has, developed the Institution's Indigenous Education Strategy, which will enable the University's vision, strategic directions and plans for Indigenous Education now and into the future. Other key roles and responsibilities of the School of Indigenous Australian Studies include:

- the identification, development and delivery of Australian Indigenous programs of teaching and research across professional and general academic programs within the University;
- taking a lead role in the development of collaborative engagement between Indigenous Australian communities and University Faculties, Research Centres and Schools;
- representing Charles Sturt University in matters relating to Indigenous Australian education at the University;
- developing research and consultancy links and projects with local communities, institutions, services and agencies, and with national and international scholarly communities in the field.
The School is staffed by both academic and administrative officers to meet the goals of the Indigenous Education Strategy and monitor of Indigenous education initiatives at CSU. CSU recognises that the contribution of teaching, research and learning of Indigenous education is critical in an attempt to reaffirming its leadership role within higher education across the nation and its region.

In September 2008, Academic Senate endorsed a number of recommendations of the Indigenous Education Statement, including Recommendation 15 that: Academic Senate implement policy requiring the incorporation of Indigenous Australian content as an assessable component of all CSU undergraduate programs...to be fully implemented by 2015.

Charles Sturt University is well on track with meeting this deadline.

**Defining 'Indigenous Australian Studies'**

The CSU Indigenous Education Strategy identifies four models for the incorporation of Indigenous Australian content into undergraduate programs. It is acknowledged that the incorporation of Indigenous Australian content into professional discipline specific undergraduate programs which are co-provided or require accreditation from professional bodies will require negotiation with the co-provider or accrediting body to ensure that Indigenous Australian content is incorporated in ways which meet professional and pedagogical requirements and guidelines.

The four models described in the CSU Indigenous Education Strategy are:

1. 'Indigenous Australian Studies' - defined as that broad area of inquiry related to Indigenous Australian knowledges, cultures and heritages, histories and issues which impact upon or are of concern to Indigenous peoples and communities today, such as health, education, criminal justice, land rights and Native Title. 'Indigenous Australian Studies' does not cover profession specific studies such as Indigenous clinical health and mental health, Indigenous policing and Indigenous education.

   'Indigenous Australian Studies' should be taught as a 'stand-alone' subject in the first year of a program to provide the contextual foundation for integrated content throughout the course of study.

   IKC100: Indigenous Health and short description provided below
IKC101: Indigenous Cultures, Histories and Contemporary Realities and short description provided below.

2. 'Discipline-specific Indigenous Australian Studies' - defined as that area of inquiry in Indigenous Studies which is specifically related to the theoretical and practical knowledge required for a professional discipline.

'Discipline-specific Indigenous Australian Studies' should be taught as 'stand-alone' subjects or via integration of relevant Indigenous content throughout the program.

3. 'Hybrid Indigenous Australian Studies' - defined as being a combination of 'Indigenous Australian Studies' and 'Discipline-specific Indigenous Australian Studies'.

'Hybrid Indigenous Australian Studies' provide an effective strategy for the incorporation of Indigenous content into 'crowded' discipline-specific programs such as psychology.

4. 'Restricted Indigenous Studies' - defined as those subjects in which enrolment is restricted to Indigenous Australian students, for example, Djirruwang Program

The School has 2 flagship subjects that are core components of many CSU degrees. They are IKC101: Indigenous Cultures, Histories and Contemporary Realities and IKC100: Indigenous Health.
IKC101: Indigenous Cultures, Histories and Contemporary Realities

- Bachelor of Education (Early Childhood & Primary)
- Bachelor of Education (Health & Physical Education)
- Bachelor of Education (K-12)
- Bachelor of Education (Technology and Applied Studies)

Student numbers have grown in this subject from 407 students in 2010 to 767 in 2014.

IKC101 has been designed in module format within a cultural competence framework to provide students with knowledge and understanding of pre- and post-invasion Indigenous Australian cultures, including the continuity and change between past and present culture; the impact of historical policies and practices upon Indigenous Australian communities and families; issues which are of concern to contemporary Indigenous Australians including 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. It is designed to develop knowledge of Indigenous Australian cultures, histories and the contemporary issues that impact upon Indigenous Australian peoples today. The School of Indigenous Australian Studies is committed to the process of reconciliation and social justice through education and considers that the ability to critically examine ideas about and events that impact on, Indigenous people to be a crucial aspect of Indigenous Australian Studies. This subject is also designed to increase the ability to examine and analyse the relationships between Indigenous people and the rest of Australian society both in the past and the present.
**IKC100: Indigenous Health**

This subject is taught in many health related programs including:

- Bachelor of Speech & Language Pathology (Honours)
- Bachelor of Podiatry (Honours) Bachelor of Clinical Science
- Bachelor of Physiotherapy (Honours), Bachelor of O.T. (Honours)
- Bachelor of Health & Rehabilitation Science
- Bachelor of Medical Science
- Bachelor of Pharmacy (Honours)
- Bachelor of Medical Radiation Science
- Bachelor of Health Science (Complementary Medicine)
- Bachelor of Medical Science)/ Bachelor of Forensic Biotechnology

Student numbers have grown in this subject from 81 students in 2010 to 552 in 2014.

IKC100 Indigenous Health 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. It 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. The subject draws comparative lessons from Canada and New Zealand in Indigenous health outcomes. It is designed to develop your knowledge of Indigenous culture, forms of knowledge and histories as they relate to the field of health. The School of Indigenous Australian Studies is committed to the process of reconciliation and social justice through education and considers that the ability to critically assess and evaluate ideas about and events that impact on Indigenous people to be a crucial aspect of Indigenous Australian Studies, and therefore this subject is also designed to increase your ability to examine and analyse the relationships between Indigenous people and the rest of Australian society both in the past and the present.
Indigenous Curriculum and Pedagogy guidelines

The incorporation of Indigenous Australian content into all Charles Sturt University undergraduate programs requires a systematic and pedagogically sound approach. It is vital to ensure cultural appropriateness and accountability of all Indigenous Australian content produced and taught by the University. An integrated governance mechanism ensures that CSU has a coherent approach to the development of teaching Indigenous Australian Studies, especially with regards managing the shared responsibilities between the School of Indigenous Australian Studies and the Faculties and Schools.

The Curriculum Guidelines for the Incorporation of Indigenous Australian Content into CSU Onshore Undergraduate Programs was developed by the School of Indigenous Australian Studies in collaboration with Academic Senate, in response to Recommendation 17 of the Strategy. The guidelines are designed to enable Key Objective 5 of the CSU Indigenous Education Strategy by providing a resource to assist academic staff, educational designers and others in the development of Indigenous Australian content at subject and course level and strategies for effective delivery and assessment of student learning.

The Indigenous Curriculum and Pedagogy guidelines were developed and redeveloped by Associate Professor Wendy Nolan and Dr Barbara Hill over a period from 2009 to 2014. These guidelines evolved from Recommendation 17 of the Indigenous Education Strategy (IES) which states:

Recommendation 17 Academic Senate, in collaboration with the School of Indigenous Australian Studies, develop a set of curriculum guidelines identifying the broad intentions of Indigenous content and issues to be considered, and that these be included within the guidelines for Course and Program Review and Course and Program Development templates (p.11).

Analysis of the efficacy of online Indigenous cultural competence training at CSU will be undertaken by Dr Barbara Hill, Indigenous Australian Curriculum & Resources Team

This project aims to analyse the efficacy of the online component of Indigenous cultural competence training at CSU as a basis for strengthening the University’s journey towards being a culturally competent organisation. The Indigenous Cultural Competency Program is an online resource that aims to provide individual staff with a knowledge and understanding of
Indigenous cultures, histories and contemporary realities. All CSU staff are required to undertake this training commencing 2015.

To meet completion requirements a staff member has to submit an online quiz and a reflection on their learning. This data is linked to institutional data for compliance monitoring at the individual and organisational unit level and has been approved by the CSU Senior Executive. The research project will offer program participants the opportunity to be part of a formal program evaluation. Research participants will answer an additional pair of pre and post-test evaluation questions. Data will be de-identified but linked to the CSU staff data base to obtain data on Gender, Indigeneity, Position classification and Organisational Unit. By giving permission for inclusion in the research project, the final reflection will be used in qualitative discourse analysis and quoted in externally published reports and articles. The formal research project will enable sector-wide and international sharing of CSU’s experience in the development of staff members’ Indigenous Cultural Competence.
Come on a Journey!

CSU's Online Indigenous Cultural Competency Program
http://iccp.csu.edu.au/

Who for?
All current and future CSU staff members.

Why?
The program meets one of the commitments of CSU's Indigenous Education Strategy to develop an Indigenous Cultural Competency program for all CSU staff. It is aligned with Best Practice Framework for Indigenous Cultural Competency in Australian Universities.

It aims to provide staff with a knowledge and understanding of Indigenous cultures, histories, and contemporary realties as a basis for strengthening the journey of CSU towards being a culturally competent organisation.

Why now?
The program creates a sustainable approach to professional development that broadens and deepens the extensive work already conducted.

What?
The resource is structured as a set of thematic learning places with a rich range of textual, pictorial, audio, and video resources with opportunities to test your knowledge and reflect on your learning along the journey. To complete the program, staff members are expected to do a quiz and post a final reflection.

Who by?
The resource was created by a team from the Division of Student Learning with oversight from ICCP Reference Group. DSL will maintain the online resource, which will be updated in response to feedback and emerging issues and resources.

Find out more | Listen | Read | Reflect | Key themes | Quit
Section 2.1 - Expenditure of Indigenous Support Program Grant

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 6933 4970
                                      Fax 02 6933 4970
                                      E-mail deanofstudents@csu.edu.au

Financial Acquittal

This financial acquittal proforma is designed to acquit all ISP Funds provided in 2014, including all interest or royalties/income derived from ISP Funds during 2014.

<table>
<thead>
<tr>
<th>Attachment</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Indigenous Support Program (ISP)</td>
<td>☒</td>
</tr>
</tbody>
</table>

For each Attachment:

- Part A seeks information on the GST component of funding provided to you under that element, if applicable.
  - If GST is paid to you, the amount of GST funding which is included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. You must state whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
  - If GST is not paid to you, do not complete Part A.

- Part B seeks information about the funding received and expenditure and commitments, exclusive of any GST. Do not include the GST component of any expenditure in this part.
Certification

Complete this certification after you have completed the Financial Acquittal for any ISP funding which you have received in 2014 and after you have entered all relevant information in the Assets Register.

<table>
<thead>
<tr>
<th>ISP FUNDING RECIPIENT'S CERTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Paul Dowler</td>
</tr>
<tr>
<td>(print name of chief officer or equivalent)</td>
</tr>
<tr>
<td>Executive Director, Division of Finance</td>
</tr>
<tr>
<td>(print position/title)</td>
</tr>
</tbody>
</table>

 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

(ii) it is an offence under the Criminal Code Act 1995 to provide false or misleading information.

Signed: ___________________________ Date: 07/04/2015

Privacy Notice

The Department of the Prime Minister and Cabinet (PM&C) collects your personal information (including your name, organisation and contact details) for the purposes of administering Indigenous Education Programmes. PM&C will not otherwise use or disclose your personal information without your consent unless required or authorised by or under law.
**ATTACHMENT 1 - Indigenous Support Program**

**Provider Name:** Charles Sturt University

**For the 2014 funding year (1 January - 31 December 2014).**

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

1. If applicable, GST received by you in 2014 as part of the Indigenous Support Programme funding under the *Higher Education Support Act 2003*. This amount is stated on your Recipient Created Tax Invoices (RCTIs).
   
   $ N/A

2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)
   
   $ N/A

<table>
<thead>
<tr>
<th>Amount remitted: $</th>
<th>Date remitted: / /</th>
<th>Amount remitted: $</th>
<th>Date remitted: / /</th>
<th>Amount remitted: $</th>
<th>Date remitted: / /</th>
</tr>
</thead>
</table>

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

**INCOME**

1. Unexpended Indigenous Support Programme funds from 2013 which were committed for expenditure prior to 31/12/2013.
   
   $ -

2. Unexpended and uncommitted Indigenous Support Programme funds from 2013 which were approved for expenditure in 2014.
   
   $ -

3. Indigenous Support Programme funds provided in 2014. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.
   
   $1,984,000.00

   
   $

5. Total Indigenous Support Programme funds to be acquitted in 2014.
   
   $1,984,000.00

**EXPENDITURE**

   
   $1,453,709.64

7. Unexpended Indigenous Support Programme funds which were committed for expenditure prior to 31/12/2014.
   
   $ 530,290.36

8. Requested carryover into 2014 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2014 – written approval date /.../2014.¹
   
   $ 

9. Total Indigenous Support Programme funds which by 31/12/2014 were fully expended and/or committed for expenditure.
   
   $1,984,000.00


   $ 


   $ 


   $ 530,290.36

¹ The Department will only approve the rollover of unspent funds in exceptional circumstances.
Section 2.2 - Breakdown of ISP Expenditure (excluding GST):

<table>
<thead>
<tr>
<th>Category</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; On-Costs</td>
<td>$1,033,391.44</td>
</tr>
<tr>
<td>Communications</td>
<td>$11,214.17</td>
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<tr>
<td>Fees for Services Rendered</td>
<td>$68,189.95</td>
</tr>
<tr>
<td>Advertising, Marketing &amp; Promotion</td>
<td>$48,107.43</td>
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<tr>
<td>Stores &amp; Provisions</td>
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<tr>
<td>Travel and Accommodation</td>
<td>$126,617.30</td>
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<tr>
<td>Miscellaneous</td>
<td></td>
</tr>
<tr>
<td>- Indigenous Coaching Program</td>
<td>$34,480.00</td>
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<tr>
<td>- Community Engagement Grants</td>
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<tr>
<td>- Student Support &amp; Grants</td>
<td>$65,557.78</td>
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<tr>
<td>- Bangamalanha Conference</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>(=) Total 2014 ISP Program Expenditure</td>
<td>$1,453,709.64</td>
</tr>
</tbody>
</table>
Section 3.1 Higher Education Provider’s Contact Information

Contact Officers for all policy and operational matters regarding the Indigenous Education Statement:

Professor Andrew Vann  
Vice-Chancellor and President  
Phone: 02 6338 4209  
Email: vc@csu.edu.au

The Indigenous Education Unit has been consulted in the development of the Indigenous Education Statement, the contact details of relevant staff members:

University Officer  
Professor Garry Marchant  
Deputy Vice-Chancellor (Academic)  
Phone: 02 6338 4594  
Email: dvcacademic@csu.edu.au

Indigenous Education Support Unit Officer  
Professor Julia Coyle  
Dean of Students  
Phone: 02 6933 4970  
Email: deanofstudents@csu.edu.au

Angelina Moore-Tabuteau  
Director, Inclusion & Indigenous Practice Leader  
Phone: 02 6051 19  
Email: amoore-tabuteau@csu.edu.au

Mr Lloyd Dolan  
Manager, Indigenous Student Centres  
Phone: 02 6933 2954  
Email: isc@csu.edu.au

Ms Catherine Maxwell  
Indigenous Employment Coordinator Division of Human Services  
Phone: 02 6933 2200  
Email: cmaxwell@csu.edu.au

Section 4.1 - Publication of the Statement

Following approval from the Department of Prime Minister and Cabinet, publication of the current Indigenous Education Statement and the previous two Indigenous Education Statements are available on the following website:

www.csu.edu.au/office-for-students/office/reports