
Indigenous Education Statement

Charles Sturt
University

30th June 2010

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Indigenous Education Statement

Charles Sturt University (CSU) accepts its ongoing responsibilities for improving outcomes for Indigenous Australians as defined in the goals of the National Aboriginal and Torres Strait Islander Education Policy.

CSU is committed to achieving this goal and over many years has demonstrated this commitment in a variety of ways. These include meeting each of the following conditions of eligibility for the Indigenous Support Program:

- The University has implemented strategies for improved access, participation, retention and success of Indigenous Australian students.
- The University has increased participation of Indigenous people in CSU's decision-making processes.
- The University has developed and instituted an Indigenous Employment Strategy.

SECTION 1 - OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

During 2004 and 2005, CSU consulted broadly in the process of developing its *University Strategy 2007 – 2011* that was subsequently approved by the University Council in December 2005. Promoted to the University community in October 2006, it is monitored and reviewed today and may be accessed at: http://www.csu.edu.au/division/vcoffice/papers/docs/strategic_plan_2007-2011.pdf

This strategy is fundamental to CSU's continuing development as a major Australian University and articulates the University's vision to be "*a national University for excellence in education for the professions, strategic and applied research and flexible delivery of learning and teaching*". It also states the University's commitment to a continuing process of enhancement involving its various "*communities, which include:*

- rural and regional Australia;
- Indigenous Australians;
- the professions, industries and students for whom we provide research and education;
- and national and international institutions, scholars and researchers with whom our staff and students are linked."

Indigenous Education Strategy

The University Strategy 2007-2011 was expanded during 2008 when the Academic Senate formally endorsed the CSU Indigenous Education Strategy (IES) – this document may be accessed at: <http://www.csu.edu.au/division/landt/indigenous-curriculum/>

In doing this the Academic Senate approved the "*incorporation of Indigenous Australian content as an assessable component of all CSU undergraduate programmes*".

While implementation of this strategy is progressive, it is planned to be fully implemented by 2015. Key results of its implementation include:

- All courses will include Indigenous Australian content as assessable components.
- All students studying at CSU will emerge from their studies with a much greater understanding of Indigenous perspectives, cultures and histories.
- Indigenous nations of Australia will receive appropriate respect and recognition from the University both formally and informally.

In CSU, the Centre for Indigenous Studies (CIS) and Indigenous Student Services (ISS) work closely together for the benefit of Indigenous students and communities. CIS concentrates on the academic and research side and ISS on support of students and promotion of CSU to Indigenous communities and organisations.

Indigenous Student Services (ISS).

This is the University's front line in servicing the needs of Indigenous students regardless of their mode of study (on-campus, distance, or mixed) and has been operating at Charles Sturt University since 1991. During that time, activities have focused on the provision of academic, personal and cultural support for Indigenous students.

ISS has recently been established as a separate administrative unit operating within the Division of Student Services. This has allowed the introduction of a more holistic approach to supporting

Indigenous students and contributed to a consistent delivery of high quality services across all Campuses.

Key roles and responsibilities of ISS include:

- Development and delivery of culturally appropriate support programmes to Indigenous students within the University
- Promotion of CSU programmes 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
- Developing partnerships with local communities, institutions, services and agencies.

The Centre for Indigenous Studies (CIS)

The centre has been established on the Dubbo campus and has the overall responsibility of monitoring the development and delivery of all Indigenous content included in all CSU courses of study. In this way key elements of the University's vision, strategic directions and plans for Indigenous Education now and into the future are being implemented.

Key roles and responsibilities of the CIS include:

- Identifying and developing programmes of Indigenous teaching and research across professional and general academic programmes within the University
- Developing collaborative engagement between Indigenous communities and University Faculties, Research Centres and Schools
- Representing Charles Sturt University in matters relating to Indigenous education
- Developing research and consultancy links and projects with local communities, institutions, services and agencies, and with national and international scholarly communities in the field.

SECTION 2 - ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2009 AND PLANS FOR FUTURE YEARS

Establish effective arrangements for the participation of Indigenous peoples in educational decision-making.

The University includes at all formal meetings and gatherings the acknowledgement of Country and Welcome from local Aboriginal Elders.

- This formal recognition of the Wiradjuri people as the traditional custodians of land in which most of the University's current campuses are situated has led to enhanced awareness of Wiradjuri and other Indigenous peoples' cultures, histories and traditions.
- The Wiradjuri Council of Elders has a major role in guiding the Indigenous agenda within CSU.
 - This role involves, among other things, regular meetings with senior management of the University. To illustrate how important CSU considers this partnership with the Wiradjuri Council of Elders to be, two CSU staff members are presently included on the Council's Board of Directors.
 - In February, the Wiradjuri Council of Elders travelled from all parts of NSW to participate in a formal Flag Raising ceremony on the Albury campus at Thurgoona as guests of the University.
 - Approximately 35 senior Elders were present. Attendees were Welcomed to Country by Pastor Darren Wighton and the ceremony conducted by Elder Florence Grant. Over the following two days CSU also provided facilities for the Elders to hold their regular Wiradjuri Council of Elders meeting.
 - The Elders were shown the ISS centre on Albury campus (named Winan-Gidyal in language) and toured culturally important sites on campus.
 - University plans for wider recognition of Wiradjuri culture were presented for discussion. They include extensive signage across the Campus in both Wiradjuri and English and a meeting place overlooking several acres planted with local vegetation. These will be joint projects involving University staff, students and members of the local Indigenous community.
- The Manager of ISS is now employed in a full time capacity to manage the development and delivery of support, services and to ensure that they are available to all Indigenous students regardless of Campus and Mode of Delivery (on Campus, Distance Education or mixed mode).
- The Manager of ISS is involved in several senior decision-making bodies of the University, including the Ethics Committee, the Special Considerations for Admission Committee and the Equal Employment Opportunity Action Committee.
- In addition, both ISS Team Leaders are members of two each of the four University Faculty Advisory Boards.
- A strategy to involve local community Elders in support programmes on each of the University's five main campuses and in distributed Indigenous centres across Australia has been successfully implemented.

- The Dubbo Head of Campus (Director of CIS) is a member of key decision making bodies within the University including the Vice-Chancellor's Forum and the Academic Senate (the primary academic body that governs decisions in relation to academic programmes and policies).
- Both the Manager of ISS and the Director of CIS are Board Members of the Higher Education National Aboriginal Committee (HENAC) and Indigenous Higher Education Advisory Council (IHEAC).
- Indigenous student forums play an important role in communicating about the student experience at CSU. Debate over many issues on the forum is filtered back to Indigenous Student Services so that informed decisions can be made and acted upon.
- ISS is working closely with different Schools within the University to develop a programme to introduce learning opportunities for Indigenous students in remote communities. These include, for example, Skills Recognition, Away from Base funding, Alternative Pathway, and tutoring programmes.
- Through the appointment of a Chair of Indigenous Studies, Professor Jeannie Herbert, CIS will establish and lead the Indigenous education research profile of Charles Sturt University by:
 - o Collaborating with the Deputy Vice-Chancellor (Research) to develop an Indigenous Research Plan to complement the CSU Indigenous Education Strategy with the aim to promote Indigenous research and enrolment of Indigenous RHD students;
 - o Conducting a survey of Indigenous research currently being undertaken across Charles Sturt University to identify possible research hubs or concentrations;
 - o Establishing a baseline of the quantity of Charles Sturt University research that is driven by Indigenous researchers;
 - o Undertaking the evaluation of Charles Sturt University's current enabling programmes for the CSU Transitions Project; and
 - o Developing and writing a Research Unit Plan to guide CIS in establishing its research focus and profile.
- The Indigenous Education Strategy Coordinating Group provides reciprocal reporting mechanisms for the implementation, monitoring and evaluation of the Indigenous Education Strategy, ensuring that Indigenous people are involved in the policy making processes that affect the educational outcomes of Indigenous Australians. This Committee, through its Presiding Officer, the Director of CIS, provides advice directly to the Vice-Chancellor on issues affecting Indigenous Education at CSU.

Increase the number of Indigenous peoples employed as academic and non-academic staff.

Providing employment opportunities for Indigenous people is critical to Charles Sturt University's commitment both to social justice and to its mission to enhance its communities, which include Indigenous Australians, as stated in its Strategic Plan (2007-2011). For instance, in 2005 the University introduced its first Indigenous Employment Strategy to promote the recruitment and career development of Indigenous people in mainstream University positions.

- Under the University's practice of continuing improvement, the strategy was reviewed, updated and approved by the Vice-Chancellor in July 2008 for 2007-2011. This document may be accessed at: <http://www.csu.edu.au/division/hr/bringing-staff-onboard/workforce-planning/docs/indigenous-employ-strategy.pdf>
- Following this programme of review, the Indigenous Employment Strategy will be updated in January 2011.
- The focus remains on further increasing the proportion of Indigenous staff in continuing positions and increasing the overall representation of Indigenous staff to 3%.
- A funding application will be submitted to DEEWR in May 2010 for another traineeship scheme under the Indigenous Employment Program. Six trainees will be appointed under this scheme if successful in obtaining funds.
- CSU is paying its trainees above the trainee wage system with the salary equating to 75% of that paid for the substantive position.

The University introduced the Indigenous Employment Incentive Scheme (IEIS) in 2008 as a means of increasing the number of Indigenous people in continuing positions at middle management level.

- This scheme provides for 50% of the salary to be centrally funded for the first year when an Indigenous person is recruited to a continuing position within the University at HEW Level 4 or above.
- In 2010 the criteria to access IEIS funds were reviewed and now include HEW Levels 3 – 8 with a minimum two year fixed term appointment to encourage the continued employment of Indigenous trainees.
- In February 2010, another Indigenous trainee was appointed under this scheme at a HEW Level 4 for a two year fixed term appointment. This scheme was not accessed in 2009, a decision which assisted with developing the changes to criteria.
- The scheme and its recent changes have also been promoted to Executive Directors, Directors, Heads of School and Managers to encourage the take up of Indigenous staff into mainstream roles across campuses.

As part of its continuing programme of development and improvement, ISS was expanded and restructured early this year to improve delivery of services to students and to reflect its increased importance within the University.

- Two new senior positions (Team Leaders) were created and filled to expand delivery of services to Indigenous students and promote Indigenous culture and history within the wider student community.
- All positions within ISS are identified.
- Most staff members have either attained undergraduate level tertiary degree qualifications or are undertaking them. Three have postgraduate qualifications including a Masters and two Doctorates.
- The Djirruwang Programme aligns itself with broader developments in Aboriginal and Torres Strait Islander health and mental health arenas.
 - The Director and Clinical Co-ordinator are of Aboriginal descent and have postgraduate degrees.

Current numbers of Academic Indigenous staff.

- Indigenous people employed as “Academic Staff” within the University declined from 12 to 10 between 2009 and 2010. Table 1 compares numbers of academic staff (Indigenous and non-Indigenous) for 2009 and 2010 and Table 2 shows number of Indigenous academic staff by level.

Table 1 - ACADEMIC STAFF AS AT 31/3/2010

Division/Faculty	2009 Indigenous	2009 Non- Indigenous	2010 Indigenous	2010 Non- Indigenous
Faculty of Arts		166		165
Faculty of Education	7	136	6	129
Faculty of Science	4	261	4	278
Faculty of Business	1	107		93
Other		41		53
Total	12	710	10	718
% of Total Academic Staff	1.66	98.34	1.37	98.63

Table 2 - INDIGENOUS ACADEMIC STAFF BY LEVEL AS AT 31/3/2010

Faculty	Level A	Level B	Level C	Level D	Level E	Total
Faculty of Education	3	1	1		1	6
Faculty of Science	1	2		1		4
Total	4	3	1	1	1	10

Current numbers of General Indigenous staff

- Indigenous people employed as “General Staff” within the University increased from 30 to 35 between 2009 and 2010. Table 3 compares numbers of Indigenous and non-Indigenous general staff for 2009 and 2010 while Table 4 shows Indigenous General staff by level and occupation.

Table 3 - GENERAL STAFF AS AT 31/3/2010

Division/Faculty	2009 Indigenous	2009 Non- Indigenous	2010 Indigenous	2010 Non- Indigenous
Division of Facilities Management	2	93	1	97
Division of Finance		111	1	119
Division of Human Resources		40	1	40
Division of Information Technology	3	109	2	114
Division of Learning & Teaching	3	91	2	99
Division of Library Services	2	85	2	80
Division of Marketing	1	49	1	48
Division of Student Administration		92	2	82
Division of Student Services & Indigenous Support	9	153	13	149
Office of Planning & Audit		15	1	11
Faculty of Arts	1	41	1	48
Faculty of Education	6	40	4	33
Faculty of Science	2	111	3	127
Faculty of Business		39		30
Office of Vice Chancellor		15		14
Office of Deputy Vice Chancellor, Academic		21		26
Office of Deputy Vice Chancellor, Administration	1	25	1	53
Office of Deputy Vice Chancellor, Research		52		60
Other		3		2
Total	30	1185	35	1232
% of Total General Staff	2.47	97.53	2.76	97.24

Table 4 - INDIGENOUS GENERAL STAFF BY LEVEL AND OCCUPATION 31/3/2010

Occupational group	HEW 2	HEW 3	HEW 4	HEW 5	HEW 6	HEW 7	HEW 8	HEW 9	HEW 10+	Total
Clerks	1	5	4	2						12
Managers/Administrators				1			1		2	4
Other General Staff	1	1	1							3
Paraprofessionals, Other	1	1		1	2	2				7
Paraprofessionals, Med/Sci/Tech Officers, etc.				1						1
Professionals, Computer Business			1							1
Professionals, Other		1		2		1				4
Professionals, Other Business					2					2
Professionals, Social					1					1
Total	3	8	6	7	5	3	1		2	35

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

- Indigenous Staff Conference – This conference will now be an annual event and the 3rd is planned for 12-13 August this year. Indigenous staff (and, where appropriate, non-Indigenous staff working within Indigenous areas of the University) will attend. The conference will consist of a series of workshops and presentations by guest speakers and will also include an event on the first day of the conference to which community members will be invited.
- Indigenous trainee forums by videoconference were introduced in 2008 to enable trainees to network across campuses, share ideas, and provide peer mentoring and support. These forums enable CSU to provide ongoing training and have become a successful personal developmental tool.
- Formal cross cultural awareness training for University staff continues in the form of one and two day workshops that are run on each campus as requested. This will occur particularly where targeted positions in mainstream roles become available and Indigenous trainees are appointment.

Ensure equitable access of Indigenous students to higher education

In accordance with the University's published IES, CSU will continue to extend and improve ISS facilities at all campuses so the needs of Indigenous students are met.

- These specialised units provide Indigenous students with opportunities to research, prepare and complete assignments, and to access support services in a culturally appropriate setting. They are important focal points for both communities and students regardless of whether students are studying on-campus or by distance education (and visiting for tutorials or Residential schools). As such, they are fundamental to the University's successful implementation of its IES.
- This process of improvement and extension includes construction of purpose-built, stand-alone, facilities. For example, expanded stand-alone ISS facilities are planned for progressive construction at Dubbo, Orange, Wagga Wagga and Albury.
- The involvement of Aboriginal Elders as well as respected and appropriate Aboriginal and Torres Strait Islander people is actively promoted in the programme for students' cultural learning.

A skills recognition programme known as the Koori Assessment Programme (KAP) has been targeted specifically to participants who identify as Indigenous and has operated successfully for many years. Its purpose has been to assess skills levels of participants (regardless of how those skills may have been obtained) and their ability to succeed at University.

- Although many Indigenous students choose to enrol at University without identifying themselves as Indigenous, KAP continues to be the main vehicle for Indigenous students to enter Charles Sturt University.
- KAP has been instrumental in giving opportunities to Indigenous students from all States and Territories of Australia to undertake tertiary education that may not otherwise have been available to them. Several past participants of KAP are now employed by CSU in Administrative and Academic roles.

- ISS has a continuing policy of review and development to ensure this important programme continues to meet the needs of Indigenous students. As a result, the programme is being modified this year to allow better targeting of assessment procedures and tasks to suit admission requirements of separate Schools. Several major initiatives will be introduced in 2010 including:
 - Multiple KAP programmes will be run annually. For example, in 2010 three programmes are planned for August, September and November.
 - They will be conducted in different geographic centres. In 2010 one will be run at Goulburn (for Policing students), one at Wreck Bay (for DEWHA employees and other local community members), and one at Bathurst (for general studies). In 2011, the University plans to extend these programmes to other states and territories.
 - They will be targeted for different areas of study with the participation of academic staff from all schools of the University.
- Marketing materials have been designed with input from ISS and the Division of Marketing to ensure that materials are culturally appropriate, have an Indigenous focus, and fit corporate marketing requirements.
- The introduction of an appropriate enabling program, together with recruitment drives in the western districts of NSW in 2008 and 2009, and follow up drives planned for 2010 and 2011, are expected to produce higher numbers of Indigenous students in the policing, accountancy, parks, nursing, teaching, and community health areas.
- Other areas not commonly accessed by Indigenous students such as veterinary science, pharmacy and dentistry are also being targeted. In 2009, 2 students were enrolled in Veterinary and Animal Science degrees, and 2 in Physiotherapy.
- The number of Indigenous enrolling in courses at CSU remains on a steady increase due to programmes such as Darrambal (CSU's skills assessment programme). These have been effective pathways for Indigenous students to enter the higher education sector (see Table 5).

Table 5 - SKILLS ASSESSMENT PROGRAMME

	2004	2005	2006	2007	2008	2009
Applications	?	?	36	47	64	110
Participants	34	34	27	26	37	54
Offers	31	30	21	24	30	40
Enrolments	?	?	20	19	25	30

CSU presents opportunities to Indigenous people living in some of Australia's most remote areas by actively promoting higher education as an achievable option. In the past these opportunities have not been offered by any higher learning institution. ISS personnel work with organisations and communities within those areas and also with Federal, State and Territory departments and Local Governments. This work is gaining momentum and the University believes that increasing awareness in these areas will result in increased levels of higher education in Indigenous communities regardless of location or formal educational background.

- CSU actively participates in programmes aimed to encourage Indigenous High School students to remain at school and seriously to consider tertiary education as a viable option in their futures. Some programmes are organised by external agencies and others are organised by the University. Participating students are given the opportunity to speak with Indigenous students at CSU who become strong role models of success. Students also tour the CSU campus they are visiting and have an opportunity to talk with and question academic staff about their options for tertiary study.
- Through ISS and CIS, the University actively promotes tertiary education to Indigenous communities nationally. Students have enrolled from places as far afield as Kakadu in the Northern Territory, from Central Australia, from Western Australia, etc. Indigenous students have attended and successfully completed their studies, gaining a range of undergraduate and postgraduate degree qualifications.
- ISS personnel attend information days to promote higher education opportunities for potential students.
- Indigenous Student Services web pages are maintained to attract students from all over Australia.
- The University continues to develop strategies to address the low participation rates of Indigenous people. These include the previously mentioned recruitment drives and the promotion of Skills Assessment Programmes such as Darrambal.
- The University continues to manage access of Indigenous and Torres Strait Islander students through relevant DEEWR reporting indicators.
- Policing is a vocation that can attract Indigenous students and this is supported by a newly-developed specialised enabling programme and targeted recruitment drives in many districts of NSW.
- The CIS at Dubbo is building relationships with communities that will increase higher education participation across inland NSW.

Promotion of scholarships

- At CSU, the Student Equity Service provides advice, advocacy and support for students who have been educationally disadvantaged. This includes students from a rural or isolated regions, from low socio-economic or non-English-speaking backgrounds and students with disabilities as well as Indigenous students and those students who applied through the Special Consideration for Admission Scheme.
- The Student Equity Service administers Equity Scholarships and Grants. These include the Commonwealth Accommodation Scholarships, Commonwealth Education Costs Scholarships, CSU Equity Scholarships, Residential School Equity Grants and Professional Placement Equity Grants. Details are available and may be accessed from: <http://www.csu.edu.au/division/studserv/equity/schols/index.htm>
- ISS also actively promotes the scholarships via CSU's ATSI forum, and details are displayed within each ISS unit at each campus.
- Details are also available from: <http://www.csu.edu.au/student/scholarships/>
- Students are actively encouraged by ISS staff and other staff in the Division of Student Services to apply for both University and external scholarships. Consequently, CSU has an excellent take up rate of scholarships by Indigenous students. In 2010 for instance,

the Indigenous Access Scholarship allocation of \$68,048 was fully taken up with 16 students receiving \$4,253 each.

- Two recipients received the Indigenous Commonwealth Accommodation Scholarship (ICAS). The first payments \$2,254 have been allocated and the second payments of \$2,254 are due after the HECS Census Date (August 2010).
- Two recipients received the Indigenous Education Costs Scholarship (ICECS). The first payments of \$1,127 have been allocated and the second payment of \$1,127 is due after HECS Census Date (August 2010).

Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.

For details about specific CSU strategies to address Indigenous participation, see comments under Point 3.

Table 6 illustrates part of the story regarding participation of Indigenous students in tertiary education at CSU. It should be noted however that the numbers of ATSI students shown in this table are understated. A significant number of Indigenous students studying at CSU have not been recorded in the University's data systems as Indigenous. In most cases this is because (for various reasons) those students have chosen not to be identified as Indigenous on University records.

Table 6 - ATSI & NON-ATSI ENROLMENTS

	2004	2005	2006	2007	2008	2009	Change (07-09)
ATSI	307	305	359	379	332	436	57
Commencing	119	138	189	171	122	241	70
Continuing	188	167	170	208	210	195	-13
not ATSI	35536	33240	33948	33586	32353	34228	642
Commencing	13814	12607	13365	12792	12760	14568	1776
Continuing	21722	20633	20583	20794	19593	19660	-1134
Grand Total	35843	33545	34307	33965	32685	34664	699
ATSI % of Total	0.86%	0.91%	1.05%	1.12%	1.02%	1.26%	

As at May 2010, CSU had 530 "active" ATSI students (as detailed in Table 7), some of whom were enrolled in multiple (usually supplementary) courses. These courses are provided free-of-charge by CSU as a means of supporting students in their tertiary studies.

Table 7 - "ACTIVE" ATSI STUDENTS (AS AT 17TH MAY, 2010)

Identification	Students	Multiple Courses	Total Students
Aboriginal	532	40	492
Torres Strait Islander	12	2	10
Aboriginal & Torres Strait Islander	33	5	28
Total	577	47	530

An example of ways in which CSU achieves participation of Indigenous students in higher education is the highly successful and innovative Djirruwang Programme. To ensure an up-to-date national focus, this programme aligns itself with broader developments in Aboriginal and Torres Strait Islander health and mental health arenas.

- ISS is very closely associated with organizing and running this programme in conjunction with the School of Nursing. Residential schools are conducted regularly throughout the year in New South Wales (Wagga Wagga) and Western Australia (Perth).
- The programme is continually reviewed in partnership with industry to maintain its continuing effectiveness and to ensure that systems and processes are in place to guarantee transparency, accountability and direction. It is essential that mainstream and traditional knowledge is established or enhanced while ensuring the necessary clinical skills are also developed.
- CSU is committed to maintaining the partnerships between students, staff and industry that have allowed us to build a strong learning capacity.
- The External Advisory Committee for the Djirruwang Programme includes broad based representation both internal and external to the University.

The Djirruwang Programme is an excellent and extremely successful example whereby CSU enhances the delivery of community health through Indigenous participation. Establishing and/or enhancing mainstream and traditional knowledge, while ensuring development of the necessary clinical skills, is essential to the success of this programme.

Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians.

For details about CSU strategies to address Indigenous participation, see earlier comments under Point 3.

To improve the recruitment and retention rates for Indigenous students, CSU is involved in many partnerships within the communities it services. For example, Dubbo Campus (welfare), Western Australia Health, Curtin University, DECCW (Cadet Rangers), DEWHA (Park Rangers and community members), HENAC, TAFE NSW.

- An outstanding example is the partnership between CSU, NSW Police and TAFE to produce the Indigenous Policing Recruitment Out West Development Programme (IPROWD). This highly successful programme is being expanded this year to several other TAFE campuses throughout NSW to assist NSW Police meet their growing demands for Indigenous Police Officers.

- ISS works closely with NSW Police to support their students (new recruits and Probationary Constables) so they complete their studies successfully.
- Working with NSW Police, CSU has introduced a new improved programme for mentoring and tutoring Probationary Constables (recruits who have attested and have been posted to Police Stations and are now working in the field while completing their final three sessions of study by distance education). NSW Police have advised that these changes have resulted in a 30% improvement in completions and progress for their Session 3, 4 and 5 students.

Table 8 - ABORIGINAL AND TORRES STRAIT ISLANDER COMPLETIONS

	2007	2008	2009
Bachelor	36	30	25
Higher Degree - Coursework		5	4
Other Postgraduate	7	10	12
Other Undergraduate	1		

Provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures.

As stated earlier, CSU's Indigenous Education Strategy recommended the inclusion of Indigenous content in all onshore undergraduate programmes at Charles Sturt University by 2015. This strategy is being systematically implemented course by course as part of the University's five-yearly course review process.

- Special consideration is being given to vocation specific programmes that are co-provided or require accreditation from professional bodies so as to meet the professional, pedagogical and regulatory requirements. It is envisaged that through the development of a pedagogical framework and resulting foundational subject, Indigenous content will be integrated throughout the remainder of the programmes.
- A set of guidelines has been developed 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.
- Indigenous content has long been a foundational part of the curriculum of many courses at CSU. The University is now ensuring cultural competency for all students completing a Charles Sturt University undergraduate degree will be achieved through the incorporation of Indigenous content into the curriculum of all courses. This will not only provide students with knowledge and understanding of Indigenous Australian cultures, histories and contemporary issues, but also with skills and strategies for working confidently and effectively with Indigenous peoples and communities.
- As outlined in Recommendation 15 of the CSU Indigenous Education Strategy, embedded Indigenous content will be an assessable component of all undergraduate awards offered by Charles Sturt University by 2015. This deadline ensures that all courses are able to comply within the compulsory five yearly review cycle of CSU undergraduate degrees.
- The development of Curriculum Guidelines for the Incorporation of Indigenous Content into CSU Onshore Undergraduate Programmes provides a framework for academics in

enabling Recommendation 15 of the CSU Indigenous Education Strategy. The Guidelines can be accessed at: <http://www.csu.edu.au/division/landt/indigenous-curriculum/>

The University directly addresses the cultural competence of both staff and students in several ways, while also maintaining close connections with Indigenous communities. This demonstrates the depth of the University's commitment to graduating students who are able to demonstrate an understanding of and respect for Indigenous culture, history and lifeways.

- CIS employs a full time Indigenous Community Relations Officer and ISS employs 6 full time Indigenous Student Support Officers all of whom actively promote CSU as the preferred education provider within Indigenous Australian communities. They assist in developing relevant and effective links to promote the objectives of the University's Indigenous Education Strategy and maintain close connection with the Wiradjuri Council of Elders.
- Charles Sturt University has traditionally provided cultural awareness training as part of formal staff development programmes. CIS is currently working with key staff from HR, CSU Training, the Indigenous Employment Coordinator and Indigenous Curriculum and Pedagogy Coordinator located in the Division of Learning and Teaching Services to develop and deliver a cultural competence training course for delivery from mid-2010. This training programme will contain generic Indigenous Australian Studies content as well as have elements targeted at developing the specific skills required by teaching, general and management staff of Charles Sturt University.
- Incorporating Indigenous content into all CSU undergraduate programmes will ensure CSU students graduate with current and appropriate cultural understanding. It will also equip them with the skills to develop attributes that are necessary for active and ethical local, national and global citizenship.

CSU is deeply committed to enhancing the status of Indigenous knowledges and overseeing cultural competency of staff and students. The implementation, monitoring and evaluation of the CSU Indigenous Education Strategy are overseen by the Indigenous Education Strategy Coordinating Group (IESCG). The IESCG's Terms of Reference state that the group will:

- Through its Presiding Officer, provide advice to the Vice-Chancellor;
- Oversee the implementation, coordination and evaluation of the Charles Sturt University Indigenous Education Strategy;
- Monitor the progress achieved toward the five Key Performance Indicators as set out in each of the four University Plans;
- Provide advice and guidance to Faculties and Divisions in implementing the 36 Recommendations and five Key Performance Indicators as set out in the Charles Sturt University Indigenous Education Strategy;
- Provide advice to the Planning and Budget Committee on budget requirements of the Indigenous Education Strategy; and
- Meet at least twice a year and on other occasions as the need arises.

CSU has satisfied the following conditions of eligibility for ISP funding:

In summary, it has been demonstrated in the above that:

- The University has implemented strategies for improved access, participation, retention and success of Indigenous Australian students.
- The University has increased participation of Indigenous people in CSU's decision-making processes.
- The University has developed and instituted an Indigenous Employment Strategy.

SECTION 3 - EXPENDITURE OF INDIGENOUS SUPPORT PROGRAMME GRANT

Table 9 details income received and expenses incurred by CSU in relation to the Indigenous Support Programme Grant in particular and Indigenous higher education at CSU in general.

Table 9 - INCOME & EXPENDITURE STATEMENT**2009**

INCOME for Indigenous higher education purposes	
1. Indigenous Support Programme	
a. 2009 grant only	\$1,196,000
b. Unspent 2008 ISP funds, carryover agreed with DEEWR	Nil
2. Did you receive an Away from Base (AFB) 2009 allocation?	Yes
3. Did you receive an Indigenous Tertiary Assistance Scheme Tertiary Tuition (ITAS TT)	Yes
4. Did you receive a Structured Training and Employment Project (STEP) 2009 allocation?	Yes
5. Did you receive any funding through Commonwealth Scholarships in 2009?	Yes
6. Did you receive any funding through the National Indigenous Cadetship Project?	No
7. Did you receive any DEEWR Wage Assistance in 2009?	No
8. Did you receive any funding for Indigenous Access Scholarships in 2009?	No
9. Donations or philanthropic sources funds – excluding any funding from Australian Government sources, committed to Indigenous higher education in 2008	No
10. Mainstream income and student Grants – excluding any funding from Australian Government sources^	\$802,705
11. Total INCOME	\$1,998,705
12. Amount of Indigenous Support Programme (ISP) grant directly provided to the Indigenous support/education centre	\$1,196,000
13. EXPENDITURE of Indigenous Support Programme 2009 grant	
a. Operating costs, including salaries, for Indigenous support services	\$1,318,732
b. Capital Items (computers, printers & Video Conference Units at each Centre)	\$35,794
c. Higher education provider overheads	Nil
d. Other Indigenous Support Programme Expenditure from carryover (refer to notes below)	Nil
e. Total EXPENDITURE of ISP income (Total of 13a-d)	\$1,354,526
14. Expenditure of other non-Australian Government funds (from items 9 & 10 above) committed to Indigenous higher education in 2009^	\$802,705
15. Total EXPENDITURE (total of 13e and 14)#	\$2,157,231

^ In addition to this amount, Charles Sturt University also contributes towards specific research, the Centre for Indigenous Studies and the continuing strategies and position of the Indigenous Employment Coordination as mentioned in this document.

The variance between Total Income (Item 11) and Total Expenditure (Item 15) of \$158,526 reflects additional monies expended by CSU from internal funds to further Indigenous higher education. These expenses do not fit into any of the items shown in the Income and Expenditure Statement (Table 9).

SECTION 4 - HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

Contact officer for policy and operational matters:

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SECTION 5 - PUBLICATION OF THE STATEMENT

Charles Sturt University will publish the Indigenous Education Statement for 2010 on its website and will provide DEEWR with a link to the statement, on publication.

DATED: 30 June 2010