

## 4. INDIGENOUS EDUCATION STATEMENT

### OVERVIEW

The Department of Education, Employment and Workplace Relations (DEEWR) requires information from higher education providers relating to their 2009 outcomes and future plans to meet ongoing responsibilities for Indigenous student achievement in higher education.

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

The Indigenous Education Statement is also used to determine providers' eligibility for Indigenous Support Program (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* (DEEWR)<sup>1</sup> which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A providers must demonstrate to DEEWR that they:

- Have implemented strategies for improving access, participation, retention and success of Indigenous Australian students
- Have increased participation of Indigenous people in the provider's decision-making processes and
- Have an Indigenous employment strategy.

Providers in receipt of ISP funding are also required to provide DEEWR with a report on the expenditure of the grant amount. The expenditure report for 2009 ISP funds must be included in this Indigenous Education Statement.

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

**The Indigenous education statement is due on 30 June 2010 as legislated.**

**Please submit electronic documents by email to: [hedip@deewr.gov.au](mailto:hedip@deewr.gov.au)**

DEEWR contact officer:

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<sup>1</sup> <http://www.comlaw.gov.au/comlaw/Legislation/LegislativeInstrument1.nsf/0/1E7313158DC26C30CA257506000E180E?OpenDocument>

## FORMAT FOR INDIGENOUS EDUCATION STATEMENT

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

University of Ballarat

### SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

Please supply a statement of:

- Your approach to improve higher education outcomes for Indigenous Australians and how this is being implemented.

#### **Improvements in outcomes for Indigenous Graduates of University of Ballarat.**

The greatest successes have been achieved by beginning with a long-term focus of opening opportunities to students who have not had access to higher education previously.

For a variety of reasons, a 'common sense' policy of not focusing solely on school leavers has improved the application rates at UB. The evaluation of this is still in the early stages but we appear to be looking at successful outcomes. However, educational initiatives are most vulnerable two to three years after they begin as initial enthusiasm wanes and attention is distracted. We endeavour to instil in our students goals and strategies that are worth pursuing and the ability to apply learning successfully in the real world.

Other activities include purchasing new books for the centre library, altered marketing methods, changes in roles of the staff, new organisational partnerships and new internal collaborations.

The use of ITAS program also is contributing to improved outcomes. We have built a coalition of tutors with different skill set from inside and outside the institution.

- Whether/how Indigenous perspectives are embedded in your strategic plan and/or other key institutional documents.

#### **Our engagement**

To lead in engagement and partnership through industry, community and Indigenous affiliations taking advantage of the existing collaborative opportunities such as the university's Technology Park, the Arts Academy, TAFE and higher education programs and regional campuses. ( **The University of Ballarat 2020 Agenda**)

If you have developed an Indigenous education strategy, we invite you to include a copy in this statement, or provide the web address.

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

Please provide evidence of:

- strategies you have implemented toward achieving the AEP goals and evidence that these strategies are working
- constraints on your ability to achieve the AEP goals and
- plans for future improvement to existing strategies or new strategies to meet each of the AEP goals relevant to higher education.



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

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

The University of Ballarat, University Council currently has one Indigenous member.

The Aboriginal Education Management Committee is the major consultative mechanism for the Indigenous community at the University of Ballarat. The committee has nine Indigenous members.

The Indigenous Education Research Committee (IERC), a Standing Committee of Academic Board, acts to :

- strengthen the involvement of Aboriginal and Torres Strait Islander people in education decision making relating to Indigenous contemporary education issues; and
- establish a process to advise Academic Board and its relevant standing committees on issues relating to Indigenous curricula, course delivery, research, pathways, admissions and retention

The IERC committee has six Indigenous members

The Reconciliation Action Plan Working group has been established to review, update and report annually on the outcomes of the RAP to the University and to Reconciliation Australia there are two Indigenous members of this working party.

- Manager, Aboriginal Education Centre member of the Senior Management Committee.
- Input into the ethics committee when it receives research proposals containing Indigenous content.
- Aboriginal Education Management Committee meets quarterly to provide advice and monitor progress regarding Indigenous education issues and initiatives. The Committee is co-chaired by Indigenous people from the Ballarat and Horsham Local Aboriginal Education Consultative Groups.
- Manager, Aboriginal Education Centre representation on Vice Chancellor's Forum, Transition Committee and representation at TAFE Division meetings (as well as various operational/sub committees)
- Manager, Aboriginal Education Centre is the chair of the Indigenous Education Research Committee a standing committee of Academic Board

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

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

	<ul style="list-style-type: none"> <li>The role played by your Indigenous Education Unit (IEU) in decision making processes.</li> </ul>	
2	<p>Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.</p> <p>Your response to this goal needs to address but is not limited to the following points:</p> <ul style="list-style-type: none"> <li>An outline of your active Indigenous Employment Strategy including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet.</li> </ul> <p><b>UB launched its Reconciliation Action Plan 9 September 2009</b>  <b>The Plan will focus on:</b></p> <ul style="list-style-type: none"> <li><b>* Improving education, training and research opportunities for Aboriginal and Torres Strait Islander students;</b></li> <li><b>* Improving the visibility and status of Aboriginal and Torres Strait Islander culture, knowledge and studies on all campuses;</b></li> <li><b>* Recruiting and training Aboriginal and Torres Strait Islander staff at all levels of the University;</b></li> <li><b>* Ensuring that there is involvement of Aboriginal and Torres Strait Islander people in the decision-making and governance of the University.</b></li> </ul> <p><b>The Plan will be enacted throughout this year and 2010.</b></p> <ul style="list-style-type: none"> <li>Information on your strategies for increasing numbers of Indigenous Australians employed at your university.</li> </ul> <p><b>Actions items in the RAP are:</b></p> <p><b>Implement relevant recommendations in the Review of Aboriginal and Torres Strait Islander Employment Strategy Report by December 2010.</b></p> <p><b>The measurable target will be an Increase in the numbers of Aboriginal and Torres Strait Islander staff at the University from 8 to 15</b></p> <p><b>Develop a University Policy on Aboriginal and Torres Strait Islander Employment by July 2010</b></p> <p><b>The measurable target will be the Policy and Procedure on Aboriginal and Torres Strait Islander Employment approved by University Council</b></p> <ul style="list-style-type: none"> <li>The number of Indigenous-specific positions at your university, detailed by occupation and level.</li> </ul> <p><b>Aboriginal Education Centre Manager</b>  <b>Aboriginal Liaison Officer x2</b>  <b>Aboriginal Education Officer</b></p> <ul style="list-style-type: none"> <li>The current number of Indigenous staff at your institution and their spread across the university (including numbers in academic and non-academic roles, and by level).</li> </ul> <p><b>4 Identified non academic Indigenous staff</b></p> <ul style="list-style-type: none"> <li>The role played by your IEU in improving Indigenous employment at your institution.</li> </ul> <p>The Head, Aboriginal Education Unit has been holding regular meetings with HR to develop the draft policy and procedure on Aboriginal and Torres Strait Islander Recruitment and Merit Selection Policy and Procedure.</p>	
3	<p>Ensure equitable access of Indigenous students to higher education.</p> <p>Your response to this goal needs to address but is not limited to the following points:</p>	



- Commencing Indigenous student numbers for 2009 (access rate) as compared to 2008 (please provide an all student comparison).

2008 Indigenous students 38 – all students 9,426

2009 Indigenous students 51 - all students 8,867

- **Programs run, through the IEU or the University, to improve access of Indigenous students.**

- Indigenous Alternative Entry Scheme.
- TAFE Tasters
- UB FAST (Foundation for Academic Studies) Program
- Indigenous Pathways to University Project

The University of Ballarat Foundation Access Studies Program (FAST) is a full time program over one semester, designed to prepare students for study in a degree level course at the University of Ballarat. The FAST Program is designed to provide alternative entry to tertiary study at UB.

FAST allows prospective students to experience university study while giving them enough skills and confidence to undertake degree level studies in the following semester.

- Details on outreach activities and their success in including and attracting Indigenous students.

- Indigenous Pathways to University Project - a Project developed to create cross-sectoral partnerships to raise the levels of educational achievements of Indigenous students and to create long-term systemic change rather than short term effects.

#### Activities

- Education workshops;
  - Career pathway building;
  - Education & Cultural Quiz's;
  - Community strengthening activities with parents, friends and peers;
  - Forum for youth issues;
  - Making meals every activity, every Monday;
- IBM Exite Camp - IBM is committed to developing IT skills in Australia. This is the second camp we have arranged with a focus on working with the Indigenous community, following a successful Indigenous camp in 2007. It's fortunate that IBM has a presence in Ballarat, where there is also a significant Indigenous population – we are keen to make this a sustained engagement with local Indigenous communities, not just a one-off event,

	<ul style="list-style-type: none"> <li>○ Regional Schools Outreach Program</li> </ul> <ul style="list-style-type: none"> <li>• Details of Indigenous-specific and other scholarships offered by your university. See Appendix 1</li> <li>• Promotion of scholarships to Indigenous students and take-up rates, including reasons for low take-up. See Appendix 1</li> <li>• The role played by your IEU in seeking to improve Indigenous access to your institution. <ul style="list-style-type: none"> <li>○ Indigenous Alternative Entry Scheme</li> <li>○ UB FAST (Foundation for Academic Studies) Program</li> <li>○ Scholarships</li> <li>○ Indigenous Pathways to University Project</li> <li>○ Indigenous Youth Transition Program</li> <li>○ Higher Education Tasters</li> </ul> </li> </ul>	
4	<p>Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.</p> <p>Your response to this goal needs to address but is not limited to the following points:</p> <ul style="list-style-type: none"> <li>• The total number of Indigenous student enrolments for 2009, compared to 2008 (please provide an all student comparison). 2008 Indigenous students 38 – all students 15,421 2009 Indigenous students 51 - all students 16,025</li> </ul> <p>Details of your institution's strategies to address Indigenous participation, including the involvement of your IEU.</p> <p>The Aboriginal Education Centre undertook the following community and industry initiatives:</p> <ul style="list-style-type: none"> <li>○ The Aboriginal Education Centre is an advocate for Indigenous students attending UB.</li> <li>○ Indigenous contemporary educational issues are the core business of UB</li> <li>○ The Indigenous Education and Research committee chaired by the Manager AEC, advises of inclusion of Indigenous content in curricula and programs.</li> <li>○ Community involvement on the Aboriginal Education Management Committee</li> <li>○ Collaborative opportunities relating to Indigenous Education</li> <li>○ Indigenous participation on the University Council.</li> <li>○ The AEC runs the Alternative Entry Scheme for students.</li> </ul>	
5	Enable Indigenous students to attain the same graduation rates from award	



courses in higher education as for other Australians.

- The total number of Indigenous completions at Bachelor level and above in 2009, compared to 2008 (please provide an all student comparison).

Two Undergraduate 2008

Seven Post Graduate 2008

Three Undergraduate 2009

One Post Graduate 2009

- **Support mechanisms you have in place for Indigenous students, including the role of your IEU and Indigenous community involvement.**

The **Aboriginal Education Centre** at the University of Ballarat (UB) provides support to prospective and current Australian Indigenous students. The centre has a range of support for students at Mt Helen, SMB and Horsham.

Students are able to receive a broad range of educational and community support at all campuses of UB. Our staff, who include Indigenous Liaison Officers (ILOs), and an Indigenous Education Officer, are available to provide personalised support.

Services provided include:

- ✘ Scholarship information
- ✘ Computer lounge
- ✘ Access to tutorial support
- ✘ Resource library
- ✘ Career advice
- ✘ Facilitation of involvement with local Aboriginal community
- ✘ Referrals to childcare, accommodation, financial and transport services.

The **Aboriginal Education Centre** is also available to provide advice about Aboriginal and Torres Strait Islander issues to the broader UB student and staff population.

- The Head Aboriginal Education Centre, the Executive Assistant and the Indigenous Liaison Officers and the Indigenous Education officer are members of the Local Aboriginal Education consultative Groups in Ballarat and Horsham.
- The Indigenous Education Officer Horsham is a member of the Goolum Goolum,
- The Indigenous Education Officer Ballarat is a member Ballarat & District Aboriginal Co-operative and Barengi Gadji Land Council.
- The Head Aboriginal Education Centre and the Executive Assistant are members of the Koorie Parents and Community Transition Support

6 To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures.

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

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

- The School of Education runs a Indigenous Education Unit
- The School of Nursing runs a Indigenous Health Unit
- As part of the Reconciliation Plan there will be a review of programs to increase the number of Indigenous perspectives.

- **How you address the cultural competency of your staff and students.**

An Indigenous cultural competence training package has been developed and training is being currently rolled out for all staff.

- **Your involvement with Indigenous community members in working toward this goal.**

- Elders luncheon. Inviting 30 Indigenous Elders to have lunch with the University Community representation on the University Council.
- Community involvement with the Aboriginal Education Management Committee
- Community involvement with the Indigenous Education Research Committee
- Aboriginal Education Centre representation on the Local Aboriginal Education Consultative Groups

- **The role of your IEU in enhancing the status of Indigenous knowledges and overseeing cultural competency at your institution.**

The Aboriginal Education Centre has developed in collaboration with the Institute for Professional and Organisational Learning a Cultural Competence Training Package.

The Head, Aboriginal Education Centre will endeavour to undertake further research into Indigenous knowledge's the benefits of which will be transferred to the centre.

**Section 2 must also include information that demonstrates the following conditions of eligibility for ISP funding:**

- Implemented strategies for improving access, participation, retention and success of Indigenous Australian students
- Increased participation of Indigenous people in the provider's decision-making processes and
- Have an Indigenous employment strategy.

Information in section 2 should focus on key developments and be concise (dot points are acceptable).

### **SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT**

Please provide a report on the expenditure of the provider's ISP grant for 2009. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2009 provided under section 19-10 of *Higher Education Support Act 2003*, please



provide a reconciliation.

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

Use the following format (or similar), expanding to provide details on items where appropriate. Advice for completing items 3 and 4 is provided below.

### Indigenous higher education expenditure 2009

INCOME for Indigenous higher education purposes		
1	ISP 2009 grant only	\$118,000
2	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	\$0
3	<b>TOTAL ISP income for 2009</b>	<b>\$ 118,000</b>
4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)**	\$ 279,065
5	<b>Total Indigenous higher education income for 2009</b>	<b>\$ 397,065</b>

6 EXPENDITURE of Indigenous Support Program (ISP) 2009 grant only (from Item 3)		
6a	Operating costs, including salaries, for Indigenous support services	\$118,000
6b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (eg. New computers in the ISU).	\$
6c	Higher education provider overheads.	
6d	Other Indigenous Support Program expenditure (please list major items publications and program costs).	\$
6e	<b>Total Indigenous higher education expenditure for 2009</b>	<b>\$ 118,000</b>

7 EXPENDITURE of Other Funds in 2009		
7a	Expenditure of Other funds provided to Indigenous higher education Item 4 (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).**	\$268,741
7b	<b>Total Indigenous higher education income for 2009</b>	<b>\$ 268,741</b>

**\* Item 3**

- Where possible, this expenditure report should indicate where funds were managed by your IEU/Faculties.
- Where total ISP funds for 2009 (Item 3) are not fully expended, a separate letter to DEEWR, signed by the Vice-Chancellor/Chief Executive is required requesting carry forward of unspent 2009 ISP funds, specifying the purpose the funds will be used for in 2010.

**\*\* Item 4**

- Please provide a breakdown of and detail regarding other funding to Indigenous higher education.

**SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION**

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

Ms Shirley MORGAN, Manager Aboriginal Education Centre, University of Ballarat  
Telephone : 03 5327 9795 / Email : [s.morgan@ballarat.edu.au](mailto:s.morgan@ballarat.edu.au)

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

**SECTION 5 PUBLICATION OF THE STATEMENT**

Providers are to publish Indigenous Education Statements on their website and on publication, provide DEEWR with a link to the statement for the DEEWR website.



2009 Indigenous Scholarships (Including Commonwealth Scholarships and UB Financial Aid Scholarships only)

Scholarship Name	Scholarship Basic Eligibility	Scholarship Value	Number of Scholarships on Offer	Number of Scholarships Awarded	Notes / Comments
Commonwealth Education Costs Scholarship - Indigenous Enabling	Financial Disadvantage; Full time; enrolled in FAST program	\$2,207	2 (equalling 4 half scholarships as course is only one semester)	4 (half scholarships)	
Commonwealth Accommodation Scholarship - Indigenous Enabling	Financial Disadvantage; Full time; enrolled in FAST program; must have moved from rural/regional location to commence study	\$4,415	2 (equalling 4 half scholarships as course is only one semester)	0	No eligible applicants received for this scholarship
Indigenous Access Scholarship	Financial Disadvantage; Full time; must be a commencing student enrolled in undergraduate, FAST or nominated post graduate courses	\$4,166	15	9	
UB Dr Mary Atkinson Scholarship	Financial Disadvantage; Full time; must be enrolled in undergraduate or nominated post graduate courses	\$5,400	1	1	
Arts Academy Indigenous Scholarship	Financial Disadvantage; Full time; must be enrolled in an Arts Academy course	\$2,207	1	0	Guidelines stipulate that recipients of this scholarship are not allowed to be in receipt of a higher value Commonwealth Scholarship. As all eligible applicants for this scholarship did receive a Commonwealth Scholarship, we were unable to award this scholarship.
School of Education Indigenous Scholarship	Financial Disadvantage; Full time; must be enrolled in undergraduate or nominated post graduate courses in School of Education	\$2,207	1	0	Guidelines stipulate that recipients of this scholarship are not allowed to be in receipt of a higher value Commonwealth Scholarship. As all eligible applicants for this scholarship did receive a Commonwealth Scholarship, we were unable to award this scholarship.
School of Science & Engineering Indigenous Scholarship	Financial Disadvantage; Full time; must be enrolled in undergraduate or nominated post graduate course in School of Science & Engineering	\$2,207	2	0	Guidelines stipulate that recipients of this scholarship are not allowed to be in receipt of a higher value Commonwealth Scholarship. As all eligible applicants for this scholarship did receive a Commonwealth Scholarship, we were unable to award this scholarship.

