



## INDIGENOUS EDUCATION STATEMENT

### OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to the 2014 outcomes and future plans to meet ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

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

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

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

Universities in receipt of ISP funding are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2014 ISP funds is included within this document.

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

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

In accordance with the Guidelines, the final, certified Indigenous Education Statement is **due by latest 31 May 2014**. Please ensure to leave sufficient time for follow up discussions between PM&C and the University to avoid any delay in the payment of the second ISP instalment due in early July 2014.

Please submit signed electronic documents by email to: [scholarships@pmc.gov.au](mailto:scholarships@pmc.gov.au)

#### PM&C contact officers:

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## FORMAT FOR INDIGENOUS EDUCATION STATEMENT

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

### **Edith Cowan University**

Kurongkurl Katitjin, Centre for Indigenous Australian Education and Research

#### **SECTION 1      ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2014 AND PLANS FOR FUTURE YEARS**

Please provide evidence of:

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

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

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

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

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

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

**ECU strategies and evidence**

ECU continues to provide significant opportunities for the participation of Aboriginal and Torres Strait Islander people in governance, management and decision-making at all levels of the University. Key to this is an Indigenous Consultative Committee (ICC), which provides advice to ECU's Vice-Chancellor and to the Equity Committee on matters which impact on ECU's service provision, outcomes and reputation in relation to Aboriginal and Torres Strait Islander peoples.

In 2014, the ICC Terms of Reference were reviewed and broader community representation has been achieved, with positive impacts on the functioning of the ICC and its contributions to ECU's reconciliation efforts. All ICC membership categories (community, student and staff) are filled. The effectiveness with which the ICC undertakes its work was confirmed in 2014 by the independent review of ECU's equity committees by the Hon Mr John Kobelke.

In addition to the ICC, the Indigenous Employment (Development and Implementation) Steering Committee (IEDISC) provides advice to the Equity Committee in relation to ECU's *Indigenous Employment Strategy and the Indigenous Australian Employment Action Plan*. This sub-committee of the Equity Committee is mandated by the University's collective agreements and comprises a quorum of at least 50% Aboriginal and Torres Strait Islander staff. Three Aboriginal and/ or Torres Strait Islander people served on the IEDISC in 2014.

ECU's Reconciliation Action Plan (RAP) Working Group continued to oversee the progress of the University in meetings its commitments to reconciliation. The RAP Working Group included both ECU student and ECU staff representation and external representation of Aboriginal and Torres Strait Islander members. The RAP working group included four Aboriginal and Torres Strait Islander people in 2014.

Professor Colleen Hayward AM, Head of Kurungkurl Katitjin, Centre for Indigenous Education and Research, continued in the role of Pro-Vice-Chancellor (Equity and Indigenous) throughout 2014. In this capacity, Professor Hayward also continued as a member of the Vice-Chancellor's Planning and Management Group, the key senior leadership group of ECU, providing strategic advice directly to the University's Vice-Chancellor.

In addition, Professor Hayward chaired the University's Equity Committee, the RAP Working Group and the Indigenous Employment (Development and Implementation) Steering Committee.

Kurungkurl Katitjin is located within the Faculty of Education and Arts, but works across the University, playing a lead role in ECU's decision-making processes through membership of its staff on a range of internal committees including:

- Vice-Chancellor's Planning and Management Group
- Academic Board
- Board of Examiners
- Research and Higher Degrees Committee

Although there is currently no Aboriginal and Torres Strait Islander representation on ECU's Council or committees of Council, ECU's University Council has resolved to develop a list of Aboriginal and Torres Strait Islander Alumni for consideration for future committee appointments. In 2014, five Alumni were identified and remain in the potential member pool for appointments to committees of Council. To date, no vacancies have arisen and therefore no appointments have been made, but this remains a priority, both in terms of strengthening ECU's relationships with its Aboriginal and Torres Strait Islander Alumni and in providing for more inclusive decision-making.

### **Constraints on ECU's ability to achieve this goal**

ECU's Aboriginal and Torres Strait Islander staff face many demands on their time to engage with their communities. Committee membership, recruitment activities and community participation are demanding activities, essential to advance Aboriginal and Torres Strait Islander participation and success in higher education. The breadth of this work places additional demands on Aboriginal and Torres Strait Islander staff, over and above that required of non-Aboriginal colleagues in similar positions.

### **ECU's plans for future improvement**

ECU's Reconciliation Action Plan is a key element of ECU's plans for future improvement in participation in decision-making. ECU's *RAP 2012-2015* sought to:

- maintain a strong, effective and relevant Indigenous Consultative Committee;
- support Indigenous Australian staff, building capacity and leadership potential; and
- improve the representation of Indigenous Australian students, staff and community members in ECU's decision making processes.

The RAP Working Group monitored the University's progress in the implementation of the *RAP 2012-2015*. Half-year reports on progress against RAP initiatives were provided to the ICC, the Equity Committee and VCPMG, while full year progress reports on progress against RAP initiatives were also provided to the University Council and externally to Reconciliation Australia.

The University Council approved ECU's third Reconciliation Action Plan in April 2015. The new RAP covers the period from May 2015 to April 2018 (*RAP 2015-2018*). The new RAP identifies actions and deliverables grouped around seven key themes that build on, and extends ECU's previous Reconciliation efforts.

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

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

- An outline of your active **Aboriginal and Torres Strait Islander Employment Strategy** including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet. (please provide a current link)
- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander staff employed at your University. (Please provide a link to your Employment statement).
- The **number of Indigenous-specific positions** at your University, detailed by occupation and level.
- The **current number of Aboriginal and Torres Strait Islander staff at your University** and their roles across the University (including numbers in academic and non-academic roles, and by level).

## ECU's strategies and evidence

In 2014, ECU continued those activities articulated in the *Indigenous Employment Strategy and the Indigenous Australian Employment Action Plan, 2012-2015* (IAESAP). The centrepiece of the plan is the *Indigenous Employee Cohort Initiative*, which aims to address gradually declining levels of Aboriginal and Torres Strait Islander employment across ECU.

The cohort initiative adopts a culturally-appropriate approach to assessment and selection of Aboriginal and Torres Strait Islander staff, as well as 12 months of structured support for skills development and workplace engagement.

Activities undertaken in 2014 relating to the IAESAP included a major review of practices, training and development to increase cultural competence for managers and supervisors and the appointment of six new Aboriginal and/or Torres Strait Islander staff to the University.

The Indigenous Employment (Development and Implementation) Steering Committee (IEDISC) provides advice to the Equity Committee in relation to ECU's *Indigenous Australian Employment Strategy and Action Plan 2012-2015*.

A copy of ECU's IAESAP 2012-2015 is available upon request.

The IEDISC membership comprises:

- the Pro-Vice-Chancellor (Equity and Indigenous);
- Head of Kurongkurl Katitjin (or nominee);
- elected Aboriginal and/or Torres Strait Islander staff representatives;
- a member of the Equity Committee;
- the Indigenous Employment Coordinator; and
- other staff.

The IEDISC requires at least 50% of staff attending to be Aboriginal or Torres Strait Islander for quorum to be achieved.

In 2014, the University had 14 Aboriginal and Torres Strait Islander specific positions (50D) as the following table details:

| Position Title                    | Number of Positions | Employment Classification | Level             |
|-----------------------------------|---------------------|---------------------------|-------------------|
| Head, Kurongkurl Katitjin         | 1                   | Academic                  | Level E Professor |
| Senior Research Fellow            | 1                   | Academic                  | Level C           |
| Elder In Residence                | 1                   | Non-Academic              | Hew 9             |
| Coordinator Indigenous Employment | 1                   | Non-Academic              | Hew 6/7           |
| Cultural Awareness Officer        | 2                   | Non-Academic              | Hew 6             |
| Communications & Events Officer   | 1                   | Non-Academic              | Hew 6             |
| Student Information Officer       | 4                   | Non-Academic              | Hew 4             |
| Senior Student Adviser            | 2                   | Non-Academic              | Hew 4/5           |
| Student Recruitment Officer       | 1                   | Non-Academic              | HEW 6             |

Table 1 and Table 2 detail the number of staff employed at ECU who identify as Aboriginal and/or Torres Strait Islander as at 31 March 2014.

**Table 1 – Permanent positions**

| Faculty/Institute/Section                           | Academic / Non-Academic | Position Title   |
|---|-------------------------|--|
| Faculty of Health, Engineering and Science          | Non-Academic            | Student Information Officer x 2                                |
| Faculty of Health, Engineering and Science          | Non-Academic            | Coordinator  |
| Faculty of Health, Engineering and Science          | Non-Academic            | School Officer   |
| Faculty of Education and Arts – Kurongkurl Katitjin | Academic                | Senior Lecturer  |
| Faculty of Education and Arts – Kurongkurl Katitjin | Academic                | Pro-Vice-Chancellor (Equity and Indigenous) and Head of Centre |
| Faculty of Education and Arts – Kurongkurl Katitjin | Academic                | Lecturer   |
| Faculty of Education and Arts – Kurongkurl Katitjin | Non-Academic            | Cultural Awareness Officer x 2                                 |
| Faculty of Education and Arts                       | Non-Academic            | Student Information Officer x 3                                |
| Faculty of Education and Arts                       | Non-Academic            | Research Officer   |
| Faculty of Education and Arts                       | Non-Academic            | Administrative Officer   |
| Faculty of Education and Arts - WAAPA               | Non-Academic            | Executive Officer - VET  |
| Faculty of Regional Professional Studies            | Non-Academic            | Secretary  |
| Facilities and Services                             | Non-Academic            | Cleaner x 2  |
| Facilities and Services                             | Non-Academic            | Cleaning Supervisor  |
| Student Services Centre                             | Non-Academic            | Senior Student Adviser x 2                                     |
| Marketing and Communications Services Centre        | Non-Academic            | Student Recruitment Officer - Indigenous                       |
| Office of Research and Innovation                   | Non-Academic            | EResearch Coordinator  |
| Human Resources Service Centre                      | Non-Academic            | HR Policy Adviser - Indigenous Employment Coordinator          |
| <b>Total</b>  |                         | <b>24</b>  |

Source: EIM – as at 31<sup>st</sup> March 2014

**Table 2 - Casual positions**

| Faculty/Institute/Section                    | Academic / Non-Academic | Position Title                |
|--|-------------------------|-------------------------------|
| Centre for Learning and Development          | Non-Academic            | Administrative Assistant      |
| Facilities and Services                      | Non-Academic            | Administrative Assistant      |
| Facilities and Services                      | Non-Academic            | Referee                       |
| Faculty of Education and Arts                | Non-Academic            | General Casual                |
| Faculty of Education and Arts                | Non-Academic            | Technical Assistant           |
| Faculty of Health, Engineering and Science   | Non-Academic            | Clinical Supervisor           |
| Faculty of Health, Engineering and Science   | Non-Academic            | Market Research Interviewer   |
| Faculty of Health, Engineering and Science   | Non-Academic            | Research Assistant x 3        |
| Faculty of Regional and Professional Studies | Non-Academic            | Clinical Supervisor           |
| Marketing and Communications Services Centre | Non-Academic            | Student Recruitment Assistant |
| Student Services Centre                      | Non-Academic            | Invigilator x 2               |
| Student Services Centre                      | Non-Academic            | Student Progress Officer      |
| <b>Total</b>                                 |                         | <b>15</b>                     |

**Constraints on ECU’s ability to achieve this goal**

ECU, like other employers, has found that the participation of Aboriginal and Torres Strait Islander people in employment has been impacted due to demographic (skewing towards school age or elderly persons in the population) and/or socio-economic factors, including greater, and better rewarded, employment opportunities in other sectors of the labour market.

**ECU’s plans for future improvement**

*ECU’s Reconciliation Action Plan* and *ECU’s Indigenous Australian Employment Strategy and Action Plan* remain key elements of ECU’s plans for future improvement in participation in employment. Progress continues towards improving processes in recruitment, workplace mentoring and career development for Aboriginal and Torres Strait Islander people. The recruitment process for one Indigenous Research Fellow (Academic Level B) has recently been completed with the candidate expected to commence in the position in early May 2015.

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

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

- **Commencing Aboriginal and Torres Strait Islander student** numbers for 2014 (access rate) as compared to 2013 (please provide an all student comparison).
- **Programmes run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, including and attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your University**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.
- **Indigenous Education / Support Unit's role**.

**Commencing Aboriginal and Torres Strait Islander students**

Student load (EFTSL) data

|  | 2013  | 2014  |
|--|-------|-------|
| Aboriginal and Torres Strait Islander students                               | 73    | 87    |
| Non Aboriginal and Torres Strait Islander students (Domestic students only): | 5,803 | 6,113 |

Note: 2014 data extracted from ECU's EIM (31/03/2015)

Student enrolments data

|  | 2013  | 2014  |
|--|-------|-------|
| Aboriginal and Torres Strait Islander students                               | 132   | 155   |
| Non Aboriginal and Torres Strait Islander students (Domestic students only): | 9,307 | 9,960 |

Note: 2014 data extracted from ECU's EIM (31/03/2015)

**ECU strategies to improve equitable access**

The total number of commencing Aboriginal and Torres Strait Islander students increased between 2013 and 2014 from 132 (1.4% of all commencing domestic students) to 155 (1.5% of all commencing domestic students).

ECU continues to work with high schools, other educational organisations and local communities to improve higher education access for potential Aboriginal and Torres Strait Islander students through a range of outreach, engagement and educational activities and projects. These programs and outreach activities, some of which are funded through the Higher Education Participation and Partnerships Program, are listed in the table below.

**Programs to improve access**

| Program Name      | Target audience  | Outline of Program   | Outcome  |
|-------------------|--|--|--|
| Old Ways New Ways | Primary and Secondary school students across the State: metro, regional and remote | Currently there is a significant disproportion between Aboriginal and non-Aboriginal students studying science/maths units/courses at secondary and tertiary levels. Through the use of peer-supported learning, demonstrator training and relative hands on science activities, the following learning outcomes were addressed: <ol style="list-style-type: none"> <li>1. science knowledge               <ol style="list-style-type: none"> <li>a. traditional Aboriginal science knowledge</li> </ol> </li> </ol> | Workshop provided to eight schools both metro and regional with around 600 students attending. The feedback has been exceedingly positive, and outlines that the students' learning experience has been successfully |



|                       |                            |   |  |
|-----------------------|----------------------------|---|--|
|                       |                            | b. contemporary science knowledge<br>c. link between them<br>2. communication skills presentation skills<br>3. leadership skills  | enhanced.  |
| Earth Day             | Primary school students    | Primary school students were invited to the ECU Joondalup Campus to take part in interactive workshops based on science and environmental sustainability. The event is run in partnerships with Australia Association of Environmental Education as part of the National Earth Day awareness program. | 301 primary school students including Aboriginal and Torres Strait Islander students attended the event. The most popular workshop of the day (with a 100% satisfaction rate based on the feedback survey) was the Indigenous dance workshop run by an Aboriginal elder. |
| Tips 4 Future Success | Year 10 Balga SHS students | The project aims to help students discover the information they need to make the right choices regarding subject selection and future tertiary studies through the use of iPad technology.  | Improved relationship with the students, teacher and school. Comprehensive use of technologies to improve student learning.  |

### Outreach activities

| Outreach activity  | Target audience                            | Outline of Program  | Outcome   |
|--|--|---|---|
| Merriwa Primary School   | Primary school students                    | A variety of science based, hands on activities around natural sciences and microscope use. The programmes have utilised ECU students and lecturers.  | Improved relationship with the teachers, schools and students. Demystifying university and increasing aspiration for education  |
| ECU and South West Institute of Technology (SWIT) Nursing Showcase | Year 10 students from 4 South West schools | A 3 day program, run in partnership with SWIT aims at increasing awareness and aspirations for higher education within the nursing profession. Students participate in activities around enrolled nursing at SWIT, registered nursing at ECU and spent the final day completing their Senior First Aid certificate. | This program managed to demystify higher education and demonstrated an achievable pathway to university both directly and through further vocational studies. The program also saw the up skilling of students through the completion of senior first aid |

certificates.

|                   |   |   |  |
|-------------------|---|---|--|
| Just a bit of Art | Year 9 and 10 girls from the Newton Moore SHS Girls Academy | Students presented an art exhibition at the ECU Bunbury Campus to showcase work they had been doing as part of a term long program at school. The program aimed to use art as a way of building aspiration for higher education and was coordinated by a current university student and supported by a local Aboriginal artist. | The Art Exhibition provided a platform to showcase the student's talented art skills. It brought students and their families onto ECU campus and helped demystify the university experience.<br><br>Students were also rewarded with ECU Show bags and certificates for completing the Art Program. It received good media coverage. |
|-------------------|---|---|--|

### Programs to improve educational achievements

ECU has a significant partnership with AIME (Australian Indigenous Mentoring Experience) a not-for-profit organisation delivering an intensive mentoring program to Aboriginal and Torres Strait Islander students in Years 9-12 in ECU-nominated high schools. The program provides Aboriginal and Torres Strait Islander students with the skills, opportunities, belief and confidence to finish school at the same rate as their peers.

### Scholarships

ECU also has a range of financial support options for prospective and current Aboriginal and Torres Strait Islander students. The table below lists scholarships offered and awarded in 2014.

#### Scholarships details

| Scholarship details  | Government/<br>Private/University | No.<br>Allocated | Cost    | No.<br>Awarded | Comments  |
|--|-----------------------------------|------------------|---------|----------------|---|
| Indigenous Commonwealth Accommodation Scholarship (ICAS)                 | Commonwealth                      | 5                | \$4,985 | 4              |   |
| Indigenous Commonwealth Education Costs Scholarship (ICECS)              | Commonwealth                      | 15               | \$2,492 | 11             | Number awarded represents number of students receiving scholarship payments. Some students may have received payment for a single semester. |
| Commonwealth Accommodation Scholarship - Indigenous Enabling (CAS-IE)    | Commonwealth                      | 3                | \$4,985 | 1              |   |
| Commonwealth Education Costs Scholarship - Indigenous Enabling (CECS-IE) | Commonwealth                      | 6                | \$2,492 | 2              |   |
| Indigenous Access Payment  | Commonwealth                      | 11               | \$4,702 | 6              |   |

|   |                      |    |          |    |   |
|---|----------------------|----|----------|----|---|
| ECU Aboriginal and/or Torres Strait Islander Scholarship                  | ECU                  | 5  | \$3,000  | 5  | Part-time students receive a percentage of the scholarship value according to the number of units studied.  |
| ECU Vice-Chancellors Aboriginal and/or Torres Strait Islander Scholarship | ECU                  | 1  | \$5,000  | 1  | Part-time students receive a percentage of the scholarship value according to the number of units studied.  |
| ECU Equity Scholarship  | ECU                  | 25 | \$3,000  | 25 | Available but not limited to Aboriginal and/ or Torres Strait Islander students. Part-time students receive a percentage of the scholarship value according to the number of units studied.   |
| Annual Equity Scholarship   | Commonwealth (HEPPP) | 35 | \$3,000  | 46 | Available but not limited to Aboriginal and/ or Torres Strait Islander students. 12 partial one-off scholarship payments were awarded in Semester 2, 2014 due to surplus unspent scholarship monies.                                  |
| Perth Airport Indigenous Scholarship                                      | Donor                | 2  | \$5,000  | 2  | Part-time students receive a percentage of the scholarship value according to the number of units studied.  |
| Dorothea Swift Nursing Scholarship  | Donor                | 2  | \$8,000  | 2  | Available but not limited to Aboriginal and/ or Torres Strait Islander students (where possible, 1 scholarship is awarded to an Aboriginal and/ or Torres Strait Islander students. and 1 scholarship is awarded to a rural student). |
| ECU Department of Health (WA) Aboriginal Scholarship                      | Donor                | 7  | \$5,000  | 7  | Part-time students receive a percentage of the scholarship value according to the number of units studied.  |
| Fortescue Foundation Aboriginal Scholarship                               | Donor                | 1  | \$18,000 | 1  | Fully funded by Fortescue Foundation  |

#### **Constraints on ECU's ability to achieve this goal**

Western Australia is the largest and most sparsely populated state in Australia. This presents many challenges in delivering education to students outside metropolitan Perth. In addition, WA secondary school completions for Aboriginal and/ or Torres Strait Islander students continue to be low. There are a number of complex socio-economic factors contributing to this.

There is also a scarcity of available Aboriginal and Torres Strait Islander academic staff and professional staff in student-facing roles to ensure that the needs and expectations of ECU's Aboriginal and Torres Strait Islander students are addressed adequately.

### **ECU's plans for future improvement**

ECU's *Reconciliation Action Plan* provides the University with ongoing actions and measurable targets to improve access for Aboriginal and Torres Strait Islander people, including actions to:

- Further develop flexible entry, improved admissions procedures and improved pathways for Aboriginal and/ or Torres Strait Islander students – to increase Aboriginal and Torres Strait Islander student enrolments.
- Establish a dedicated Indigenous Recruitment Co-ordinator position, which will continue for 2015.
- Continue a range of outreach and mentoring activities and projects with high schools.

These activities will continue under ECU's new *RAP 2015-2018*.

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

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

- The **total number** of Aboriginal and Torres Strait Islander student **enrolments** for 2014, compared to 2013 (please provide an all student comparison).
- Details of your Universities' **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education / Support Unit's role.**

**The total number of Aboriginal and Torres Strait Islander student enrolments for 2013 and 2014 is as follows:**

Student load (EFTSL) data

|  | 2013   | 2014   |
|--|--------|--------|
| Aboriginal and Torres Strait Islander students:                              | 162    | 178    |
| Non Aboriginal and Torres Strait Islander students (Domestic students only): | 14,589 | 14,655 |

Note: 2014 data extracted from ECU's EIM (31/03/2015)

Student enrolment data

|  | 2013   | 2014   |
|--|--------|--------|
| Aboriginal and Torres Strait Islander students:                              | 276    | 306    |
| Non Aboriginal and Torres Strait Islander students (Domestic students only): | 22,649 | 23,010 |

Note: 2014 data extracted from ECU's EIM (31/03/2015)

**ECU's strategies to address participation**

The total number of Aboriginal and Torres Strait Islander students increased between 2013 and 2014 from 276 (1.2% of all enrolled domestic students) to 306 (1.3% of all enrolled domestic students).

Work has continued across the University to increase participation of Aboriginal and Torres Strait Islander students. ECU's Kurongkurl Katitjin has a vital role in assisting the University to increase the participation of Aboriginal and Torres Strait Islander people in higher education. Kurongkurl Katitjin's purpose is to *"provide excellence in teaching and learning and research in a culturally inclusive environment that values the diversity of Indigenous Australian history and cultural heritage"*. Consistent with this purpose, the Centre provides support and academic pathways for Aboriginal and Torres Strait Islander students.

In 2014, Kurongkurl Katitjin staff continued to provide a high level of pastoral care and liaison to Aboriginal and Torres Strait Islander students across ECU, to provide a culturally-supportive learning environment. This was achieved through activities including the organisation of key events of importance to Aboriginal and Torres Strait Islander Peoples, celebrated across all campuses for staff and students, and initiatives such as ECU's Cultural Ambassador and Elder-in-Residence.

Further engagement with ECU Aboriginal and Torres Strait Islander students occurred, with students employed on a casual basis in student recruitment to assist with future student enquiries from Aboriginal and Torres Strait Islander students and targeted promotional events. Additionally, Aboriginal and Torres Strait Islander Student Ambassadors were recruited to deliver student testimonials at events such as the *Dreamtime* Project. This project commenced in September 2014 and is designed to strengthen the capacity of Aboriginal and Torres Strait Islander young women and girls through inspiration, encouragement and empowerment for a culturally strong future.

ECU's Student Recruitment staff ensured that marketing campaigns addressed the specific needs of prospective Aboriginal and Torres Strait Islander students through radio, press, social media and email. Student recruitment strategies were reviewed and visits were expanded to include five State Registered Training Organisations (RTOs) in 2014: Challenger; Central Institute of Technology; Polytechnic West; South West Institute of Technology; and West Coast Institute of Training.

ECU staff visited an increased number of Aboriginal community and recruitment events and expos in

2014, including: five NAIDOC events (Perth City, Mirrabooka, Balga and Armadale and the NAIDOC Family Day at Ashfield), industry visits to Perth College, Corrective Services and Footprints, Deadly Dreaming, Hot 'n' Deadly (a Hot Program for Nursing). Participation in the South West Region included the Vibe 3 on 3 Indigenous Health Expo and GWABA football event in Bunbury and Follow the Dream events in the Pilbara and Kununurra.

The *Follow the Dream* program is an aspiration-raising program designed to help Aboriginal students to reach their career potential by graduating from high school and achieving university entrance. The program is currently being delivered to more than 600 students in 10 metropolitan and 15 regional centres in Western Australia. In 2014, two *Follow the Dream* events involved future students from Port Hedland and Kununurra, and future opportunities for closer engagement with Mount Lawley Senior High School were explored.

Throughout 2014, ECU's courses and entry pathways were promoted to regional high school students at 100 events with almost 8,000 attendees. Nine visits were made to high schools in regional areas including South West, Kalgoorlie, Albany, Newman and Tom Price, Darwin, Kununurra and Broome and Geraldton in addition to "Explore ECU" visits with regional high schools.

Overall, ECU's higher education opportunities were promoted at 23 events (with 6555 attendees).

ECU's Student Services Centre continued to review admissions procedures to ensure they best facilitate increased Aboriginal and Torres Strait Islander student enrolments. Applications from Aboriginal and Torres Strait Islander students who declare their Indigeneity are proactively considered on an individual basis, to ensure that the appropriate entry pathway is identified.

#### **Strategies to address participation**

| <b>Strategies</b>                                 | <b>Outline of strategies</b>  | <b>Outcome</b>   |
|---|---|--|
| Australian Indigenous Mentoring Experience (AIME) | In 2013, ECU formed a partnership with AIME to implement their dynamic educational program that provides Aboriginal and Torres Strait Islander high school students with the skills, opportunities, belief and confidence to finish school at the same rate as their peers. | In 2014, ECU enabling programs were promoted at five AIME workshops.   |
| Aboriginal Student Intake Test                    | This is a custom designed test to assess applicants for entry and provide prospective students with a means to identify courses which suit their needs and interests.   | To enable capable Aboriginal and Torres Strait Islander prospective students gain entry to ECU bridging or undergraduate programs. In 2014, the test was held four times a year and included two sessions in July 2014.            |
| Indigenous University Orientation Course          | The IUOC is a 12-month bridging course for Aboriginal and Torres Strait Islander students. The course was reviewed in 2012 to ensure its effectiveness in preparing students for university study.  | To prepare students who have Year 10 equivalent qualifications for entry to ECU's undergraduate programs. During 2014, the IUOC was integrated within the University Preparation Course with additional student support as needed. |

#### **Constraints on ECU's ability to achieve this goal**

Enrolments for Aboriginal and Torres Strait Islander students have plateaued in recent years.

The limited number of Aboriginal and Torres Strait Islander students completing secondary school, decreased mature-aged enrolments and the dispersed Aboriginal and Torres Strait Islander population in Western Australia has meant that the most accessible pool of prospective students had been largely exhausted, requiring growth in ECU's newer student recruitment foci.

#### **ECU's plans for future improvement**

ECU's *Reconciliation Action Plan* provides the University with ongoing actions and measurable targets to

improve access for Aboriginal and Torres Strait Islander people including actions to:

- Develop flexible entry, improved admissions procedures and improved pathways to increase Aboriginal and Torres Strait Islander student enrolments.
- Attract more Indigenous Australian students into undergraduate and postgraduate courses through marketing strategies, community networks and student ambassadors.

Actions and targets to improve access to Aboriginal and Torres Strait Islander people will continue under ECU's new *RAP 2015 – 2018*.

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

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

- The **total number** of Aboriginal and Torres Strait Islander student **completions** at Bachelor level and above in 2014, compared to 2013 (please provide an all student comparison).
- **Support mechanisms** you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
- **Indigenous Education / Support Unit's role.**

| <b>Completion for Aboriginal and Torres Strait Islander students</b>            |             |             |
|---|-------------|-------------|
|   | <b>2013</b> | <b>2014</b> |
| Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>          | 0           | 6           |
| Non Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>      | 486         | 514         |
| Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>     | 7           | 7           |
| Non Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b> | 1,052       | 1,244       |
| Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>        | 17          | 14          |
| Non Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>    | 2,739       | 2,738       |

The total number of Aboriginal and Torres Strait Islander student completions increased between 2013 and 2014 from 24 to 27.

**ECU's strategies for improving graduation rates**

In 2014, Kurongkurl Katitjin staff continued to provide a high level of cultural, academic and practical support for Aboriginal and Torres Strait Islander students across ECU. Kurongkurl Katitjin regularly investigates and seeks feedback from students to inform new and improved support mechanisms that will increase achievement levels amongst Aboriginal and Torres Strait Islander students, including increased recording and monitoring of students' performance and identifying students who would benefit from additional support to complete their studies.

Located on the Mount Lawley Campus, but operating across ECU, Kurongkurl Katitjin provides dedicated study areas and facilities for Aboriginal and Torres Strait Islander students.

Facilities include a computer laboratory and common room with computers, a scanner, a printer and a multi-page photocopier. The student common room has comfortable couches, dining tables, a refrigerator, microwave oven, and tea and coffee making facilities. Kurongkurl Katitjin also supports similar facilities on the Joondalup Campus and the South West (Bunbury) Campus.

Practical completion on the Council named 'Ngoolark' building on the Joondalup Campus will be achieved in early 2015. This includes prominent teaching, learning and research presence for Kurongkurl Katitjin and a cultural reflection space.

**Indigenous Tutorial Assistance Scheme**

The Indigenous Tutorial Assistance Scheme (ITAS), managed through Kurongkurl Katitjin, is a key support mechanism which aims to improve the educational outcomes of Aboriginal and Torres Strait Islander students in tertiary courses to the same levels as those for non-Aboriginal Australians. It is constantly reviewed to ensure its performance at the highest possible standards. There was again clear evidence directly from student feedback and from their course outcomes of the value of ITAS support in 2014, with many graduating students completing their studies after receiving ITAS support. One of those graduating students went on to win the Best Graduate Nurse for the Western Australian Nursing Awards.

During 2014, there was a decrease in the number of hours of individual tuition delivered (1,710 in 2014 compared with 2,570 in 2013). However, the number of Aboriginal and Torres Strait Islander students receiving ITAS increased from 30 in 2013 to 34 in 2014. The number of tutors delivering ITAS also increased from 19 in 2013 to 26 in 2014.



## Scholarships

ECU continued to actively promote and offer scholarships and grants to Aboriginal and Torres Strait Islander students to encourage access to higher education programs by contributing towards living and study expenses. Further information is provided at section 3 above.

## Post-Entry Language Assessment (PELA)

ECU is committed to supporting the acquisition of high level oral and written English language knowledge and skills for all its students, including Aboriginal and Torres Strait Islander students. From 2011, Post-Entry Language Assessment (PELA) was incorporated into all courses for students during their first year of study at ECU.

For students requiring support to meet the minimum requirements for PELA, course co-ordinators can choose from three models:

- an academic literacy communications unit provided by the course (e.g. one hour additional workshop, English language skills [ELS] seminar); or
- a contextualised ELS elective as part of a course; or
- a bridging ELS unit.

A summary of mechanisms to support student completions is provided below.

### Support for completion mechanisms

| Support mechanisms                           | Description  | Outcome  |
|--|--|--|
| Indigenous Tutorial Assistance Scheme (ITAS) | Kurongkurl Katitjin continued to support Aboriginal and Torres Strait Islander students through tutorial assistance.   | Support was provided for 34 students through 26 tutors in 2013. 1710.25 hours of individual tuition were delivered resulting in 78 units passed and 14 failed. |
| Common rooms and student lounges             | The student lounges include a computer laboratory and common room for Aboriginal and Torres Strait Islander students, which contains computers, scanner, printer and multi-page photocopier. | A sense of collegiality and belonging has been shown to improve retention rates.   |
| Indigenous Student Information Officers      | Indigenous Student Information Officers within faculties provide targeted support to students from any program at ECU's Joondalup, Mount Lawley and Bunbury campuses.                        | Support from Indigenous Student Information Officers aids retention.   |

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

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

- Details of how and to what extent **Indigenous perspectives are reflected in curriculum at your University.**
- How the University addresses the **cultural competency** of its staff and students.
- The **University's involvement with Indigenous community** members in working toward this goal.
- **Indigenous Education / Support Unit's role.**

**Aboriginal perspectives in the curriculum**

The inclusion of Aboriginal perspectives in all courses was given an additional focus during 2011 with the development of ECU's *Curriculum Framework* initiative, which identified Australian Indigenous studies and cultural competence as an important element within all ECU undergraduate courses.

Significant progress has been made since that time to define and embed Aboriginal cultural perspectives in the curriculum. To progress this area of significant importance, in 2013, ECU engaged consultants who specialise in Indigenous affairs to develop and deliver a pilot program entitled "*Embedding Indigenous Perspectives in the Curriculum.*" In 2014, the consulting group continued to work with staff to build knowledge and awareness of Aboriginal culture and issues within schools and faculties, including one-to-one support. This work led to the establishment in 2014 of *Kadadjiny*, an online community site providing support and resources for staff to develop and deliver a more culturally-inclusive curriculum.

ECU introduced an Indigenous Australian Research Fellowship for three years at Academic Level B and funded as part of the University's research strategy funding. This will see an emerging Aboriginal or Torres Strait Islander researcher working at ECU from 2015 in an area that will improve outcomes for Aboriginal and Torres Strait Islander communities. This will be established through a shared appointment between Kurungkurl Katitjin and the School or Research Centre /Institute where the research is being led, to provide strong networks and support for their work. This will contribute to the growth of Aboriginal cultural competence amongst ECU's research workforce.

**Cultural Competence**

*Developing Cultural Competence* is a formal component of the professional development program offered to all ECU staff. These sessions are designed to equip ECU staff with increased capacity to meet the needs of Aboriginal and Torres Strait Islander students and staff by:

- developing an awareness of the legislative and planning framework impacting on Aboriginal and/or Torres Strait Islander peoples;
- reflecting on some of the opportunities and challenges for ECU in its work with students (national and international);
- challenging personal perceptions of cross-cultural awareness;
- embedding cultural aspects/perspectives into the curriculum and HR Practices.

In 2014, the following activities on cultural competence were undertaken:

- Four Indigenous Cultural Competency sessions were delivered, with this professional development offering evolving into *Moorditj Team Building*;
- Acknowledgement of Country training was introduced across faculties and centres with 60 staff completing the training throughout the year; and
- A keynote session focused on Aboriginal perspectives of learning, talking and thinking took place as part of ECulture, which had Reconciliation as the main theme.

In addition, training was delivered for managers who are for supervising Aboriginal and/or Torres Strait Islander staff in their faculties or centres.

## **ECU's Involvement with the Aboriginal and Torres Strait Islander Community**

Through its work, ECU seeks to raise awareness of Aboriginal culture and issues amongst the general community, as well as with ECU students and staff. Particular 2014 highlights include the following activities:

### **Alumni**

ECU's flagship alumni event for the year, 'Music under the Stars', featured Aboriginal alumna, Ms Billie Court as a key performer.

ECU continues to engage with Aboriginal and Torres Strait Islander Alumni through its *Rock Solid Foundations* program. Through this tribute to, and acknowledgment of Aboriginal and Torres Strait Islander graduates, ECU aims to motivate and inspire other Aboriginal and Torres Strait Islander people, including current students, to achieve at university. The *Rock Solid Foundations* event takes place annually in November and is hosted by Kurongkurl Katitjin.

Additionally, the first *Finding Solutions* Panel Debate was delivered to showcase ECU's ability to engage with key stakeholders in solving real-world issues. Aboriginal and Torres Strait Islander alumni participated in the discussion about potential causes for and action to increase education attainment rates for Aboriginal and Torres Strait Islander people.

### **Reconciliation Week**

The University continued its program of on-campus events that are significant in Aboriginal and Torres Strait Islander and non-Aboriginal communities including NAIDOC Week and Reconciliation Week that were attended by Aboriginal Elders, students, staff and broader communities.

In demonstrating ECU's commitment to Reconciliation, the first of five cultural reflection spaces was unveiled at the Joondalup Campus during Reconciliation Week. *Welcome to Place*, the first reflection space is designed to welcome everyone who passes through the area onto Campus, using bi-lingual terminology with the words 'Wandjoo' and 'Welcome'.

During 2014, Kurongkurl Katitjin continued producing editions of its *Our Place* newsletter which is distributed to staff, students, alumni and community partners. Headlines for the 2014 editions include:

- Birak – First Indigenous Leader of ECU's Student Guild
- Bunuru – Inspiring and motivating Indigenous students to study science
- Djeran – Cultural reflection space open
- Makuru – NAIDOC Week 2014 – Serving Country: Centenary & Beyond
- Djilba – ECU Indigenous graduate bound for Oxford
- Kamarang – Research Update: Synergies of Meaning

The newsletters can be accessed through the ECU website at the following link:

<http://www.ecu.edu.au/schools/kurongkurl-katitjin/news-and-events/newsletter-our-place>

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

Please use the financial acquittal template attached to report on the expenditure of your University's ISP grant for 2014, noting that a breakdown of expenditure is required. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2014 provided under section 19-10 of *Higher Education Support Act 2003*, please provide a reconciliation.

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

## SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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

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

| University Officer   | Indigenous Education Support Unit Officer                             |
|--|---|
| Name: Mr Tony Lazzara  | Name: Professor Colleen Hayward AM                                    |
| Position Title: Director, Planning, Quality and Equity Services Centre | Position Title: Head, Kurongkurl Katitjin                             |
| Phone Number: 08 6304 2796   | Phone Number: 08 9370 6773  |
| Email: <a href="mailto:t.lazzara@ecu.edu.au">t.lazzara@ecu.edu.au</a>  | Email: <a href="mailto:c.hayward@ecu.edu.au">c.hayward@ecu.edu.au</a> |

## SECTION 4 PUBLICATION OF THE STATEMENT

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

ECU's 2015 Indigenous Education Statement will be available for viewing at the following website:  
<http://www.ecu.edu.au/about-ecu/indigenous-matters/statements>



## FINANCIAL ACQUITTAL

|                       |                                |               |                      |
|-----------------------|--------------------------------|---------------|----------------------|
| <b>Organisation</b>   | Edith Cowan University         |               |                      |
| <b>Postal Address</b> | 270 Joondalup Drive, Joondalup |               |                      |
| <b>Contact Person</b> | Annabel Pizzata                | <b>Title</b>  | Senior Analyst       |
| <b>Phone</b>          | 08 6304 2334                   | <b>Fax</b>    | 08 6304 2167         |
|                       |                                | <b>E-mail</b> | a.pizzata@ecu.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.

| Attachment                           | Checklist                           |
|--------------------------------------|-------------------------------------|
| 1   Indigenous Support Program (ISP) | <input checked="" type="checkbox"/> |

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.

### ISP FUNDING RECIPIENT'S CERTIFICATION

I,

(print name of chief officer or equivalent)

(print position title)

certify that:

- (i) the details shown in this financial acquittal form and the accompanying pages - including the details of assets acquired and disposed of - represent a complete, true and correct summary of transactions that took place during the funding year under the Indigenous Education Program (ISP);
- (ii) Funds were spent on activities and initiatives to achieve the outcomes/targets indicated in the *Higher Education Support Act 2003*;
- (iii) any interest earned or royalties/income derived from these Funds was expended on activities to advance the objects of the *Higher Education Support Act 2003*; and

I understand that:

- (i) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (i) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Signed:

Date:

#### 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: Edith Cowan 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 <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs). | \$                  |
| 2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)  | \$                  |
| Amount remitted: \$  | Amount remitted: \$ |
| Date remitted: / /   | Date remitted: / /  |
|  | Amount remitted: \$ |
|  | Date remitted: / /  |

**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. | \$ 617,000 |
| (+) 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2014.  | \$         |
| (=) 5. Total Indigenous Support Programme funds to be acquitted in 2014.  | \$ 617,000 |

**EXPENDITURE**

|  |             |
|--|-------------|
| 6. Total Indigenous Support Programme expenditure in 2014, <u>excluding any GST</u> .  | \$ 617,000  |
| (+) 7. Unexpended Indigenous Support Programme funds which were committed for expenditure prior to 31/12/2014.   | \$          |
| (+) 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. <sup>1</sup> | \$          |
| (=) 9. Total Indigenous Support Programme funds which by 31/12/2014 were fully expended and/or committed for expenditure.  | \$ 617,000  |
| 10. Returns of 2014 Indigenous Support Program Funds by 31/12/2014.  | \$          |
| 11. Balance of Funds for 2014 (Unexpended/uncommitted Indigenous Support Programme funds to be returned or recovered from 2014 entitlements).  | \$ 0        |
| <b>12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2014.</b>  | <b>\$ 0</b> |

<sup>1</sup> The Department will only approve the rollover of unspent funds in exceptional circumstances.

## Section 7 – Breakdown of ISP Expenditure (excluding GST):

|   |                   |
|---|-------------------|
| Salaries and Oncosts  | \$ 625,434        |
| Travel, Entertainment and Training                                  | \$ 1,997          |
| Scholarships and Other Student Expenses                             | \$ 14,583         |
| Facilities  | \$ 6,237          |
| Computing Expenses  | \$ 2,499          |
| Equipment Consumables   | \$ 1,399          |
| Advertising, Public Relations, Postage, Printing and Communications | \$ 6,670          |
| Expenses Funded by ECU  | - \$ 41,819       |
|   | \$                |
| <b>(=) Total 2014 ISP Program Expenditure</b>                       | <b>\$ 617,000</b> |

In addition to the above funding, the University does not levy a University Services and Support Charge (USSC) on Indigenous Support Funds. The usual charge of 53% would equate to an amount of \$327,010 on ISP funds. In 2014 there was an additional contribution to ISP expenditure of \$41,819 (as shown above), meaning that the total ECU contribution to Indigenous support was in excess of \$368,000 for 2014.

### Optional Information – Breakdown of Non-ISP expenditure to support Aboriginal and Torres Strait Islander students.

|  |           |
|--|-----------|
|  | \$        |
|  | \$        |
|  | \$        |
|  | \$        |
|  | \$        |
|  | \$        |
|  | \$        |
|  | \$        |
|  | \$        |
|  | \$        |
| <b>(=) Total of 2014 Non-ISP expenditure</b> | <b>\$</b> |