

4. INDIGENOUS EDUCATION STATEMENT

OVERVIEW

The Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE) requires information from higher education providers relating to their 2012 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 set out 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* which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A providers must demonstrate to DIICCSRTE 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 DIICCSRTE with a report on the expenditure of the grant amount. The expenditure report for 20152 ISP funds must be included in this Indigenous Education Statement.

The Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (Behrendt Report) was publicly released in September 2012 and presented Government with a roadmap for real and lasting change and its 35 recommendations are supported by extensive evidence. The Behrendt Report says that significant reform can be achieved within existing funding. Realising the vision of the Behrendt Report will require a concerted and collaborative effort from Government, universities, Indigenous communities, industry, business, the professions and the community sectors, but it is achievable.

The Government is making a substantial investment in the sector, university leadership is committed to making the required change, and the Behrendt report provides the knowledge base for making it happen. The new Aboriginal and Torres Strait Islander Higher Education Advisory Council will have a significant focus on providing advice on how to drive the systemic change outlined in the Behrendt Report.

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 by 31 May 2013.

Please try to limit your answers to the template for each question.

Please submit electronic documents by email at itpt@innovation.gov.au

DIICCSRTE contact officer:

Danny Howard
Director
Indigenous Tertiary Programs
Phone: 02 6102 8856
Email: itpt@innovation.gov.au

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.

VICTORIA UNIVERSITY

Moondani Balluk Indigenous Academic Unit

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

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 2012 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 Indigenous peoples in educational decision-making.
- 2 Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.
- 3 Ensure equitable access of Indigenous students to higher education.
- 4 Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.
- 5 Enable Indigenous 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 Indigenous traditional and contemporary cultures.

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

1.a Following a significant internal restructure the University recently established a new Academic Board. The Director of Moondani Balluk is currently one of the interim Academic Board members and the University proposes that the final Board membership will include '1 member elected by and from Indigenous staff

1.b. Under the University's new Indigenous Strategy the University will, by the end of 2013, establish an Indigenous Strategy Leadership Committee to be led by the Vice Chancellor and include relevant members of the Senior Leadership Team as well as the Director, Moondani Balluk, and other Indigenous staff representatives.

2. Increase the number of Aboriginal and Torres Strait Islander peoples 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 Australians employed at your university. (Please provide a link to your Employment statement).
- The **number of Aboriginal and Torres Strait Islander-specific positions** at your university, detailed by occupation and level.
- The **current number of Aboriginal and Torres Strait Islander staff at your institution** and their spread across the university (including numbers in academic and non-academic roles, and by level).

Strategies to address participation

Strategies	Outline of strategies	Constraints	Outcome
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Yannoneit was the active Indigenous employment strategy for Victoria University from 2006 to 2012. In 2013, a new Indigenous Education Strategy (IES) superseded Yannoneit. The Indigenous Education Strategy incorporates the recommendations of *The Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People* (Behrendt Report)... Among the aims outlined in the Strategy is the need to “achieve Indigenous staff employment rates that are reflective of the Indigenous working population, and Indigenous retention rates and levels of seniority are commensurate with Victoria University non-Indigenous staff.” The Strategy outlines plans to increase the numbers of Indigenous Australians employed at the University and ensure the advancement of Indigenous staff by providing targeted recruitment, cultural support, cultural awareness training, leadership engagement and professional development opportunities. The action plan to promote Indigenous employment and outcomes commits Victoria University to:

- Develop a targeted employment approach by creating alignment between prospective staff (registered on the database) and recruitment processes and practices.
- Strengthen the University's relations with AFL sports ready and the College of Sports and Exercise Science, to increase Indigenous representation within the traineeship cohort, by identifying effective recruitment and engagement initiatives.
- Continue to support the current on-campus Childcare Trainees to complete the requirements of the traineeship, which includes the attainment of their Certificates, Diploma and further educational standards within the time allocation of the traineeships.
- Introduce a new traineeship program, targeting community members, to work within specific disciplines across the University.
- Work with Moondani Balluk to identify Indigenous students who may be interested in working as part of the “Students as Staff” Program. Liaise with the “Students as Staff” program director to ensure employment

placements are appropriate.

- The Indigenous Community Liaison officer role will continue to provide an informal, one-on-one induction for all new Indigenous staff, advising them of entitlements regarding specific cultural leave, options regarding mentoring and support as needed to fulfil the requirements of their roles.
- Continue to promote online and face-to-face, Indigenous Cultural Awareness Training to the University Community.
- Engage the Leadership Community to identify suitable opportunities to increase Indigenous staff representation, aligned to their responsibilities in the Diversity and Inclusion Strategy 2014-2016
- Investigate relevant ways to improve the application of Indigenous staff to Victoria University Professional Development programs, in particular the Special Studies Program (SSP).
- People and Culture to identify effective means to improve participation of Indigenous staff in Professional Development offerings, including the SSP and Academic Promotion application process.
- Review the Promotions Policy to enable Indigenous specific roles to be incorporated into applications.

The Indigenous Community Liaison role, together with the Manager Staff Equity and Diversity, are responsible for promoting the employment of Indigenous Australians at every opportunity, assisting University managers to find and create opportunities for Indigenous people. The role is responsible for coordinating and implementing strategies outlined in Yannonait which include the attraction, recruitment and retention of Indigenous staff.

Number of Aboriginal and Torres Strait Islander-specific positions

Academic

Lecturer – Kyinandoo	1	College of Arts
Lecturer B Indigenous Education	3	
Sessional Teacher	1	

Non Academic

Director, Moondani Balluk Indigenous Family Engagement Moondani Balluk Administrative Student Support Officer	1	Moondani Balluk, Indigenous Education Unit
Indigenous Community Liaison Officer	1	Workplace Environment & Culture
Indigenous Childcare Worker	3	Student Operations

Current number of Aboriginal and Torres Strait Islander staff

Total	19	1.1 %
Academic Total	7	1.1 %
Academic A	4	1.8 %
Academic B	2	1.7 %
Academic Sessional	1	–
General Total	12	1.1 %
HEW 1-5	7	1.5 %
HEW 6 and Above	5	0.9 %

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 2012 (access rate) as compared to 2011 (please provide an all student comparison).

- **Programs run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in including and attracting Aboriginal and Torres Strait Islander students. (See table).
- Details of Aboriginal and Torres Strait Islander-specific and other **scholarships offered by your university**. (See table).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.
- **Indigenous Education Unit's role**.

Commencing Aboriginal and Torres Strait Islander students*

	2011	2012
Aboriginal and Torres Strait Islander students	24	30
Non Aboriginal and Torres Strait Islander students	9594	10129

Programs to improve access

Program	Target audience	Outline of Program	Outcome
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Mumgu-Dhal Tyama-Tiyt – is an Indigenous foundation program that provides a pathway for successful students to enter the Bachelor of Arts (Kynandoo) program. It targets Aboriginal and Torres Strait Islander people who live in the western suburbs of Melbourne. In its third year of operation, this program has expanded its delivery to include the Certificate III in Community work to enable students to gain more confidence to progress to further study.

Bachelor of Arts (Kynandoo) is an Indigenous specific degree program targeted at Aboriginal and Torres Strait Islander people living in South Eastern Australia. It provides 12 core Indigenous and Global Indigenous units, 2 academic support and career development units and 10 elective units that enable students to pursue their career objectives. The retention rate for this course is above the Victorian average.

Certificate IV (Business Governance) is an Indigenous specific, fully-funded governance course provided in collaboration with Aboriginal Affairs Victoria and the Victoria University Sir Zelman Cowen Centre. It is targeted at Aboriginal and Torres Strait Islander people who sit on, or wish to participate on, Boards of Victorian community-based organisations. Students can pathway into the Bachelor of Arts (Kynandoo) program.

The Smith Family, Communities for Children Project is housed in the Moondani Balluk Indigenous Academic Unit, funded by Communities for Children and aimed at engaging with Aboriginal and Torres Strait Islander families and children in Melbourne's western metropolitan region. The University works with service providers and agencies to ensure relevant and accessible programs. Identification of the Indigenous population is extremely difficult in the western suburbs and this program provides a route for student recruitment into Victoria University programs. The program is housed in the

Childcare Traineeships Pathways is an Indigenous specific program funded through the University's People & Culture portfolio. Students are able to pathway into the Bachelor of Early Childhood and Education degree or the Bachelor of Arts (Kynandoo) program. There are four trainees one of whom has taken up the offer to enrol in the Early Childhood Education program.

Clayton Utz Scholarships Development – The Victoria University Foundation and Moondani Balluk are currently in discussions with Clayton Utz exploring opportunities for VE Scholarships for Indigenous students wishing to engage with further study.

Indigenous Strategy Development: As detailed in Section 4, the University has developed an Indigenous Education Strategy to increase Indigenous participation at Victoria University. The Plan includes a number of key strategies and programs to improve Indigenous education outcomes and ensure participation rates for Indigenous students that ensure that their representation is equal to that of the regional and national population. While implementation of the plan has commenced in 2013, development occurred during 2012.

Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
<p><i>Korin Gamadji Careers & Education Expo</i> – AFL Dreamtime Match – Moondani Balluk operated an information stall at the 2012 Expo which targets VCE and other Year level Indigenous School participation. Approximately 300 youth attend the Expo.</p>			
<p><i>Community Health Day</i> – Moondani Balluk and the Mumgu-Dhal Tyama-Tiyt students organised a Community Health Day at the St Albans Campus of Victoria University to showcase Indigenous specific health services and programs and also engage with ‘mainstream’ health providers. Information on Victoria University programs was also made available to participants and stall holders. Approximately 150 people attended.</p>			
<p><i>Bert Williams Hostel Victorian VCE Expo</i> – Moondani Balluk provided an information stall at this event that was hosted by Victorian Aboriginal Community Services Association. The Expo provides information to VCE students on career and educational opportunities and is attended by students and their families from across Victoria. Approximately 300 people attended.</p>			
<p><i>Footscray Community Arts Centre (FCAC)</i> – Indigenous Arts Program Collaboration – Moondani Balluk is a member of the FCAC Indigenous Reference Group and participates in the annual program development. The Indigenous arts program enables Aboriginal and Torres Strait Islander community members to participate in ongoing art and art related events across the year. It enables Moondani Balluk to engage directly with community members.</p>			
<p><i>LAECG (Local Aboriginal Education Consultative Group)</i> – Moondani Balluk is a member of the Western Metropolitan LAECG. The aim of the LAECG is to work with Koori Education Workers on issues for Aboriginal and Torres Strait Islander children and their families in regard to schooling in the western suburbs, to inform members of educational opportunities and to report to Victorian Aboriginal Education Association Incorporated on policy matters.</p>			
<p><i>Jindi Woraback Children’s Centre, St Albans Campus, Indigenous Garden Opening & Project</i> – Moondani Balluk worked with Iramoo at the St Albans Campus to design and develop an Indigenous garden, and to maintain relationships with staff of the Children’s Centre on early childhood Indigenous program delivery.</p>			
<p><i>Kyinandoo students’ fundraiser</i> – Moondani Balluk participated in the Bachelor of Arts (Kyinandoo) fundraiser during 2012 and provided course information to participants. Approximately 250 people attended the fundraising event.</p>			
<p><i>Long Walk Women’s Lunch</i> – In 2012, Moondani Balluk invited Aboriginal and Torres Strait Islander women from the western suburbs to attend the Melbourne Long Walk Women’s Lunch and hosted a table of 10.</p>			
<p><i>Moondani Balluk/Ilbjerri Theatre Company “Foley” The Show - ‘History will be kind to me, for I intend to write it.’</i> Gary Foley. The ‘script’ for <i>Foley</i>, as presented at the Melbourne Festival and Sydney Festival in 2012 was refined and practiced within the delivery of a unit of study (AEK1201) that students enrol in from across a number of Victoria University degree programs. The Show was enabled by collaboration between the Ilbjerri Theatre Company and Moondani Balluk and was a huge success in terms of audience numbers at each festival.</p>			
<p><i>Koori Prisoner Mental Health Research Project</i> – collaboration between the Department of Justice, Centre for Forensic Behavioural Science Monash University, Victorian Aboriginal Community Controlled Health Organisation and Moondani Balluk. The project investigated the social, cultural, mental health and cognitive needs of Indigenous prisoners. The aim was to collate information to help better understand ‘Koori prisoner’ needs to improve services within the prisons and in community. Moondani Balluk’s involvement was extended during the project as the Indigenous researcher to all prisons in Victoria. The Aboriginal Justice Agreement and the Department of Justice are taking the lead on outcomes of the research project.</p>			

Scholarships details

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Indigenous Accommodation Scholarship	Government	2	\$9,508	0	No eligible students enrolled in this category.
Indigenous Access Scholarship	Government	3	\$13,455	0	No eligible students enrolled in this category.
Indigenous Education Scholarship	Government	4	\$9,508	4	

- 4 Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of 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 2012, compared to 2011 (please provide an all student comparison).
- Details of your institution's **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education Unit role.**

- The total number of Aboriginal and Torres Strait Islander enrolments for 2011 and 2012 is as follows:

	2011	2012
Aboriginal and Torres Strait Islander students:	56	73
Non Aboriginal and Torres Strait Islander students:	24238	25602

Strategies to address participation

Strategies	Outline of strategies	Constraints	Outcome
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In August 2011 the University Council approved [Victoria University's Strategic Plan for 2012-2016: Excellent, Engaged and Accessible](#) setting ambitious goals for student outcomes. The University's Strategic Plan established eight Priorities, one of which, a Social Inclusion Priority under the University's curriculum and student experience platform, which has among its aims the desire to improve Indigenous participation at Victoria University:

Social inclusion priority

Build upon the existing social inclusion and equity strategy to widen the opportunities for non-traditional students to access and succeed in tertiary education and in particular, grow the proportion of students from Aboriginal or Torres Strait Islander backgrounds choosing Victoria University to support them to participate in both community and education, and assist their transition into the workplace.

Our aspiration is that a greater proportion of students from Aboriginal or Torres Strait Islander backgrounds choose Victoria University as a university which is welcoming, culturally safe, celebrates their culture and supports them to participate in both community and education, and assists their transition into the workplace.

To achieve this Priority, the University recognised the need for a stand-alone Indigenous Strategy and for a Strategy that encompasses all aspects of University activity and community, encompassing research, knowledge exchange and employment as well as education; vocational and higher education. As such, the University has outlined a series of goals for Indigenous educational participation and achievement that are designed to support the attainment of aspirations of the Social Inclusion Priority. including:

- Achieve Indigenous undergraduate and postgraduate student enrolment rates that are reflective of state population parity of 0.7 per cent for Victoria.
- Achieve Indigenous undergraduate and postgraduate progression and completion rates that are equal to those of other undergraduate and postgraduate students at Victoria University.
- Ensure that all courses specifically offered to Indigenous students are of high quality, appropriately supportive, academically rigorous, and are aligned to the expectations of students and requirements of potential employers.
- Develop Indigenous competency amongst all Victoria University students by striving to create an environment in which students have the opportunity to gain knowledge of Indigenous Australians.
- Develop and promote Indigenous research across Victoria University.
- Raise the visibility of Indigenous people and culture across Victoria University.
- Achieve Indigenous staff employment rates that are reflective of the Indigenous working population, and Indigenous retention rates and levels of seniority are commensurate with Victoria University non-Indigenous staff.
- Offer Indigenous staff appropriate professional development opportunities to enable them to fully realise their potential within their discipline or profession.

The Vice-Chancellor will lead the development and implementation of the IES, delegating accountability to members of his Senior Leadership Team (SLT) as appropriate. In this capacity the Vice-Chancellor will chair the Indigenous Strategy Leadership Committee which consists of senior leaders with direct accountability for the achievement of the Strategy and senior representatives of the University's Indigenous community:

- VP People and Culture
- DVC Academic and Students
- VP Marketing
- PVC Research
- Director, Moondani Balluk
- Two other Indigenous staff members nominated by the Vice-Chancellor that represent both Higher Education and VET

A series of Indigenous Program Implementation Groups will also be established to ensure that the programs and actions outlined in this document are on-track and achieve their desired aims

The IES builds on exemplary work undertaken by Moondani Balluk. It is a requirement for all staff members of Moondani Balluk to be Indigenous Australians and as such to be connected to their own communities, the communities in which they live and/or the western suburbs community in which they work. Many staff are actively involved in community projects and/or Committees external to the University that range from Community Arts Centres, to Aboriginal Cultural Heritage, to Health Services or local co-operatives and Local Indigenous Networks. These staff are called upon to assist local Councils and service providers in building and maintaining relationships with the Indigenous population of the western suburbs and in the design and implementation of RAP's.

Programs for participation

Program	Target audience	Outline of Program	Outcome
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Bachelor of Arts (Kynandoo) – delivered by Moondani Balluk at the St Albans campus of Victoria University. This is a higher education degree that provides a culturally relevant and appropriate program for Indigenous students within a culturally safe environment. Kynandoo consists of 14 core units delivered across Semester 1 and 2 and Summer and Winter School.

Student Mobility Grant/Tour – In 2012 Moondani Balluk applied for and was granted DIICSSRTE Student Mobility Grant funding that enabled a Kynandoo student study tour to Navajo and Hopi Lands in North America. This tour complemented the 3rd Year Kynandoo student learning and assessment criteria within the Global Indigenous core units. As the funding amount is restricted, Victoria University agreed to utilise the ISF grant to complement the grant funding to enable students to undertake the tour and experience first-hand Indigenous community development and cultural heritage. The students also contributed by undertaking numerous fundraising activities at Victoria University and in the community.

AEK Unit discussions – Across the year, Moondani Balluk staff worked closely with non-Indigenous academic staff in the design and development of Bachelor of Arts (Kyinandoo) units. Our aim was to enable Indigenous staff to teach into their preferred areas of expertise and as such developed 2 new Units for delivery; Indigenous Art and Indigenous Literacies. The Indigenous Literacies unit was co-taught by the Indigenous lecturer from the School of Education and a non-Indigenous lecturer from the School of Communication. Further work on the Victoria University Indigenous Education Strategy objectives can assist in this area.

Policy Review - In 2012, in conjunction with Governance, Policy and Planning Services, we completed a review of the University’s Aboriginal Education Policy and Acknowledgement Policy which aims to provide an overarching document to enable Indigenous perspectives across the institution and outlines the holistic approach to improve educational opportunities for Indigenous Australians across both sectors of the University.

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 completions at Bachelor level and above in 2012, compared to 2011 (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 Unit’s role.**

The total number of award course completions at Bachelor level and above in 2011 and 2012 are as follows:

Number of award course completions by

	2011	2012
Aboriginal and Torres Strait Islander students: (Higher Degree)	0	0
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	142	21
Aboriginal and Torres Strait Islander students: (Other postgraduate)	0	1
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	1793	1693
Aboriginal and Torres Strait Islander students: (Bachelor degree)	4	12
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	4276	3657

Programs for educational support

Support mechanisms	Description	Constraints	Outcome
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The Victoria University Students’ portfolio provides a variety of student support services: Learning Work and Career Development, Student Connections, Student Engagement and Student Operations. All Victoria University students can access these services.

The Victoria University College delivers bridging and preparatory programs and services to people, particularly in the West, who wish to engage with education in order to pursue further education or vocational training pathways, move into employment or participate in community engagement. Programs provide support and targeted bridging to specific cohorts of students including Indigenous Australians. The Mumgu-dhal Tyama-tiyt certificates are part of a culturally specific course is designed for Indigenous participants who want to re-engage in education and then follow a path into further education and employment. The certificates develop literacy and numeracy skills and confidence building. The course provides the Indigenous community in Melbourne's west with pathways into the Moondani Balluk, Bachelor of Arts (Kyinandoo), as well as the vocational sector within Victoria University.

Moondani Balluk plays the leading role in supporting Indigenous students at Victoria University.

At Victoria University Orientation days, Moondani Balluk provides a Welcome to Country and information on Indigenous programs. This assists in providing information for commencing Indigenous students who are enrolled in other Victoria University programs and may wish to enrol in Kynandoo Units or attend Moondani Balluk events.

Moondani Balluk information is available in Student Diaries, Course Guides and on the web. This information gives Indigenous students the ability to make contact with Moondani Balluk to enable the provision of appropriate services and referral information as required.

The Administrative Student Support Officer makes contact with all enrolled Indigenous students at the end of each Semester in order to determine any issues pertaining to support or pastoral care.

The Moondani Balluk space at the St Albans campus works extremely well in welcoming and enabling Indigenous students to feel safe within the institution and to participate in Indigenous specific programs and those provided in the 'mainstream' area of the University. The Unit believes strongly in the ability of direct experience to assist in creating a safe environment and another 'community' for our Indigenous students across the University. Despite the challenges of a widespread multi-campus university and its relatively small staff, Moondani Balluk, in 2012 all enrolled Indigenous students were contacted and invited to attend a number of St Albans campus events for higher education Indigenous students.

Policy Review - Refer to Policy Review in Section 4.

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

Programs for cultural awareness and respect

Cultural awareness programs	Description	Constraints	Outcome
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AEK Unit discussions – Refer to Section 5 on Bachelor of Arts (Kyinandoo).

Commencing delivery in 2012, *Rethinking Australian Studies*, a core unit in the Bachelor of Education was developed by Indigenous academics in collaboration with Moondani Balluk. It is a praxis inquiry core unit within the Bachelor of Education and the Bachelor of Education/Early Childhood that enables pre-service teachers to develop the skills, knowledge and practices needed to include Indigenous perspectives in Australian Studies. It is taught within the School of Education by a teaching team the majority of whom are Indigenous.

WhichWay online cultural awareness program – The Equity Branch of the People and Culture Department and Moondani Balluk have been working on this program for a number of years. All of the online content and assessment tasks were finalised in 2012. The Equity Branch enabled the provision of funding to employ a Training Consultant to work with Indigenous staff to bring together the component parts and provide a finalised online training program for staff at Victoria University.

Wannik Standpoint Research Project – The School of Education and Moondani Balluk collaborated on a Department of Education Research Project that furthered the work of a previous project by the School of Education on Standpoint of the Disadvantaged in Schools. The aim of the project is to apply collaborative practitioner research (Standpoint Project 2007-2009) in the exploration of practices which encourage the engagement of young Indigenous people in schooling and their active and successful participation in learning. An important outcome of the Project is intended to be an accessible social ‘tool’, for example a practitioner friendly checklist and associated professional learning strategy, which might prompt Indigenous support workers and school teachers and school leaders to work together and with local Indigenous families and communities to enhance the learning of young Indigenous people.

Bachelor of Arts (Kyinandoo) – a higher education degree program that consists of 6 Indigenous Australian Units and 6 Global Indigenous Units that are available to any student enrolled in Victoria University higher education programs.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

From 2013, Universities will be advised of their full year ISP entitlement at the start of the year, and will be expected to plan for its expenditure accordingly. The carry forward of unexpended funds will only be considered in exceptional circumstances.

Please provide a report on the expenditure of the provider's ISP grant for 2012. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2012 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*.

Indigenous higher education expenditure 2012

INCOME for Indigenous Support Program for 2012

1	2012 ISP grant	\$175000
2	Unspent 2012 ISP funds, to be carried over to 2013 – as reported in your providers audited annual financial statements. (Report expenditure separately)	\$
3	TOTAL ISP income for 2012	\$175000

4	EXPENDITURE of <u>Indigenous Support Program</u> (ISP) 2012 (from Item 1) ALL MANAGED BY IEU	
4a	Operating costs, including salaries, for Indigenous support services. Salaries Equipment/Class materials Office/Administration Costs Visa clearing (Finance) Staff Related Costs	\$ \$95,393 \$ 2,774 \$ 3,611 \$ 3,796 \$12,774
4b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (e.g. New computers in the ISU).	\$
4c	Higher education provider overheads.	\$
4d	Other Indigenous Support Program expenditure Kyinandoo student Mobility Tour Costs Student Grants Academic Regalia – Indigenous stoles Advertising	\$ \$ 47,781 \$ 1,643 \$ 2,147 \$ 3,654
4e	Total Indigenous higher education expenditure for 2012	\$173,573

5	EXPENDITURE of <u>Indigenous Support Program carry over funds</u> 2012 (from Item 2)	
5a	Operating costs, including salaries, for Indigenous support services. (Itemise each line item please)	\$
5b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (e.g. New computers in the ISU).	\$
5c	Higher education provider overheads.	
5d	Other Indigenous Support Program expenditure (list major items conferences, school visits, publications and program costs).	\$
5e	Total expenditure of carry over funds.	\$

*** Item 4**

- Where possible, this expenditure report should indicate where funds were managed by your IEU/Faculties.

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.

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.

University Officer

Name: Professor Anne Jones

Position Title: Deputy Vice Chancellor

Phone Number: 03 9919 5466

Email: AnneT.Jones@vu.edu.au

Indigenous Education Unit Officer

Name: Karen Jackson

Position Title: Director

Phone Number: 03 9919 2836

Email: Karen.Jackson@vu.edu.au

SECTION 5 PUBLICATION OF THE STATEMENT

Following approval of the IES by DIICCSRTE, providers **are to publish** the current and two previous IES on their website, provide DIICCSRTE with a link to the statement for the DIICCSRTE website.

