



Indigenous Education Statement

For year end 31 December 2016

Provider Name:

THE UNIVERSITY OF NEW SOUTH WALES

Indigenous Education Unit Name:

Nura Gili Indigenous Programs Unit



SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2016 AND PLANS FOR FUTURE YEARS

Achievement of the AEP goals

In 2016 UNSW made sustainable progress in achieving the goals of the AEP. Through our Indigenous Programs Unit, Nura Gili, we have continued to provide essential programs and services for Indigenous students studying degree programs across the nine UNSW faculties. This is only made possible by a genuine commitment from the UNSW leadership to build upon many of the important commitments of the past, including the generous donation from the Balnaves Foundation to relocate Nura Gili at the heart of the Kensington campus. With high quality facilities consisting of study space, computers, printers, academic support and pastoral care services, Nura Gili has been integral in providing opportunities for Indigenous students to engage with their peers in a culturally safe and responsive environment. This has also provided an opportunity for Indigenous students to appropriately engage in university life to excel in their studies.

At Nura Gili we have adopted a family ethos that underpins our approach to Indigenous education. It is a crucial element of our support services and programs, and plays a critical role in shaping Indigenous students' sense of living on campus, in their home-away-from-home. Our family ethos is wide-reaching and influential with our supporters and donors alike advocating for a broader awareness of the importance of family. This ensures our Indigenous students in preparatory, undergraduate, postgraduate and higher research degree programs are well placed to experience higher education success. In this regard UNSW has performed well for achieving several of the AEP goals, including equitable access for Indigenous students and improving participation and graduation rates toward parity.

In the past five years Indigenous enrolments were as high as 381 in 2014 (see figure 1). Whilst there was a decline in 2015, our 2016 figures show an increase. This is perhaps due to the volatility and uncertainty surrounding the possible government deregulation of university fees. The total of completions for award courses (see figure 2) follows a similar trend for the same period. Importantly, Indigenous course completions at UNSW for 2013, 2014 and 2016 are more than double the number of completions for 2012.

Figure 1: ATSI Enrolments

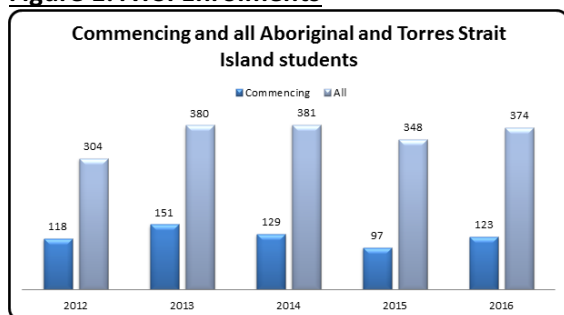
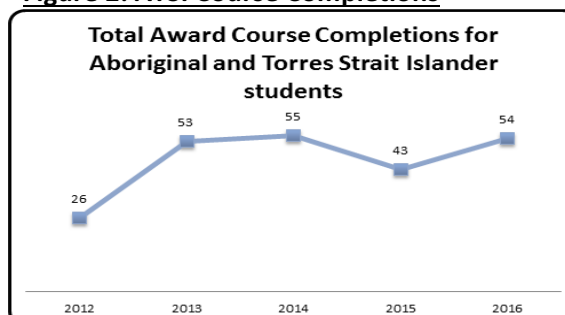


Figure 2: ATSI Course Completions



Constraints

For the reporting period we experienced several constraints on our ability to achieve AEP goal number 1: the establishment of effective arrangements for the participation of Indigenous peoples in educational decision-making. Whilst we clearly have room for improvement in this specified area, it is important to understand the nature of the constraints within the context of change leadership that occurred soon after the 2015 recruitment of the Vice President and Vice Chancellor, Professor Ian Jacobs. A substantial restructure of the institution has occurred in order for UNSW to achieve its vision of becoming Australia's global university. In addition to this, other changes have also occurred including the decision to transition the academic calendar from 2 semesters to a 3 + 1 semester model. These fundamental changes will prove challenging in the coming years, in the context of program delivery and service provision for prospective and existing Indigenous students.

The beginning of 2016 was exciting as the operational plans for many of the strategic priority areas in the UNSW 2025 Strategy were developed and implemented. Unfortunately, the development of the operational plans for the strategic priority area 'B1.4: Indigenous Program' was delayed due to the lack of Indigenous leadership across the institution. Over the course of the reporting period two Indigenous Professors left UNSW to take up Pro-Vice Chancellor roles in other Australian universities. Whilst this did indeed impact directly on the number of Indigenous staff members in leadership positions, it also proved

challenging for the development of a university-wide Indigenous Workforce Plan and an Indigenous Education Strategy.

The lack of funding for the Indigenous Tutoring Program (ITP) is an identified constraint on our ability to enable Indigenous students to attain the same graduation rates as other Australians. Whilst the level of IAS funding from 2015 to 2016 remained the same, the increase in Indigenous enrolments, increase and earlier uptake of the program, and overall awareness of the effectiveness of the program amongst the Indigenous cohort of students had increased the running costs for the program. The ITP is an effective and substantial contributor to the high Indigenous retention rates experienced over the recent past for UNSW. Unfortunately, the current stream of funding does not meet the demand. This is a key constraint that we identified in the previous Indigenous Education Statement (IES), and whilst for 2016 we were able to cover the overspend with surplus funds, this was a one-off and is therefore not sustainable into the future. This is a concern given the potential negative impact on Indigenous retention and progression at UNSW. So whilst 2016 was exciting for Indigenous education at UNSW, it was also a challenging year.

Plans for the Future

Despite the existing challenges, the future of Indigenous education at UNSW is promising. Over the course of the reporting period, UNSW was well into the implementation phase of the UNSW 2025 Strategy. With a commitment of \$3 billion over the life of the strategy, UNSW continued to make a significant contribution to research and teaching output in Australia and beyond. Its commitment to Indigenous education is enshrined in the initiative 'B1.4: Indigenous Program', whereby many of the activities align to the goals of the AEP. This includes, but is not limited to, mentoring for Indigenous staff, broader awareness of Indigenous issues, an Indigenous curriculum embedding program, community engagement program, residential scholarships for undergraduate students, and parity targets for Indigenous student enrolment, retention and completion, as well as parity targets for recruitment, retention and promotion of Indigenous staff in academic and non-academic positions. In addition to this, UNSW announced a Scientia Scheme to recruit 700 PhD students, Scientia Fellows (Levels A-D) and SHARP hires (Level E); a percentage of which will be designated to Indigenous peoples. These targets are ambitious for UNSW, particularly given its status as a G08 university, and its geographical location within Sydney. Yet, whilst ambitious, these targets are not unattainable.

The UNSW senior management was acutely aware of the lack of Indigenous leadership across the institution, and in early 2016 Vice President and Vice Chancellor, Professor Ian Jacobs, announced a commitment to appoint an Indigenous leader at the level of Pro-Vice Chancellor (see below for more detail). This appointment will provide the overarching leadership on Indigenous issues across the institution, and will be integral to the development of strategic decisions that impact Indigenous peoples at UNSW and beyond. This will include the development of an Indigenous Workforce Plan with parity targets for recruitment, retention and promotion of Indigenous staff, an Indigenous Education Strategy with targets for recruitment, retention and completion of Indigenous students commensurate with non-Indigenous students, and leadership on Indigenous issues, which has at its core, a commitment to, and respect for Indigenous self-determination. Thus, UNSW has built a strong foundation to achieve the goals of the AEP well into the future.

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

At the beginning of the reporting year UNSW employed three Indigenous staff members at the level of Professor. All three academics led Indigenous organisations with UNSW, including the Nura Gili Indigenous Programs Unit, the Indigenous Law Centre, and the Muru Marri Centre for Indigenous Public Health. Unfortunately, the Director of Nura Gili, Professor Martin Nakata and Director of Muru Marri, Professor Lisa Jackson-Pulver, resigned from UNSW to take up Pro Vice Chancellor roles at James Cook University and Western Sydney University, respectively. Whilst Professor Megan Davis continued in her post as Director of the Indigenous Law Centre for the remainder of 2016, Professor Ian Jacobs (UNSW Vice President and Vice Chancellor) announced that Professor Davis would take up the Pro-Vice Chancellor Indigenous role in June 2017.

The establishment of an Indigenous appointment at the level of Pro Vice Chancellor at UNSW is a significant achievement in the history of the institution. This much needed leadership position will provide advice and counsel to UNSW's Vice Chancellor, Leadership Team, Management Board and University Council on

Indigenous issues and broader issues that impact upon Indigenous stakeholders at UNSW including staff, students, and the local and broader Indigenous communities.

UNSW also employs three Indigenous staff members (at Level D or below) to lead various units across UNSW. This includes the newly appointed Director of Nura Gili, Associate Professor Reuben Bolt (appointed in September 2016), Ms Tess Allas (Director Indigenous Programs, Art and Design) and Dr Marlene Kong (Head of Aboriginal and Torres Strait Islander Program, Kirby Institute). For the interim Associate Professor Reuben Bolt has provided leadership on Indigenous issues within various committees/boards including the UNSW Academic Board, Leadership Forum, Institute for Global Development Board (IGD), Equity Diversity and Inclusion Board (EDI), Arts and Social Sciences Faculty Board, Athena Swan Self-Assessment Team and the Deputy Vice Chancellor Education Board of Studies (DVCE BoS).

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

The most recent UNSW Indigenous Employment Plan expired in 2015, and unfortunately has not been updated. This is due to the high turnover of senior Indigenous positions at UNSW. The development of a university-wide employment plan will be developed in 2017 in consultation with the university's Human Resources Department and the Pro-Vice Chancellor Indigenous. Even though the Indigenous Employment Plan expired, the number of Indigenous people employed at UNSW increased over the reporting period from 40 to 44. Of the total number of Indigenous staff, 41% were permanent academic positions, and 59% permanent non-academic positions (see table 1).

Table 1 – Permanent positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Faculty of Arts & Social Sciences	Academic-Level A	Research Associate
Faculty of Arts & Social Sciences	Academic-Level A	Associate Lecturer
Faculty of Arts & Social Sciences	Academic-Level C	Senior Research Fellow
Faculty of Arts & Social Sciences	Academic-Level D	Associate Professor
Faculty of Art & Design	Academic-Level B	Lecturer
Faculty of Art & Design	Academic-Level B	Lecturer
Faculty of Art & Design	Academic-Level C	Senior Lecturer
Faculty of Built Environment	Academic-Level A	Research Associate
Faculty of DVC Education	Academic-Level B	Lecturer
Faculty of DVC Education	Academic-Level D	Director
Faculty of Medicine	Academic-Level A	Associate Lecturer
Faculty of Medicine	Academic-Level C	Senior Lecturer
Faculty of Medicine	Academic-Level C	Senior Research Fellow
Faculty of Medicine	Academic-Level C	Program Head
UNSW Canberra at ADFA	Academic-Level D	Associate Professor
UNSW Law	Academic-Level A	Research Associate
UNSW Law	Academic-Level C	Senior Lecturer
UNSW Law	Academic-Level E	Director
Campus Life & Community Engage	Non-Academic-Level 3	Childcare Worker
DVC Education	Non-Academic-Level 4	Library Assistant
DVC Education	Non-Academic-Level 7	Professional Officer
DVC Education	Non-Academic-Level 7	Senior Administrative Officer
Faculty of Arts & Social Sciences	Non-Academic-Level 5	Administrative Assistant
Faculty of Arts & Social Sciences	Non-Academic-Level 5	Research Assistant
Faculty of Art & Design	Non-Academic-Level 8	Director
Faculty of DVC Education	Non-Academic-Level 5	Administrative Assistant
Faculty of DVC Education	Non-Academic-Level 6	Administrative Officer

Faculty of DVC Education	Non-Academic-Level 7	Administrative Officer
Faculty of DVC Education	Non-Academic-Level 7	Professional Officer
Faculty of DVC Education	Non-Academic-Level 7	Student Services Officer
Faculty of DVC Education	Non-Academic-Level 7	Student Services Officer
Faculty of DVC Education	Non-Academic-Level 8	Senior Administrative Officer
Faculty of DVC Education	Non-Academic-Level 8	Administrative Officer
Faculty of DVC Education	Non-Academic-Level 9	Administration Manager
Faculty of Engineering	Non-Academic-Level 5	Stores Supervisor
Faculty of Engineering	Non-Academic-Level 8	Administration Manager
Faculty of Medicine	Non-Academic-Level 5	Administrative Assistant
Faculty of Medicine	Non-Academic-Level 5	Research Assistant
Faculty of Science	Non-Academic-Level 5	Administrative Assistant
Faculty of Science	Non-Academic-Level 5	Technical Officer
Faculty of Science	Non-Academic-Level 7	Computer Systems Officer
Faculty of Science	Non-Academic-Level 7	Manager
UNSW Business School	Non-Academic-Level 6	Executive Assistant
UNSW Canberra at ADFA	Non-Academic-Level 5	ADFA Administrative
Total: 44	Total Academic: 18 Total Non-Academic: 26	

The number of casual position had also increased from 72 to 129 since the previous reporting period. This consisted of 36% casual academic positions and 64% casual non-academic positions (see table 2).

Table 2 - Casual positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Faculty of Arts & Social Sciences	Academic	Casual Academic
Faculty of Arts & Social Sciences	Academic	Casual Academic
Faculty of Arts & Social Sciences	Academic	Casual Academic
Faculty of Arts & Social Sciences	Academic	Casual Academic
Faculty of Art & Design	Academic	Casual Academic
Faculty of DVC Education	Academic	Casual Academic
Faculty of DVC Education	Academic	Casual Academic
Faculty of DVC Education	Academic	Casual Academic
Faculty of DVC Education	Academic	Casual Academic
Faculty of DVC Education	Academic	Casual Academic
Faculty of Engineering	Academic	Casual Academic
Faculty of Engineering	Academic	Casual Academic
Faculty of Medicine	Academic	Casual Academic
Faculty of Science	Academic	Casual Academic
UNSW Law	Academic	Casual Academic
UNSW Law	Academic	Casual Academic
Faculty of DVC Education	Academic (30 positions)	Casual Academic-ITP Tutors
Campus Life & Community Engage	Non-Academic	Clerk
DVC Education	Non-Academic	Administrative Assistant
DVC Education	Non-Academic	Administrative Officer
Faculty of Arts & Social Sciences	Non-Academic	Research Officer
Faculty of Arts & Social Sciences	Non-Academic	Research Assistant
Faculty of Arts & Social Sciences	Non-Academic	Research Assistant

Faculty of Arts & Social Sciences	Non-Academic	Research Assistant
Faculty of Arts & Social Sciences	Non-Academic	Clerk
Faculty of Arts & Social Sciences	Non-Academic	Research Assistant
Faculty of Arts & Social Sciences	Non-Academic	Research Assistant
Faculty of DVC Education	Non-Academic	Administrative Officer
Faculty of DVC Education	Non-Academic	Student Assistant
Faculty of DVC Education	Non-Academic	Program Co-Ordinator
Faculty of DVC Education	Non-Academic	Student Assistant
Faculty of Medicine	Non-Academic	Research Assistant
Faculty of Science	Non-Academic	Research Assistant
Faculty of Science	Non-Academic	Research Assistant
Senior Deputy Vice-Chancellor	Non-Academic	Student Assistant
UNSW Law	Non-Academic	Administrative Assistant
UNSW Law	Non-Academic	Student Assistant
UNSW Law	Non-Academic	Editor
UNSW Law	Non-Academic	Research Assistant
Faculty of DVC Education	Non-Academic (20 positions)	Student Ambassadors
Faculty of DVC Education	Non-Academic (32 positions)	Winter School Supervisors
Faculty of DVC Education	Non-Academic (9 positions)	Pre-Programs Supervisors
Total: 129	Total Academic: 46 Total Non-Academic: 83	

Data Source: UNSW HR Report and NG Casual Report

Nura Gili Note: UNSW Academic Casual Staff are not graded by levels. The Non-Academic Casuals Levels are unable to be determined due to Human Resources reporting restrictions.

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

UNSW and Nura Gili have an established history of providing excellent programs and activities to improve Indigenous student access to UNSW. Our commencing students this year increased 27% to 123 students which was well above the UNSW 2% increase for non-Indigenous students. 2016 also marked the continued success of the UNSW PrePrograms in several streams including Law (22 years), Medicine (18 years), Social Work (15 years), Business (14 years) and Education (Secondary) (4 years).

The annual UNSW Indigenous Winter School was delivered for the 15th consecutive time attracting a total of 106 Indigenous students in years 10-12, from across Australia. The program is currently funded by UNSW, as it is an important future career path for Indigenous students into higher education. It provides students with an opportunity to engage in one of 11 faculty groups, and to become part of the student, Nura Gili and university communities. The program is designed to encourage school students to consider higher education studies as a post-school option leading to a career in the professions. 20% of the current Indigenous cohort at UNSW has attended the Winter School program in the past.

Nura Gili continues to improve each year on the efficiency and effectiveness of the Indigenous admissions scheme, outreach and recruitment, marketing and promotion, and the programs it delivers. Working in collaboration with the faculties and divisions has improved the process of gathering diagnostic information to guide selection, and determine the level of support individual students require to succeed. Unsuccessful applicants are advised on alternate pathways through TAFE or a compatible UNSW program, to ensure they are in the best possible position to increase their knowledge and skills for their chosen disciplinary areas of study. This will enable them to upskill before re-applying the following year. Our past experience tells us that potential students undertaking a UNSW enabling program are more likely to progress into a degree based program in the year following the completion of the enabling program.

Commencing Aboriginal and Torres Strait Islander students

	2015*	2016*
Aboriginal and Torres Strait Islander students	97	123
Non Aboriginal and Torres Strait Islander students (Domestic students only):	12834	13109

*HEIMS Report data as at 08 May, 2017

Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
Pre-Programs.	Indigenous applicants in the areas of Law, Medicine, Social Work, Business and Education (Secondary).	Pre-Program is a three to four week intensive program jointly delivered by Nura Gili and the faculties, and is designed for students seeking admission to undergraduate degrees or enabling programs.	53 participants in 2016. 42 participants accepted offers to study at UNSW in 2016.
UNSW Indigenous Admissions Scheme.	Indigenous applicants for all Faculties excluding ADFA and Pre-Program cohorts.	Flexible entry pathway for students who may not have acquired the ATAR or high school education for standard admission.	50 offers resulting in 42 acceptances into UNSW degree programs in semester 1, 2016.
Enabling Programs.	Law, Arts and Social Sciences, Science and Engineering.	One year program for students not academically ready for admission to undergraduate studies.	More than 100 students have enrolled in Nura Gili enabling programs since 2008. 15 participated in 2015 and 2016.
UNSW Indigenous Winter School.	Indigenous School students across Australia in years 10, 11 and 12.	Winter School is a 5-6 day tertiary aspiration program consisting of 11 faculty groups. Students live on campus and receive a personalised experience of academic learning in their areas of interests.	106 high school students participated in the program in 2016. Approximately 20 % of the UNSW Indigenous cohort had attended Winter School in the past.
Nura Gili Recruitment and Outreach Program (School, TAFE, community visits and expos).	Potential applicants, school and TAFE students, community members.	Roadshows, site visits, expos and market stalls promoting Nura Gili programs and university studies.	Communications to potential students, communities, and key contacts in schools and TAFEs to maintain and further develop relationships with key partners.
Nura Gili Student Ambassador Program.	Current students and past students.	To provide students with workplace transferrable skills in delivering programs alongside experienced Nura Gili support staff.	Professional Development for UNSW Indigenous students.

Nura Gili continues in its effort to collect comprehensive statistics and data to help evaluate the effectiveness of our access strategies. As well as providing statistics for the IES statement, Nura Gili is devising a system to be more efficient and effective in collating statistics over time, to identify areas for further investigation and improvement.

3.1 UNSW Indigenous Pre-Programs

The UNSW Indigenous Preparatory Programs (Pre-Programs) is a three to four week intensive residential program for Indigenous students and is jointly delivered by Nura Gili and the faculties. The program acts as the admissions pathway for Indigenous entry into undergraduate programs for Business, Law, Medicine, Social Work and Education. The program provides diagnostic information where students are consistently assessed by Faculty and Nura Gili staff over the course of the program on a range of criteria including the ability to participate academically in the discipline area, commitment to study and their attitude and aptitude for university studies. The program runs at no cost to the participants, and all travel, accommodation, meals and study materials are coordinated by Nura Gili. The program is a highly successful transition strategy that allows students to better understand the academic expectations of the disciplines they have chosen to study.

Table 1: 2015-16 Pre-Programs applicants, participants, offers and acceptances







Pre-Programs	2015	2016	Increase  Decrease 
Applicants	37	56	
Participants	35	53	
Offers	27	49	
Acceptances	27	42	








Table 2: 2016 Pre-Programs by faculty; participation, offers and acceptances

Pre-Programs 2016			
Faculty	Participants	Offers	Acceptances
Business	5	4	4
Law	16	15	15
Medicine	23	21	15
Social Work	4	4	3
Education	5	5	5
Total	53	49	42

3.2 UNSW Indigenous Admission Scheme

The UNSW Indigenous Admission Scheme provides a pathway for undergraduate Indigenous students to UNSW. It operates for all UNSW Faculties except UNSW ADFA at Canberra, and provides Nura Gili and faculty staff with an opportunity for diagnostic testing of basic literacy, comprehension and writing skills, and where applicable mathematics skills. Applicants must lodge an application with the Universities Admission Centre (UAC), complete an Admission Scheme application form and provide supporting educational and administrative documentation. The Admission Scheme runs from November through to February with a second entry opportunity from May to June. Nura Gili and faculty staff have the option to advise students on alternative avenues for improving their readiness for high education, including study at TAFE, to increase their academic aptitude for future performance in their chosen degrees.







Table 3: 2015-16 Admission scheme applications, interview, offers and acceptances

Admissions Scheme	2015 Semester 1	2016 Semester 1	Increase  No Change  Decrease 
Applications received	58	58	
Interviews conducted	54	53	
Offers	52	50	
Acceptances	39	42	

3.3 Enabling Programs

The UNSW Enabling Programs have been delivered for consecutive years since 2008 and provides Indigenous students with pathways into related undergraduate programs. This program is specifically for students that have potential, but lack the academic skills required. Students usually undertake 2 academic skills courses and 2 courses from their preferred degree program. This allows them to improve their academic skills and attempt to complete degree courses that students undertake for the degree program. Potential students are identified by Nura Gili and UNSW faculty staff during the Pre-Programs exit interviews, or Admissions Scheme interviews. Enrolments for Indigenous students in 2016 have remained steady from 2015 to 2016.

Table 4: 2015-2016 Enabling programs by enrolments, withdrawals and completions

Enabling Programs	2015	2016	Increase  No Change  Decrease 
Enrolments	15	15	
Withdrawals	2	7	
Completions	13	8	

3.4 UNSW Indigenous Winter School

Winter School is a program designed to encourage Indigenous students in years 10, 11 and 12 to consider further studies beyond high school. The annual UNSW Winter School was delivered for the 15th consecutive time in 2016 with a total of 106 secondary students from across Australia participating. Historically, the program was sponsored by the UBS Foundation. It is currently funded by Nura Gili and UNSW, while a new sponsor is sought. The week long residential program is designed to provide students with an opportunity to experience university life. Students are engaged through participation in academic lectures and tutorials, presentations, study sessions, team building activities, cultural activities, interaction with university staff and peer engagement with current students and fellow attendees. The selection process for Winter School focuses on student's areas of interests and their aptitude toward their school studies as expressed by their school Principal in a supportive reference letter. Accommodation is provided in the colleges on campus at no cost to students. The program areas offered in 2016 were Business, Engineering, Medicine, Indigenous Studies, Law, Performing Arts, Visual Arts, Science, Social work and the Built Environment (Architecture, Construction and Design).

Table 5: 2012-2016 Winter School years 10, 11 and 12 participant and conversions

Winter School 2012 – 2016 school year conversion										
Year	Year 10		Year 11		Year 12		Total		% Participants who convert to UNSW enrolments	% Year 12 participants who convert to UNSW enrolments
	Participants	Conversions	Participants	Conversions	Participants	Conversions	Participants	Conversions		
2012	37	2	50	15	67	25	145	42	29%	37%
2013	24	N/A	67	7	48	17	139	24	17%	35%
2014	22	5	41	3	35	11	98	19	19%	31%
2015	30	N/A	41	7	25	9	96	16	17%	36%
2016	21	N/A	48	N/A	42	15	111	15	14%	36%
Total	134	7	247	32	217	77	589	116	20%	35%

The above table shows an average 20% overall transition from Winter School into formal degree programs at UNSW Australia. This transition increases to 35% as students near the end of their high school education, where year 12 participants are more rigorously targeted by Nura Gili's Recruitment Officer to study at UNSW. The success of the Winter School Program has been consistent for the past 5 years.

Table 6: 2012-2016 Winter School repeat participant and conversions

Year	Repeats	Conversion	% of repeat participants who convert
2012	26	16	62%
2013	7	2	29%
2014	7	3	43%
2015	4	2	50%
2016	5	0	0%
Total	49	23	47%

Table 6 shows that repeat attendance at Winter School across the years, increases the likelihood for participants to study at UNSW. 47% of students who attended more than one Winter School program between the years 2012 - 2016, had enrolled in UNSW degrees.

3.5 Nura Gili Recruitment and Outreach Programs

Nura Gili's recruitment and outreach programs continues to reach Indigenous communities in regional New South Wales. For the reporting year we covered almost half the State, and made contact with more than 50 communities, visited over 60 schools and attended nine careers expos. Our road trips took us to several locations, including Moree, Armidale, Tamworth, Newcastle, Hunter Valley, Mudgee, Wellington, Dubbo, Parkes, Forbes, Condobolin, Orange, Bathurst, Griffith, Wagga Wagga, Albury, Northern Rivers, Mid North Coast, Port Macquarie, Taree, Far South Coast, Nowra, Bega and Canberra.

Nura Gili also hosted visits from local schools during the year. This included events for years 7-12 and a specific event targeting year 12 students. Other events were held to host TAFE students and non-school leavers. For all events we actively encouraged parents and teachers to participate. Our Recruitment Officer and student ambassadors also attended expos and career days within the Sydney area. See the table below for more information on specific outreach activities.

Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
Indigenous Science and Engineering Program (ISEP).	High school students in years 7, 8 and 9.	Designed to spark student interest in continuing study in science and math at school and to highlight future tangible career paths.	30 students participated in the program.
Walama Muru.	An Indigenous community, and Indigenous and non-Indigenous university students.	University students raise funds and visit a rural community to engage in community development activities.	Students gain an insight into Indigenous matters and visit a community to assist with their development projects. UNSW develops relationships with Indigenous communities.
School, TAFE and community visits.	Prospective students, school and TAFE staff, Indigenous community members.	Nura Gili conducts roadshows and attends site visits, expos and market stalls in various NSW locations to promote Nura Gili programs and university studies.	Communication is initiated between students, communities, and contacts in schools and TAFE. Three events occurred with partner schools.
ASPIRE Program.	Students from low SES communities.	Students visit Nura Gili at UNSW Sydney campus. Nura Gili staff also attended school and community visits with the Aspire team.	Workshops with students, Nura Gili and faculties to raise higher education awareness and aspiration amongst Indigenous primary & high school students in targeted schools/areas.

Scholarships details

Scholarship details	Government, Private or University	No. Allocated	Cost	No. Awarded	Comments
Indigenous Specific:					
ABC Indigenous Engineering Scholarship	Private	1	\$10,000-4 years	0	
Adele and Gildo Pegoraro Award	Private	1	\$2,000-1 year	0	
AGS UNSW Indigenous Law Scholarship	Private	1	\$7,000-1 year	1	
Alfred and Dorothy May Anderson Scholarship	Private	1	\$6,000-up to 4 years	0	
ASB Alumni Leaders Scholarship	Private	1	\$5,000-Duration of Program	0	
Australian Rotary Health Indigenous Health Schools	Private	1	\$5,000-3 years	1	
Balnaves Foundation Indigenous Medical ILP Award	Private	1	\$2,500-1 year	0	
Balnaves Foundation Indigenous Medical Scholarship	Private	1	\$25,000-Duration of Program	1	
Bill Stewart Memorial Scholarship in Accounting	Private	1	\$6,500-1 year	0	
Bob Mackie Memorial Residential Scholarship	Private	1	\$9,000-2 years	0	
Boyarsky Undergraduate International Travel Scholarship	Private	1	\$7,000-one semester	0	
Brenda Smith Award in Social Work	Private	1	\$2,500-1 year	0	
Bundilla Award	Private	1	\$3,000-up to 3 years	0	
Burbangana Indigenous Social Work Award	Private	1	\$3,500-1 year	1	
Chris Mumbulla & Supporters Indigenous Award	Private	1	\$3,000-Duration of Program	0	

COFA Undergraduate Aboriginal Art Scholarship	Private	1	\$10,000-3 years	0	
Commissioner Hoffman Urban Design Award	Private	1	\$6,000-1 year	0	
Cth Accommodation CAS Cwth Schools	GovFederal	1	\$4,000-4 years	0	
Cth CAS Indigenous Enabling (Commonwealth)	GovFederal	1	\$4,324-one semester	0	
Cth CECS Indigenous Enabling (Commonwealth)	GovFederal	1	\$2,162-1 year	0	
Cth Education Costs CECS Cmth Schools	GovFederal	11	\$2,207-4 years	11	
Cth Indigenous Access Scholarship (IAS)	GovFederal	1	\$4,823-one semester	0	
David Nunan Residential Rural Scholarships	Private	1	\$8,000-2 years	0	
Dermott O'Neill Scholarship in Chemistry	Private	1	\$8,000-Duration of program (minimum)	0	
Dixon Family Scholarship	Private	1	\$3,500-1 year	0	
Dorothy Hughes Memorial Award	Private	1	\$3,500-1 year	1	
Dr Kai Fou Wong and Mrs Kaye Shiu Kee Mui Wong Award	Private	1	\$3,000-1 year	0	
Easson Geha Award in Planning	Private	1	\$4,000-1 year	0	
Faculty of Engineering Aboriginal & Torres Strait Islander	University	1	\$11,000-4 years	0	
Faculty of Science Undergraduate Scholarships	University	1	\$5,000-4 years	0	
Girls' Realm Guild Award	Private	1	\$5,000-1 year	0	
Hannaford Family Indigenous Medical Scholarship	Private	1	\$25,000-Duration of Program	1	
Honourable Jack Beale Scholarship in Engineering	Private	1	\$6,000-1 year	0	
Indigenous Rock Foundation Award in Business	Private	2	\$2,000-1 year	2	
IT Newcom Indigenous Scholarship	Private	2	\$7,000-2 years	2	
John Niland Scholarship	Private	1	\$7,000-1 year	0	
John Ragnar Anderson Memorial Award in Chemistry	Private	1	\$2,000-1 year	0	
Joyce T Brophy Memorial Award	Private	1	\$19,600-1 year	0	
Juris Doctor Scholarship for Indigenous Students	University	1	\$10,000-3 years	1	
Landon-Smith Family Scholarship	Private	1	\$10,000-Duration of Program	1	
Law Society of NSW Indigenous	Private	2	\$5,000-1 year	2	
Lee Whitmont Award in Marketing	Private	1	\$4,000-1 year	0	
Leighton Holdings Engineering Rural Scholarship	Private	1	\$10,000-4 years	0	
Lilian Cohen Memorial Award	University	1	\$5,000-1 year	0	
Lily and Dr Ben K.C. Chng Scholarship	Private	1	\$5,000-2 years	0	
Malcolm Cole Aboriginal and Torres Strait Islander Performing Arts Scholarship	Private	1	\$3,000-1 year	0	
Matthew James Reid Award	Private	1	\$3,000-1 year	0	
Ngiam Tong Yuen Scholarship	Private	1	\$10,000-up to 4 years	1	
Norman Hardy Scholarship	Private	1	\$4,000-1 year	0	
Nura Gili Award	Private	1	\$5,000-1 year	1	
Paul and Mabs George Memorial Scholarship	Private	1	\$6,000-4 years	0	
Paul Doneley Memorial Scholarship	Private	1	\$2,500-1 year	1	
Peter Angus-Leppan Scholarship	Private	1	\$8,500-4 years	0	

Potishko Family Goldman Sachs Gives Science/L	Private	1	\$7,000-2 years	0	
Randwick Boys High School UNSW Award	Private	1	\$2,500-1 year	0	
Randwick Girls High School UNSW Award	Private	1	\$2,500-1 year	0	
Richard and Isolda Munz Award in Music	Private	1	\$2,000-1 year	0	
Rosemary Pynn Memorial Scholarship	Private	5	\$3,000- Duration of program (minimum)	0	
Roy & Lois Tirrell Award	Private	1	\$3,500-1 year	0	
Russell Family Scholarship	Private	1	\$20,000-one semester	0	
Ryan Family Scholarship	Private	1	\$8,500-3 years	0	
Salmat Scholarship	Private	1	\$20,000-3 years	0	
School of Mathematics & Statistics Indigenous	University	1	\$5,000-3 years	0	
SIDA Foundation - Mary White Memorial Award	Private	1	\$2,500-2 years	0	
Sir Arthur and Lady Renee George Scholarship (St Spyridon College)	Private	1	\$5,000-1 year	0	
Skilled Medical Award for Advancement of Indigenous Students	Private	1	\$5,000-1 year	1	
Soukup Memorial School Foundation Indigenous Award	Private	1	\$5,000-1 year	0	
St Michael's Uniting Church Medicine Award	Private	1	\$3,000-1 year	0	
Una & Harley Wood Indigenous Medical Students	Private	1	\$5,000-1 year	1	
Undergraduate Award in Education	Private	1	\$3,000-1 year	0	
UNSW Built Environment Arcadia Landscape Architects	Private	1	\$5,000-1 year	0	
UNSW Equity Scholarship	University	16	\$2,500-1 year	16	
UNSW Indigenous Engineering Scholarship	University	1	\$10,500-4 years	0	
UNSW Law Society Award	Private	1	\$5,000-1 year	0	
Vice-Chancellor's Equity Scholarship	GovFederal	5	\$5,000-Up to 5 years	5	
Vicki Olsson Scholarship	Private	1	\$10,000-4 years	0	
Wavelength International Indigenous Travel Award	Private	1	\$2,500-1 year	1	
Waverley College Award in Arts & Social Sciences	Private	1	\$2,000-1 year	0	
Other:					
Access Assist Scholarship	University	2	\$10,000-Duration of Program	2	
Chong Kin Nam Scholarship	Private	2	\$10,000-4 years	2	
Dept Education & Training/UNSW Rural Assistance Scheme	Government	1	\$4,000-1 year	1	
Elizabeth C. Ainsworth Award	Private	1	\$5,000-1 year	1	
International Exchange Scholarships	University	1	\$2,000-one semester	1	
John W Kirkwood Memorial Award	Private	1	\$3,000-1 year	1	
Stephen Parnaby Memorial Award	Private	2	\$2,000-1 year	2	
The Faculty of Law Postgraduate Coursework Ac	University	1	\$10,000-1 year	1	
The Judge Bob Belleair Indigenous Scholarship	Private	1	\$10,000-Duration of Program	1	
Undergraduate Award in Social Work	University	2	\$2,500-1 year	2	
UNSW Law Indigenous Merit scholarship	University	1	\$12,500-Up to 5 years	1	

Nura Gili worked closely with the UNSW Scholarships Unit to actively promote available scholarships to Indigenous students, with scholarship uptake by Indigenous students continuing to grow. In 2016, UNSW Indigenous undergraduates received 67 scholarships that were either provided by UNSW and/or private/corporate sponsors. These scholarships range from \$2,000 to \$25,000 per annum. Many scholarships were administered for the duration of the degree, however, some were administered for a shorter duration. 52 of these scholarships were designated for Indigenous students, with 15 successfully won by the student on their own merit.

In addition to the UNSW scholarships, the Shalom Gamarada Scholarship Program (established by Professor Lisa Jackson-Pulver and Shalom College) continues to provide residential scholarships for Indigenous students at UNSW. 30 Indigenous students received these scholarships.

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

Nura Gili coordinates a range of programs that are designed to increase participation of Indigenous students in higher education. Whilst the rates are not yet commensurate with other Australians, we have steadily increased our enrolment numbers towards the UNSW target of 500 students. An increase of 7.5% (from 348 to 374) of Indigenous enrolments was experienced from 2015 to 2016, yet for the same period non-Indigenous enrolments were down. This is a result of consistent and targeted recruitment, outreach campaigns and comprehensive support provided to students throughout the lifecycle of our programs.

The total number of Aboriginal and Torres Strait Islander student enrolments is as follows:

	2015*	2016*
Aboriginal and Torres Strait Islander students:	348	374
Non Aboriginal and Torres Strait Islander students (Domestic students only):	39293	39028

*HEIMS Report data as at 08 May, 2017

Strategies to address participation

Strategies	Outline of strategies	Constraints	Outcome
Recruitment and Outreach activities.	Promotion of tertiary study and options to prospective students.	Costs, staff resources, limited to NSW.	Increased enrolments at UNSW.
Student Ambassador Program, Program Supervisors and ITP Tutoring.	Utilising UNSW current Indigenous students in recruitment and outreach activities and programs as supervisors and as tutors within programs including ITP.	Costs of employing a large number of students. ISSP funding decrease.	Increased work opportunities, professional development and work experience for current Indigenous students.
Tertiary Aspiration Programs.	Promotion of tertiary study and options.	Costs, staff resources, limited university and corporate funding.	Increased awareness of study options and UNSW offerings.
Admissions programs.	Flexible entry options for Indigenous students.	Student gap in education and pre-requisite knowledge, limited time and funding for extended assessment.	Identified support needs and activities for individual students. Redirection of unsuccessful students to alternate preparation pathways.
Mentoring and support services.	Personal and academic support for enrolled students.	Staff resources.	Improved retention, engagement and reduced attrition.
Financial support: scholarships and employment.	Support to address "whole of student" needs while undertaking university studies.	Costs, scholarship criteria and paid work impact on study.	Improved retention and engagement. Reduced attrition and stress.
Enabling programs.	Extended introduction to university studies to support transition to university and address gaps in education or knowledge.	Staff resources, additional study time for students (0.5-1 years).	Improved transition for students and confidence to continue with bachelor degree studies.

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

We believe we have the appropriate complement of staff at Nura Gili to deliver the services needed to support Indigenous students in a range of disciplines. Our dedicated academic support team is configured around specific disciplinary areas such as Business, Science, Built Environment, Arts and Social Sciences. With the addition of our

pastoral care team, we are able to make good gains toward parity as shown in our graduation increase for 2016. Improvement to our current programs and services is constant as we focus on further refinement. In 2016 there was an overall 25% increase in Indigenous graduands, with a notable 44% increase at the level of bachelor degree (n=39).

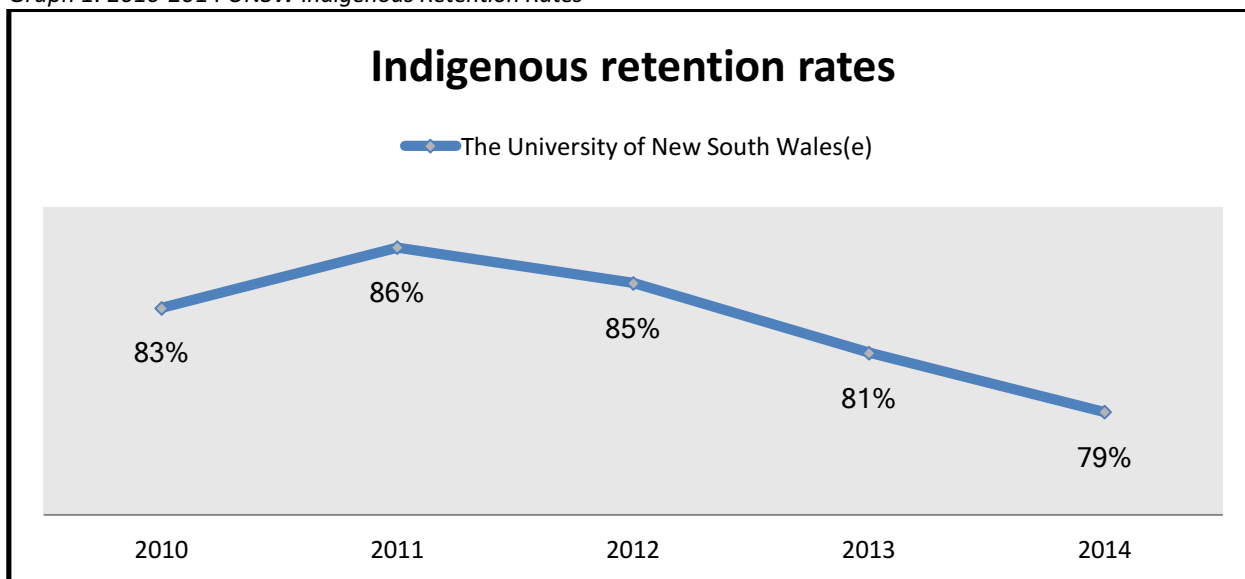
UNSW is proud to announce the graduation of two Indigenous PhD students for the reporting period. Their achievements are a result of the dedication and focus applied to their PhD studies. At UNSW we are dedicated to increasing Indigenous PhD enrolments and providing appropriate support through to graduation.

	2015	2016
Aboriginal and Torres Strait Islander students: (Higher Degree)	13	14
Non Aboriginal and Torres Strait Islander students: (Higher Degree)*	5190	5336
Aboriginal and Torres Strait Islander students: (Other postgraduate)	4	2
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)*	401	460
Aboriginal and Torres Strait Islander students: (Bachelor degree)	27	39
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)*	6325	6443

**Non Aboriginal and Torres Strait Islander student data here includes domestic and international students*

UNSW's Indigenous retention rates have been consistently high since 2010. It has fluctuated between 79% and 86% over a 5 year period. This high retention rate combined with the number of completions set out in the introduction to this report is testament to the quality of the delivery of academic and support services to our students. Nura Gili continues to improve upon the programs and strategies that have been successful over the years with minor adjustments to ensure we are best placed to continue to achieve our primary goal of producing quality Indigenous graduates. The table below provides an overview of the support mechanisms we provide to Indigenous students at UNSW.

Graph 1: 2010-2014 UNSW Indigenous Retention Rates



**HEIMS Report data as at 23 August, 2016*

Support mechanisms

Support mechanisms	Description	Constraints	Outcome
Ngurra orientation program.	Nura Gili's orientation program for commencing Indigenous students.	Attendance is optional. Focus is currently on students recruited via the Pre-programs admission process. Does not cater specifically to students requiring academic learning support.	Students receive information to assist with transition into university studies including personal, wellbeing and academic support services on campus.
Pastoral, Academic, Transition and Support (PATS) Strategy.	All first year Indigenous students and those that have transferred to UNSW, are contacted within the first four weeks of the semester and asked four questions.	PATS is time intensive to administer and impacts significantly on the workload of the Nura Gili Student Services Support Team.	Reduced attrition rates before census. Early contact also helps identify and maintain contact for further follow-up with students at risk.

Indigenous Tutoring Program (ITP).	Supplementary Tuition (see additional details below).	Matching students with tutors has become more laborious, leaving less time for learning support staff to provide support. The ITP is complex to administer due to the volume of manual tasks. Demand for the ITP has increased, whilst PM&C funding remained steady. Limited time to collect, collate and analyse student and tutor feedback.	Increased academic support is given through the early uptake of ITP which has had a direct impact on success, progress and retention rates at UNSW. During 2016, 232 tutors were employed, 30 of whom were Indigenous.
Nura Gili student support staff.	Academic and personal support.	Development of staff capacities restricted due to workload and administrative processes that are manual and inefficient due to lack of software resources to expedite repetitive tasks.	The full service support we provide is essential to student retention, engagement, success, progress through their studies and improved completion times and rates. Nura Gili has a large support staff unit, and as a result, our retention rate is around 80%.
Learning Support Strategy.	Monitoring and support of student's academic progress and needs.	Development of systems and process for managing multiple student case studies is difficult within the university systems context.	Academically under-prepared students are able to progress to become independent learners. Academic performance is improved.
Utilisation of Faculty and Central Learning Support Units.	Supplementary tuition provided by UNSW Faculties, Business Education Development Unit, Learning Centre and Residential College tuition support.	Uptake by students can be low. Access must be easy and an on-time supplement to Nura Gili services to be taken up.	Increased academic support available for students. Nura Gili has a working relationship with the UNSW Learning Centre with some students making use of online resources and information sheets in Nura Gili.
Strengthen relationship between Nura Gili and other support services.	Consistent socio-emotional support measure across the campus.	Cumbersome administrative processes.	Improved wellbeing and retention of students.
Emergency Fund.	Financial support available for students in times of crisis.	Ongoing funding required.	Students in financial crisis are assisted, and allows them to continue to study at UNSW.
Cadetships and employment opportunities.	Financial support available for students while at university.	Students must be able to balance work with study time. Education is required so that employers are able to understand the demands on students.	Consistent financial support contributes to high retention, engagement, success and progression. Attrition, course failures and student stress is reduced.
Scholarships, including residential scholarships.	Financial support available for students while at university.	Ongoing funding is a constraint. Some scholarships have restrictive criteria often making many students ineligible. There are implications for students on Abstudy. Ongoing work with the UNSW Foundation and external sponsors requires a significant time resource.	Contributes to high retention, engagement, success, progression. Attrition, course failures and student stress is reduced.
Industry relationship building.	Building links that support students that may lead to career or work opportunities.	Work requires careful monitoring to ensure students are not distracted from study or overburdened with sponsored responsibilities. Lack of overarching guidelines for the development of gift arrangement.	Positive assistance for students Helps clarify pathways into work Develops student contacts in industry
Faculty Initiatives e.g. Australian School of Business Indigenous Industry.	Specialised staff and activities, discipline specific; follow on from faculty involvement in Pre-programs.	Currently unfunded, and reliant on faculty staff time and effort. Does not cater to all students in all faculties. More development work needed.	High enrolments in specific faculties. Proactive support for enrolled students, and improved liaison between students, faculties and Nura Gili staff. More opportunities for students to discuss internships, graduate opportunities, research options

			and career progression.
Networking Evening.	The evening provides opportunities for students to discuss partnerships and career opportunities.	Staff availability to attend evening functions during out-of-office hours.	Increased student's opportunity to work abroad and developed professional networks.
SRC Indigenous Officer.	The elected position works with students, student organisations (ARC, SRC), faculties and Nura Gili.	There is no consistent funding. The position requires a significant time commitment from the student.	The elected position represents Indigenous student views and interests. Social and cultural events are developed across campus to promote Indigenous issues and support Indigenous students. Eg. Close the Gap Day, Mabo Day.
Indigenous Games.	Indigenous teams from across Australian universities compete at the National Indigenous Games.	Funding is raised by students, ARC and Nura Gili to attend games. Students must be able to balance extra curricula activity with study.	Students organise teams to train and compete at the Indigenous Games. Student support networks, friendships, healthy lifestyle and community involvement is developed.

Our support mechanisms are reinforced via recognition of Indigenous student achievement. This is crucial to motivating students to strive for excellence. It is also an avenue for scholarship or award sponsors to recognise and share the celebrations of student accomplishments. Key events include the Indigenous Graduation Celebration Reception for the Australian School of Business and the Annual Nura Gili Awards Night. Both events are hosted by Nura Gili and involve recognition of students at all stages of their program. Their achievements were highlighted, fostering student motivation to continue and successfully complete their studies. The awards were made possible due to the generous donations from Nura Gili, staff, faculties and Industry partners, with the awards presented by a staff member from each of the UNSW faculties. Following a tradition set by the UNSW Winter School Program, a Spirit Award was introduced in 2016 as an added incentive to students. This was in addition to three Burbuga Birrung (Rising Star) Awards and three Indigenous Accountant Awards.

5.1 Tutor Effectiveness

Nura Gili continues to refine the Indigenous Tutoring Program (ITP). Maintaining and developing effective partnerships between Nura Gili staff and staff within each of UNSW's faculties, has contributed to the progression and support of Indigenous students. The establishment of these close working relationships and collaborations, has significantly improved the quality of tutor options and greater student support networks which has resulted in an overall higher quality tuition delivery. A combination of current UNSW students and tertiary graduates were recruited to the program in 2016 to deliver the tutoring, including 30 Indigenous tutors. All tutors were interviewed prior to receiving a mandatory induction and cultural awareness training.

Nura Gili Learning Support Officers continued to work closely with students and tutors throughout the year. Skills to effectively match tutors with students has been further developed from the previous year, which has ensured that knowledgeable subject specific tutors are matched to the academic needs of the student to enable best outcomes. Whilst, one-on-one tuition is the most popular method of support, we have identified several students with similar specific needs and set up group tuition. This has been quite effective, allowing students to engage with their peers and partake in a learning environment that is beneficial to their academic support needs.

Our tutoring programs focus on quality tutors who have an innate willingness to help students develop a clearer understanding of core concepts in the course materials. The positive tutor approach to ITP has compounded benefits to the student encouraging motivation and self-learning which has contributed to a creative learning environment. Our understandings of tutor effectiveness are further enhanced with mid-contract and end of semester feedback and evaluation form administered by the Learning Support team. This evaluation includes a report on student progress and recommendation for further tuition.

5.2 Successful Strategies that have a positive impact on student learning

Nura Gili staff continues to encourage first year students to apply for ITP to ensure all commencing student have a comprehensive understanding of core concepts relating to their first year foundational subjects within their field of

study. We believe if students have a successful study experience in their first year at university they will continue to progress and complete their degree.

Tutor recruitment occurs early in the year prior to the commencement of the semester. However, in several cases tutor recruitment has occurred at the end of the previous year. This has proven to be much more efficient and effective by reducing the turnaround time. However, it has also increased the number of hours registered for tutoring, due to the uptake of tutoring occurring much earlier than in the recent past. It has been common for Indigenous students to receive tutoring in week one of the first semester. At an ITP contract level, we recommend students and tutors meet at regular times and where necessary, utilise the maximum amount of time each week to gain full benefit of the ITP which will better pace them to experience success in their higher education. Where applicable, we encourage students to apply for additional hours during exam periods. As part of our ITP student and tutor agreement, we strongly recommend that tutoring occurs in a suitable study environment free from distraction. Nura Gili is well placed to provide this environment which includes 24hr access to well-equipped study spaces.

Nura Gili has progressively implemented a comprehensive learning support strategy to assist Indigenous students, directly impacting on positive retention and completion rates. This strategy has been further improved over the previous three years, with tutors providing an additional progress report at the mid-semester point. Nura Gili also commenced a rollout of Individual Learning Support Plans for some of the students identified as “at risk” of not progressing. In addition to ITP, Nura Gili employs five Learning Support staff to work closely with students to address learning support needs that are not covered by tutoring, specifically academic writing, research, literacy and numeracy skills.

5.3 Course and unit completion rates of Aboriginal and Torres Strait Islander students at the institution

In 2016, 56 Indigenous students completed their degree programs at UNSW. Almost 50% of this cohort accessed ITP at some stage in their degree program, whilst 20% (n=11) accessed ITP in 2016.

5.4 Future areas for improvement

Whilst the ITP and support services are successful, we believe there is always room for improvement including a focus on the reasons why several students did not pass their courses. We have determined that many who did not succeed, did not access the ITP. Whilst the logical solution would be to ensure students have access to the ITP, we uncovered that there are other underlying issues including:

- personal and/or medical issues impacting on student’s ability to commit fully to their studies;
- student withdrawal or variation to their academic program;
- late submission of ITP applications after failing to meet course requirements;
- receiving/applying for ITP too late in the semester to have an impact on grades late in the semester;
- lack of understanding of the commitment required for study; and
- lack of time management to effectively utilise the ITP.

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

Australian students are provided many opportunities to develop their understanding of Indigenous cultures. For example, each year UNSW celebrates Indigenous culture during NAIDOC week, with both Indigenous and non-Indigenous staff members coming together to develop and deliver the program of events. UNSW also commemorates the Prime Minister’s 2007 apology to the stolen generations. This ‘National Sorry Day’ has become a significant event on the Indigenous calendar in Australia, and is commemorated at UNSW with a flag raising ceremony and address by the UNSW Vice Chancellor and guest speaker/s. Attendance at these events is a mark of respect and support for Indigenous peoples. Understanding the significance, and the emotion and value that Indigenous peoples attach to them, is an appropriate starting point. Not only does this have the potential to impact on Australian students, but also international and study abroad students.

Students also have an opportunity to increase their knowledge and understanding of Indigenous issues through the formal study of existing courses on offer across the many UNSW degree programs. For example the Nura Gili Indigenous Programs Unit offers an Indigenous Studies major, minor and extended minor. These streams consist of 60 units of credit, 36 units of credit and 24 units of credit, respectively, and are available to the students studying various arts-based undergraduate degree programs. All courses within the streams, other than ‘ATSI3008 Indigenous Studies Capstone’, are available for study as a general education elective. This means that students in most degree programs have the option to study an Indigenous studies course, permitted they have room in their program of study. The Indigenous studies teaching philosophy at Nura Gili is based on a productive dispositions framework consisting of the themes ‘continuities’ (for level 1), ‘discontinuities, disruptions and convergence’ (for level 2) and ‘navigating the

interface' (for level 3). These streams have been offered for consecutive years since 2012. Nura Gili also offers a Bachelor of Arts Honours degree in Australian Indigenous Studies, which provides opportunities for Indigenous and non-Indigenous student to develop a research project around a topic of their interest.

Several of the UNSW faculties also offer either Indigenous studies courses within their degree programs, or Indigenous content within existing courses. A search of the word 'Indigenous' in the 2016 UNSW online handbook reveals 88 associated courses. Each course is developed in isolation, and thus, there is no coordinated approach to the teaching or development of Indigenous Studies curriculum across UNSW. Selected courses include:

- ATSI3003 Indigenous Cultural Heritage and the Environment;
- LAWS3513 Indigenous Children and the Law;
- SAHT2403 Indigenous Design and the Everyday;
- CRIM2031 Indigenous Perspectives in Criminal Justice;
- EDST1108 Indigenous Perspectives in Indigenous Education;
- SOCW2100 Aboriginal People and Social Work;
- BEES6601 An Introduction to the Sydney Environment; and
- BEIL6006 Heritage Planning.

Whilst these are merely some of the opportunities for students to increase their knowledge and understanding of Indigenous cultures, the UNSW Indigenous leadership is firmly of the view that difference will come about when all relevant stakeholders are genuinely committed to making a difference. It is therefore important to note that a commitment to Indigenous education is enshrined in several key documents including the UNSW 2025 Strategy. UNSW commits:

We will acknowledge, respect and celebrate the important place of Indigenous Australians at UNSW (UNSW 2025, p. 18)

More broadly, the commitment to Indigenous education is focused around four key goals that underpin the 2017 Mission Based Compact agreement with the Commonwealth of Australia. The four goals are:

1. An institutional culture that respects, acknowledges and celebrates the contribution of Indigenous Australians to UNSW and society;
2. Increased recruitment, retention and promotion of Indigenous staff;
3. Increased enrolment, retention and completion of Indigenous students in UNSW degree programs; and
4. Increased awareness of Indigenous issues.

Setting a foundation to achieve such goals requires a sustained effort over time. With a commitment to appoint a Pro Vice Chancellor Indigenous in 2017, UNSW is on the right track to position itself well to improve upon the success it has experienced to date, to enhance existing programs, and to develop new and innovative approaches to Indigenous education.

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 2016, noting that a breakdown of expenditure is required (eg salary and travel breakdown). Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2016 provided under section 19-10 of *Higher Education Support Act 2003*, please provide 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: Katrina Smith	Name: Dr Reuben Bolt
Position Title: Project and Administration Coordinator	Position Title: Director, Nura Gili Indigenous Programs Unit
Phone Number: (02) 9385 3762	Phone Number: (02) 9385 3795
Email: katrina.smith@unsw.edu.au	Email: r.bolt@unsw.edu.au

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. The documents are required to be externally accessible to the public. Please provide PM&C with a link to these statements.

This statement will be published on approval by the Department of Prime Minister and Cabinet on the Nura Gili website: <http://www.nuragili.unsw.edu.au/>

Previous years reports are available at: <http://www.nuragili.unsw.edu.au/contact-us>





Australian Government

Department of the Prime Minister and Cabinet

FINANCIAL ACQUITTAL

Organisation	Nura Gili Indigenous Education Unit, UNSW Sydney		
Postal Address	Balnaves Place-Homes of Nura Gili LG Electrical Engineering Building G17 UNSW Sydney NSW 2052		
Contact Person	Dr Reuben Bolt	Title	Director, Nura Gili Indigenous Programs Unit
Phone	(02) 9385 3795	Fax	N/A
		E-mail	r.bolt@unsw.edu.au

Financial Acquittal	
This financial acquittal proforma is designed to acquit all ISP Funds provided in 2016, including all interest or royalties/income derived from ISP Funds during 2016.	
Attachment	Checklist
1 Indigenous Support Program (ISP)	<input checked="" type="checkbox"/>
For each Attachment:	
<ul style="list-style-type: none"> Part A seeks information on the GST component of funding provided to you under that element, if applicable. <ul style="list-style-type: none"> 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 <i>not</i> paid to you, <i>do not complete Part A</i>. 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 2016 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: Nura Gili - UNSW Sydney

For the 2016 funding year (1 January - 31 December 2016).

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

1. If applicable, GST received by you in 2016 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).	\$ N/A						
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$ N/A						
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PART B - Acquittal Summary Details (excluding GST):

INCOME

1. Unexpended Indigenous Support Programme funds from <u>2015</u> which were committed for expenditure prior to 31/12/2015.	\$
(+ 2. Unexpended and uncommitted Indigenous Support Programme funds from <u>2013 or 2014</u> which were approved for expenditure in 2016.	\$
(+ 3. Indigenous Support Programme funds provided in <u>2016</u> . These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$1,105,000
(+ 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2016.	\$
(=) 5. Total Indigenous Support Programme funds to be acquitted in 2016.	\$1,105,000

EXPENDITURE

6. Total Indigenous Support Programme expenditure in 2016, <u>excluding any GST</u> .	\$1,105,000
(+ 7. <u>Unexpended</u> Indigenous Support Programme funds which were <u>committed</u> for expenditure prior to 31/12/2016.	\$
(+ 8. Requested <u>carryover</u> into 2016 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2016 – written approval date /.../2016. ¹	\$
(=) 9. Total Indigenous Support Programme funds which by 31/12/2016 were fully expended and/or committed for expenditure .	\$1,105,000
10. Returns of 2016 Indigenous Support Program Funds by 31/12/2016.	\$
11. Balance of Funds for 2016	\$
12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2016.	\$0

¹ The Department will only approve the rollover of unspent funds in exceptional circumstances.

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

Nura Gili utilises funding to support different pathways and enabling Programs for current & prospective students, in conjunction with Central administration sponsoring Indigenous Students activities throughout UNSW.	\$1,105,000
(=) Total 2016 ISP Program Expenditure	\$1,105,000

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

Nura Gili's Student Services, Academic Support Officers & Administration Professional Salaries.	\$1,932,189.36
Nura Gili Indigenous Programs Unit Non-people costs.	\$ 561,220.09
(=) Total of 2016 Non-ISP expenditure	\$2,493,409.45

If your Institution lists items such as staffing costs (please do not list staff names for privacy reasons), travel costs, services rendered, please provide a detailed description in the below table. Content of table below is an example only.

STAFFING COSTS

Position	Indigenous Centre/Faculty staff	Cost

TRAVEL COSTS

Description	Destination & details	Cost

SERVICES RENDERED

Description	Internal/external cost	Cost