Indigenous Education Statement 2015

Indigenous Education Support Unit
June 2015

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INDIGENOUS EDUCATION STATEMENT 2015
Swinburne University of Technology

Section 1   Achievement of National Aboriginal and Torres Strait Islander Education Policy (AEP) Goals in 2014 and plans for future years

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

Swinburne University of Technology is committed to improving educational access, participation and outcomes for Aboriginal and Torres Strait Islander individuals and communities. The University is guided by the *Swinburne University of Technology Act 2010*, the *National Aboriginal & Torres Strait Islander Education Policy (AEP)* and other Commonwealth and Victorian Government policies related to social inclusion in tertiary education. These, together with our *2020 Plan*, targeted University-wide strategies, and the University's *Reconciliation Action Plan 2014-16* provide the framework for Indigenous engagement, participation and employment at Swinburne.

Swinburne prides itself as an institution focused on high-impact global research, high-quality teaching and active engagement with both industry and the community, offering a broad range of educational programs from Certificate to PhD level. In this context, the Indigenous Education Office within the University's Pathways and Vocational Education area plays a pivotal role in furthering the broad Indigenous agenda, across both the vocational and higher education sectors. This agenda values:

➢   diversity, inclusiveness of cultures, and pride in Indigenous identity, tradition, knowledge and practice

➢   increased levels of participation and achievement across all areas of the University

➢   educational programs, delivery and support models that meet the expectations and needs of Indigenous individuals and communities

➢   relevant research across a broad range of domains, conducted consultatively and in a culturally appropriate manner

➢   appropriate employment, professional development and career opportunities for Indigenous individuals

➢   capacity building for Indigenous communities.

The importance of developing and implementing culturally appropriate and supportive educational practices is well understood at Swinburne. For Indigenous students, success can be contingent on a learning environment and delivery models that cater to their preferred learning styles as they work to achieve nationally recognised vocational and higher education level qualifications.

For these reasons, the University implements educational support programs such as tutorial schemes and pathway programs. These initiatives ensure that current and prospective Indigenous students have access to both vocational and higher education, and that they feel comfortable in the associated transitions. Community consultation is paramount in guiding policy development, to ensure that the needs of Indigenous students remain a focus of curriculum development, and that Swinburne's policies and practices support access, engagement, the successful attainment of academic qualifications, and sound employment, career and further study outcomes.

The work in monitoring and advancing Indigenous education involves broad consultation with representatives of Indigenous communities of the Melbourne area and rural Victoria, representatives from the Victorian Aboriginal Education Association Incorporated (VAEAI) and Commonwealth and State Government departments. It also necessitates ongoing discussion and liaison with staff, students and senior managers from all parts of the University. To facilitate this level of engagement,

Swinburne and Indigenous organisations work together through many different working groups, committees, relationships and partnerships (Attachment 2).

These ongoing consultations ensure that Indigenous interests are represented in the deliberations of reference committees and other committees and working groups. Reference groups with Indigenous participation are also convened for projects specifically related to Indigenous education and engagement.

In 2013 Swinburne commenced extensive engagement and consultation with Indigenous Elders and others from among the communities that the University serves to develop the University's first *Reconciliation Action Plan* (RAP). This 'stretch' *Plan* was launched in 2014 and has been developed in accordance with the framework and methodology provided by Reconciliation Australia, with a specific focus on the following items in 2014-16:

➢ Relationships: *Recognising that relationships are a vital part of success in engaging with Aboriginal and Torres Strait Islander communities*;

➢ Respect: *Recognising and respecting the Traditional Custodians of the lands and acknowledging Elders past and present*;

➢ Opportunities: *Commitment to making a substantial contribution to the educational and employment outcomes of Aboriginal and Torres Strait Islander peoples.*

The actions and initiatives articulated under these main headings in Swinburne's RAP not only further formalise the University's commitment to Indigenous access and outcomes in key areas such as education, research and employment but also continue to build an inclusive, supportive, and contributory culture at Swinburne amongst its staff, students, and partners.

Since 2010, Swinburne has had formal agreements with the Victorian Aboriginal Community Services Association Ltd (VACSAL) and the Healesville Indigenous Community Services Association (HICSA). Swinburne was also a member of the Toorong Marnong Committee in 2014 which focuses its activities on boosting Indigenous participation in universities throughout Victoria.

Membership of these internal and external committees allows a sharing of knowledge, expertise and resources that will ultimately deliver improved education and employment outcomes for Indigenous communities. Indigenous programs at Swinburne continue to be informed via the work of these committees – courses designed through them take account of the needs of all stakeholders whilst maintaining cultural integrity in instructional design and resource development. As well, Indigenous committee members provide valuable input into the ongoing formative evaluation of delivery and assessment models.

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

A review of the *Policy for the Employment of Indigenous Australians* was conducted in 2008 and resulted in an Indigenous Employment Strategy approved by the University Executive Group in 2009 and identified goals to increase:

➢ employment opportunities for Indigenous Australians via the provision of on-the-job training and the establishment of a supportive and diverse culture

➢ the number of Indigenous employees at Swinburne

➢ postgraduate educational opportunities for Indigenous Australians

➢ awareness of cross-cultural and Indigenous issues through diversity awareness training

For each of these goals, the Strategy specified several actions directly related to boosting Indigenous employment including:

➢ developing partnerships with feeder schools to capitalise on work experience programs and encourage Indigenous Australians to undertake work experience at Swinburne

➢ sourcing and supporting Indigenous school leavers to undertake traineeships in entry level positions, in partnership with trainee employers, schools and the Indigenous Education Office

➢ contacting Indigenous students who have completed study in the past 3 – 4 years in order to use their stories or engage them as role models/mentors – especially in traineeship and apprenticeship areas – and provide scholarships for them to complete training and assessment qualifications so that they can teach on a flexible basis

➢ engaging Indigenous leaders and elders as adjunct appointments within relevant academic areas

➢ reviewing recruitment and appointment processes to remove barriers to Indigenous applicants via more flexible processes, and to collect Indigenous recruitment and appointment data

➢ recruiting an Indigenous academic to a relevant academic area.

➢ defining the Indigenous field in the Personal Details Form in Alesco (the core University HR system) to align with Commonwealth reporting requirements.

➢ adopting employment conditions that better accommodate the specific cultural needs of Indigenous employees, such as the inclusion of provisions for cultural or extended family leave.

➢ in collaboration with educational leaders, identifying areas of teaching and research where Indigenous Australian expertise can make a valuable contribution.

➢ establishing a recruitment pool of Indigenous Australians including past and current students, and students from feeder schools.

➢ advertising relevant positions in national Indigenous media such as the *Koori Mail* and *National Indigenous Times*, and via local and regional email distribution lists.

➢ partnering with peak Indigenous employers to develop a secondment program to support Indigenous Australians to gain tertiary work experience for up to 12 months.

Further to this, during 2013-14, the University developed a number of University-wide strategies. The two relating to staffing – the *Culture and Capability Strategy* and the *People Strategy* – reference diversity and inclusiveness, stating that in addition to gender equality and flexible work-related initiatives, Swinburne is committed to identifying and implementing other diversity-related initiatives. Actions and measures from these strategies include the following:

- Develop and implement a *Reconciliation Action Plan* (RAP) (which has now been completed)

- Increase the number of Indigenous staff members recruited and retained

- Develop and implement a Cultural Awareness Program for all staff

- Increase Indigenous Australian staff members (relative to all ongoing/contract staff) from 0.2% in 2013 to >0.5% in 2015 (in accordance with the RAP)

In 2014, five Indigenous staff members were employed in continuing or contract positions at Swinburne (Table 1). Data on Swinburne's casual employment are much less reliable, largely because the Aboriginal and Torres Strait Islander status of the individuals employed on a casual basis is often unknown. Data are also incomplete for short-term casual work of various types undertaken in connection with research projects in remote parts of Australia.

Table 1   Indigenous staff members, continuing and fixed term positions, 2014

Organisational unit	Indigenous academic staff (n)	Indigenous professional staff (n)	Indigenous staff total (n)
HE (Faculty of Health, Arts and Design)	1		1
Corporate and Student Services		2	2
VE (Centre for Health, Science and Community)		2	2
Totals	1	4	5

Swinburne's commitment to boosting Aboriginal and Torres Strait Islander employment has been further consolidated with the implementation of activities to meet RAP targets, in accordance with the *Culture & Capability Strategy* and its subsidiary *People Strategy*.

1.3   Ensure equitable access for Aboriginal and Torres Strait Islander students to higher education

A range of scholarships is also actively promoted to current and prospective Indigenous students at Swinburne including Commonwealth scholarships such as the Indigenous Access Scholarship and the Indigenous Commonwealth Education Costs Scholarship (Table 2).

Table 2   Indigenous Commonwealth Scholarship allocations at Swinburne, 2014

Scholarship Details	Funded	No. awarded	Value per semester	Annual value	Annual Funding provided
Indigenous Commonwealth Education Costs Scholarships (I-CECS)	Government	2	$1,246	$2,492	$4,984
ICECS continuing from previous year(s)	Government	4	$1,246	$2,492	$6,230
Indigenous Commonwealth Accommodation Scholarships (I-CAS) continuing from previous year(s)	Government	3	$2,492.50	$4,985	$9,970
Total		**9**			**$21,184**

In 2014, 44 Aboriginal and Torres Strait Islander students commenced study in higher education at Swinburne (Table 3). Of these commencements, 37 were students who commenced in courses delivered through Swinburne Online.

Swinburne's online course delivery greatly contributes towards the University's equity agenda as it facilitates access to higher education for under-represented groups by virtue of the flexibility it offers learners to control the place, time and pace of their study. For example, in 2014, 66.6% of the 30 Indigenous students from low SES backgrounds at Swinburne were enrolled in higher education courses through Swinburne Online.

Table 3   Students commencing in higher education at Swinburne, onshore, 2013 – 2014

	Commencements in higher education (n)	
	2013	2014
Aboriginal and Torres Strait Islander students	62	44
Other domestic students	10,947	11,291
Totals	11,009	11,335

The development of pathways from vocational education to higher education is also important in improving access to further educational opportunities. Swinburne makes use of its 'intersectoral advantage' in this regard, successfully delivering vocational education courses (often in the workplace or through blended delivery options that incorporate residential and non-residential workshops) for Indigenous cohorts in areas including education support, social housing and male family violence. Swinburne takes an active role in partnering with the organisations concerned to build workforce skills that will contribute significantly to community capacity.

Swinburne has also continued to work with Aboriginal Housing Victoria to deliver the Certificate IV in Indigenous Social Housing to their existing workers and the Certificate IV in Aboriginal Family Violence to people working in DHS funded agencies.

There were 165 Indigenous student enrolments (self-identified at enrolment) in Swinburne's vocational education courses in 2014. To date, however, only small numbers of Indigenous students have made the transition from vocational education to higher education at Swinburne.

The University also launched the 'Indigenous Futures Collaboration Project' in 2014, a $5.5M HEPPP-funded project aimed at developing external, and internal, partnerships to facilitate the development of new digital methodologies and resources to increase the participation and successful outcomes of Indigenous Australians in higher education. The Project aims to increase the participation, and successful completion, of higher education studies through raising awareness about education opportunities and provide pathways and access to mainstream tertiary courses for people from across the country through these collaborative partnerships. A new whole-of-University approach to Indigenous education will be fostered through this Project, based on the principles of educational excellence and access to high quality mainstream courses in science, technology and innovation.

1.4 To achieve participation of Aboriginal and Torres Strait Islander students in higher education at rates commensurate with those of all other Australians

Swinburne is committed to building the participation of Indigenous students in tertiary education via ongoing community consultation and the development and delivery of both 'Indigenous' and mainstream vocational education and higher education courses. In 2014, there were 81 Aboriginal and Torres Strait Islander student enrolments – a slight decrease on 2013 enrolment figures (Table 4).

Table 4 Student enrolments in higher education at Swinburne, onshore, 2013 – 2014

	Student enrolments (n)	
	2013	2014
Aboriginal and Torres Strait Islander students	99	81
Other domestic students	22,413	25,543
Totals	22,512	25,624

Traditionally, most enrolments have been in courses in the Management & Commerce broad field of education, but recent years have seen enrolments spread across the Society and Culture, and Creative Arts fields (Table 5). Since 2013, there has also been an encouraging number of Aboriginal and Torres Strait Islander student enrolments in the Education field – the majority of these enrolments were in the Bachelor of Education (Primary) and Bachelor of Education (Early Childhood) courses delivered online.

An important challenge for Swinburne, however, is to attract more Indigenous students into courses in science and technology. These are primary areas of strength at Swinburne, but historically they have had low Indigenous participation rates.

Table 5 Aboriginal & Torres Strait Islander enrolments in higher education at Swinburne, onshore, by broad field of education, 2009 – 2014

Broad field of education	Aboriginal and Torres Strait Islander enrolments (n)					
	2009	2010	2011	2012	2013	2014
Creative Arts	6	9	7	7	8	7
Engineering, etc.	5	5	6	4	6	1
Education					17	19
Health	0	0	0	5		1
Information Technology	0	1	1	0		2
Management & Commerce	10	6	8	1	28	18
Natural & Physical Sciences	1	1	1	22	1	
Society & Culture	5	8	9	21	39	33
Total	27	30	32	60	99	81

Swinburne has also steadily increased Aboriginal and Torres Strait Islander student access and participation rates in recent years. Although a slight decrease was experienced in 2014, the rates are still an improvement on 2009-2011 figures (Table 6). As noted elsewhere, the flexible learning options that have been made available through the delivery of Swinburne courses and subjects through Open Universities Australia and Swinburne Online have positively impacted participation and access rates in this regard.

Table 6 Access and participation, Aboriginal & Torres Strait Islander students in higher education at Swinburne, onshore, 2009 – 2014

Access & participation at Swinburne[1]	2009	2010	2011	2012	2013	2014
Access rate[2] *(%)*	0.17	0.25	0.22	0.47	0.51	0.39
Participation rate[3] *(%)*	0.22	0.22	0.29	0.34	0.42	0.32
Participation ratio[4]	0.40	0.39	0.36	0.45	0.55	n/a

[1] Data for undergraduate and postgraduate students are combined.
[2] Access rate = % *commencing* Indigenous students in the *commencing* domestic student population.
[3] Participation rate = % Indigenous students in the *total* domestic student population.
[4] Participation ratio = participation rate ÷ the proportion of Indigenous students in the relevant population.

At Swinburne, Indigenous students participate in a range of mainstream vocational education courses, as well as in accredited courses offered through the Indigenous Education Office that are designed specifically to meet the needs of Indigenous Australians. The participation of Indigenous students in all of these courses is cultivated via ongoing community consultation with Indigenous Elders, academics and teachers, and through collaborative partnerships.

Continued development of pathways into vocational education courses, and from vocational education to higher education courses, will further enable Indigenous students to choose options that offer potential for ongoing, meaningful employment in various Indigenous and mainstream roles. Swinburne is committed to developing education-to-employment pathways, and the career-related benefits of tertiary education are widely promoted. This work is complemented by the development and promotion of industry engaged learning and international mobility programs.

As well, as part of the Indigenous Futures Collaboration Project, demonstrator projects are being conducted in partnership with organisations working with Indigenous communities in low SES regions. These projects will inform the design and trial of new integrated digitally-enabled learning and will also help to improve access and awareness about mainstream tertiary courses across Australia.

Specific initiatives include:
➢ a health and community services partnership with Human Services Training Advisory Council, Carpentaria Disability Services, Carers NT, and the Council for Aboriginal Alcohol Program Services Inc. to develop customised digital pathway learning programs that assist delivery and completion of certificate, diploma and advanced diploma training in community services and health in Indigenous communities

➢ a creative industries partnership with Goolarri Media Enterprises to develop a suite of online creative industries courses that provide pathways for students into Swinburne undergraduate programs in media, communication, design and/or interactive digital media courses that they can complete while living in the Kimberley region

➢ an education partnership with a range of stakeholders including Queensland University of Technology and Indigenous education organisations to support digital development and piloting of an online tool for existing workers to identify and evidence their prior learning and access 'gap' training required to complete the Certificate IV in Education Support. Learners will be supported to pursue tertiary level qualifications in education and or related areas such as management or the social sciences.

There is also a desire to increase Indigenous participation at postgraduate study level. As further articulated in the *Research & Development Strategy*, Swinburne is committed to improving Indigenous participation in research and HDR study and an Indigenous Education & Research Committee is working with Indigenous leaders to address barriers to participation.

The Strategy particularly emphasises Aboriginal and Torres Strait Islander participation, stating that various issues affect the participation of Indigenous people in education, particularly at postgraduate level, including access to educational institutions, financial constraints and community expectations. These issues are receiving attention through the establishment and activity of the University's Indigenous Education and Research Committee and the development of an organisational reconciliation Action Plan. Other actions to improve Indigenous participation in research and research training, developed through discussion with Indigenous leaders in education, include the following:

- In recognition that these students are often mature-age and have family and community support commitments, Swinburne will offer targeted scholarships for masters and doctoral research degrees with appropriate conditions
- We will identify projects of special interest to Indigenous people and communities and, where possible, incorporate Indigenous knowledge systems in our academic and research student processes
- We will seek the support of the Indigenous community in progressing our initiatives, partnering with organisations such as the Victorian Aboriginal Education Association Incorporated (VAEAI) and other Victorian universities of similar size to create a viable and supportive indigenous HDR community.

The target is 4 HDR commencements per year by 2020 and 3 completions per year by 2020.

1.5   To enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians

Throughout Australia, mean Indigenous student success rates are usually 15 – 20 percentage points below those of other domestic students. In most years at Swinburne, however, Indigenous success rates have been close to those of other domestic students, though with more year-on-year fluctuation due to low enrolment numbers.

Comparative data for other universities and jurisdictions are lacking, but at Swinburne grade point averages of domestic students have been stable over the past few years. For Indigenous students they declined a little, on average, in 2014 compared with in 2013, but the variation may be no more than 'noise' in the year-to-year data – similar to the previous year (Figure 1).
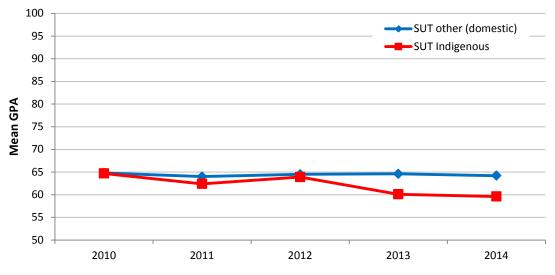
Figure 1   GPA, Indigenous students versus other domestic students, Swinburne, 2010 – 2014

Traditionally, just 4 - 6 Indigenous students have completed a higher education course at Swinburne in most years (Table 7).

Table 7   Aboriginal & Torres Strait Islander student completions, Swinburne, 2013 – 2014

Higher education courses	Completions (n)	
	2013	2014
Aboriginal and Torres Strait Islander students		
➢ Bachelor degree	8	5
➢ Higher Degree	0	
➢ Other Postgraduate	3	1
➢ Total	11	6
Other domestic students		
➢ Undergraduate	2,039	2,705
➢ Higher Degree	58	63
➢ Other Postgraduate	679	902
➢ Total	2,776	3,670

To further strengthen participation and academic achievement for all student cohorts, particularly Indigenous students, the University's *Learning & Teaching Strategy* articulates and emphasises initiatives and targets to provide opportunities for students to develop their level of knowledge and skills required for success as self-directed learners and graduates. The Strategy outlines the University's aim to embrace social inclusion and diversity:
Swinburne will attract, support and reach out to students from diverse backgrounds and geographical locations and intends to continue to build on its founding commitment to the provision of education that is socially inclusive. Actions in the strategy include leveraging and building on our connections to schools and outreach programs to raise the awareness of opportunities for tertiary study to increase participation and educational attainment in low SES, Indigenous, Rural and Remote students.

Swinburne also ensures that Indigenous student participation and performance data provide an accurate basis from which to target, develop and evaluate support activities. As well, the University continues to monitor and evaluate national and state programs to provide accurate benchmarks and reference points for the provision of culturally-appropriate support and study assistance.

There are also joint initiatives between higher education faculties and vocational education schools to support Indigenous students via several support programs. These include advice and assistance at

the time of course selection and enrolment, and study and academic skills support (tutoring) and ongoing mentoring, as required. As a result of these initiatives, Indigenous students feel more 'at ease' in their learning environment and better prepared to undertake and complete their studies. These are vital tools for the success of Indigenous students at Swinburne and in the wider community. The employment of Indigenous academics is also a key to providing a culturally appropriate, supportive learning environment.

With the implementation of the University's RAP in 2014 and through targeted University-wide initiatives, the University is progressing towards achieving its target of increasing participation and educational attainment for Indigenous people and communities.

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

Swinburne is committed to the teaching of Indigenous studies and cultures, as evidenced by the development and delivery of Indigenous-specific courses and units. Swinburne also offers a minor higher education study sequence in Indigenous studies, including:

- *INS10001* Indigenous Australian Experiences
- *INS20001* Indigenous Representations
- *INS20002* International Indigenous Perspectives
- *INS30001* Indigenous Enterprise and Entrepreneurship

This minor investigates a range of issues that influence the lives and experiences of a number of Indigenous peoples throughout the world, with a focus on Indigenous Australians. Each of the units allows students to explore theoretical and practical topics in order to gain and develop a better understanding of Indigenous cultures in contemporary Australian society.

Collaboratively applying the skills of Indigenous Elders, academics and teachers, the promotion of culture within the University's courses and subjects is in line with community expectations for Indigenous education. Moreover, it contributes to a rewarding and successful learning experience for cohorts that include a mix of Indigenous and non-Indigenous students.

The implementation of the University's *Culture & Capability Strategy* means that managers throughout Swinburne are encouraged to employ Indigenous staff in mainstream positions, including in teaching positions. An important bi-product of an increasing Indigenous teaching presence should be elevated student awareness of Indigenous cultures and issues, across the disciplines, in both vocational education and higher education.

The University has also continued to build on its international reputation for innovative social research and work in this area extends to community-engaged research and consultancy. As noted elsewhere, previous and current examples of engagement include:

➢ ARC Linkage funded project led by Associate Professor Ellie Rennie and Professor Julian Thomas, with the Centre for Appropriate Technology (an Indigenous owned research centre in Alice Springs) and the Central Land Council, to study home internet and computing in remote Aboriginal communities in Central Australia

➢ research exploring how public art and design initiatives can nurture belonging, pride and a sense of place, and investigating how participatory processes can encourage strong and inclusive local communities – a project funded by Swinburne's EIRCS Scheme and in collaboration with the Warmun Aboriginal Community, East Kimberley, Western Australia.

➢ a national project to develop culturally secure services for Indigenous Australians with disability, specifically aimed at the development of Indigenous Australian employees in the disability sector; training within the disability sector for working with the Indigenous Australian community, and to inform best practice for advocacy services

➢ developing new training techniques and resources using digital technologies to assist delivery and completion of certificate, diploma and advanced diploma training in community services and health in Indigenous communities in the Northern Territory

➢ adapting existing Goolarri certificate level and Swinburne higher level courses to provide pathways for students into Swinburne degree courses that they could complete while living in the Kimberley region

➢ development of digital delivery and gap training in Certificate IV in Education Support to Aboriginal and Torres Strait Islander education, liaison and support workers in schools through an education partnership with Queensland University of Technology

➢ research conducted by Associate Professor Kurt Seemann on Indigenous Participation in a Low-Carbon Economy – an ARC Linkage funded project led by Curtin University of Technology

➢ research led by Dr Rowan Bedggood with the Marra Worra Worra Aboriginal Corporation to investigate 'Ways of supporting the operations of a remote indigenous non-government organisation: Designing business processes which suitably uphold local culture and lore'

➢ convening the international Historical Justice and Memory Research Network through Professor Klaus Neumann of Swinburne's Institute for Social Research (ISR)

➢ PhD research conducted by Ms Skye Krichauff on relations between Indigenous people and settlers in colonial South Australia

➢ research led by Dr Karen Hughes on: 1) cross-cultural exchange and historical agency in the Roper River basin during 1890 – 2010, with the aid of an AIATSS grant; and 2) Ngarrindjeri and cross-cultural histories, exploring the multiple layers of exchange relationships between Ngarrindjeri and settlers in southern Australia

Swinburne also provides cultural recognition through staff, student and organisational participation in cultural activities including the Day of Healing, and Reconciliation and NAIDOC Weeks. Over 1,000 staff and community members attended the launches of Swinburne's RAP conducted at each of the three Melbourne campuses. Through involvement in these and other events, Swinburne students and staff become more aware of traditional and contemporary Indigenous concerns, and it is hoped that this heightened awareness will build mutual respect for Indigenous culture and heritage – and a growing respect for the ongoing role of Indigenous communities in Australia today.

Section 2 Expenditure of Indigenous Support Program Grant (please see Attachment 1)

Australian Government

Department of the Prime Minister and Cabinet

FINANCIAL ACQUITTAL

Organisation	Swinburne University of Technology
Postal Address	PO Box 218, Hawthorn, VIC 3122

Contact Person	Christine Hayes	**Title**	Head of Department, Health, Science, Education, and Social Services
Phone	9210 1139	**Fax**	**E-mail** chayes@swin.edu.au

Financial Acquittal

This financial acquittal proforma is designed to acquit all ISP Funds provided in 2014, including all interest or royalties/income derived from ISP Funds during 2014.

Attachment		Checklist
1	Indigenous Support Program (ISP)	✓

For each Attachment:
- Part A seeks information on the GST component of funding provided to you under that element, if applicable.
  - If GST is paid to you, the amount of GST funding which is included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. You must state whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
  - If GST is *not* paid to you, *do not complete Part A*.

- Part B seeks information about the funding received and expenditure and commitments, exclusive of any GST. Do not include the GST component of any expenditure in this part.

Certification

Complete this certification after *you have completed the Financial Acquittal for any ISP funding which you have received in 2014 and after you have entered all relevant information in the Assets Register.*

ISP FUNDING RECIPIENT'S CERTIFICATION

I, | Christine Hayes
(print name of chief officer or equivalent)

Head of Department, Health, Science, Education and Social Services
(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: | 30 June 2015

Section 3 Contact Information

Indigenous Education Support Unit Officers:

Lea Jones
Indigenous Liaison Officer, Centre for Health, Science and Community
Swinburne University of Technology
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Section 4 Publication of the statement

The 2015 Indigenous Education Statement will be placed on Swinburne's website at the following address: http://www.swinburne.edu.au/about/strategy-initiatives/indigenous-australians/

Attachment 1 - Indigenous Support Program

Provider Name: Swinburne University of Technology

For the 2014 funding year (1 January - 31 December 2014).

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

1. If applicable, GST received by you in 2014 as part of the Indigenous Support Programme funding under the *Higher Education Support Act 2003*. This amount is stated on your Recipient Created Tax Invoices (RCTIs).	$
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	$

Amount remitted: $ Date remitted: / /	Amount remitted: $ Date remitted: / /	Amount remitted: $ Date remitted: / /

PART B - Acquittal Summary Details (excluding GST):
INCOME

	1. Unexpended Indigenous Support Programme funds from 2013 which were committed for expenditure prior to 31/12/2013.	$
(+)	2. Unexpended and uncommitted Indigenous Support Programme funds from 2013 which were approved for expenditure in 2014.	$
(+)	3. Indigenous Support Programme funds provided in 2014. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	$141,000
(+)	4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2014.	$
(=)	5. Total Indigenous Support Programme funds to be acquitted in 2014.	$141,000

EXPENDITURE

	6. Total Indigenous Support Programme expenditure in 2014, <u>excluding any GST</u>.	$141,000
(+)	7. Unexpended Indigenous Support Programme funds which were committed for expenditure prior to 31/12/2014.	$nil
(+)	8. Requested carryover into 2014 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2014 – written approval date /…/2014.[1]	$nil
(=)	9. Total Indigenous Support Programme funds which by 31/12/2014 were fully expended and/or committed for expenditure.	$141,000
	10. Returns of 2014 Indigenous Support Program Funds by 31/12/2014.	$
	11. Balance of Funds for 2014 (Unexpended/uncommitted Indigenous Support Programme funds to be returned or recovered from 2014 entitlements).	nil

12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2014.	**$nil**

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

Section 7 Breakdown of ISP Expenditure (excluding GST):

Total Salaries and on-costs	
Cross organisation Indigenous Development Leader	$80,859
Team Leader – Indigenous Projects	$13,411
Indigenous Support Officer	$42,001
Consumables	$4,729
(=) Total 2014 ISP Program Expenditure	**$141,000**

Attachment 2

Examples of Indigenous agencies and committees with which Swinburne worked in 2014

1	Arnhem Land Progress Aboriginal Corporation
2	Goolarri Media Enterprises
3	Healesville Indigenous Arts Enterprise
4	Healesville Indigenous Community Services Association
5	Inner Eastern Local Aboriginal Education Consultative Group (LAECG)
6	Ngwala Willumbong Cooperative Ltd
7	Reconciliation Australia
8	Stronger Smarter Institute, Queensland University of Technology
9	Toorong Marnong Initiative
10	Victorian Aboriginal Community Services Association Ltd?
11	Victorian Aboriginal Education Association Incorporated
12	Victorian Department of Education and Early Childhood Development Wannik Unit
13	Yarra Valley Community Health Service Aboriginal Advisory Committee
14	Indigenous Advisory Committee for Shire of Yarra Ranges