

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, five Indigenous staff members were employed in continuing or contract positions at

In 2013, 62 ATSI students commenced study in higher education at Swinburne – 63% up on 2012 commencements (Table 3) and triple the commencements in 2010 (14 ATSI commencements in 2010). This substantial growth was due to Swinburne’s significant expansion in the range of online study options available to students – particularly through Swinburne Online, the University’s joint venture partnership with SEEK Learning. Of the 62 ATSI students who commenced higher education studies at Swinburne in 2013, 51 students 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 2013, 78.6% of the 28 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, 2012 – 2013

	Commencements in higher education (n)	
	2012	2013
Aboriginal and Torres Strait Islander students	38	62
Other domestic students	7,735	10,947

1.4 To achieve participation of Indigenous students in higher education at rates commensurate with those of 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. Indigenous student enrolments in higher education courses at Swinburne increased very significantly in 2013: from 60 enrolments in 2012 to 99 in 2013 (Table 3).

Table 3 Student enrolments in higher education at Swinburne, onshore, 2012 – 2013

	Student enrolments (n)	
	2012	2013
Aboriginal and Torres Strait Islander students	60	99
Other domestic students	17,720	22,413
Totals	17,373	22,512

Traditionally, most enrolments have been in courses in the Management & Commerce courses broad field of education, but recent years have seen enrolments spread across the Creative Arts, Engineering and Society & Culture broad fields (Table 4). In 2013, there was also an encouraging number of Indigenous 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

Swinburne has also steadily increased ATSI student access and participation rates (Table 5). As noted elsewhere, these achievements are largely attributable to the flexible learning options that have been made available through the delivery of Swinburne courses and subjects through Open Universities Australia and Swinburne Online.

Table 5 Access and participation, Aboriginal & Torres Strait Islander students in higher education at Swinburne, onshore, 2007 – 2013

Access & participation at Swinburne ¹	2007	2008	2009	2010	2011	2012	2013
Access rate ² (%)	0.39	0.28	0.17	0.25	0.22	0.47	0.51
Participation rate ³ (%)	0.26	0.27	0.22	0.22	0.29	0.34	0.42
Participation ratio ⁴	0.46	0.48	0.40	0.39	0.36	0.45	n/a

¹ Data for undergraduate and postgraduate students are combined.

² 7.8(d2a.6.9(ce)4.4(ss)77 0 0 .9 368.828n(oQqt)-3.1x ref29fqd)7.8(en(-.48 0 0 .931.6(ta)7.8(f00 0 .com)57.4(3a)-4.9(rg)7.8cingc0 Tw()TjET5.69a)-31.6

1.5 To enable Indigenous students to attain the same graduation rates from award courses in

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.

Through the Planning and Performance area, 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.

Swinburne's Indigenous Education Office also works with the 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's Faculty of Health, Arts and Design currently offers a minor higher education study sequence in Indigenous studies, including:

- LIN101 *Indigenous Australian Experiences*
- LIN200 *Indigenous Representations*
- LIN201 *International Indigenous Perspectives*
- LIN300 *Indigenous Enterprise & Entrepreneurship*

Further work will be undertaken during 2014 to develop new units to form a major in Australian Studies, with a strong focus on Indigenous Australian culture. Using 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 adoption of the *Indigenous Employment Strategy* (Attachment 2) and 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:

developing new training techniques and resources using digital technologies to assist delivery

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

FINANCIAL ACQUITTAL

Organisation	Swinburne University of Technology	
Postal Address	PO Box 218, Hawthorn, VIC 3122	
Contact Person	Tom Aumann	Title Director, Planning and

Certification

Complete this certification after you have completed the *Financial Acquittal* for any ISP funding which you have received in 2013 and after you have entered all relevant information in the *Assets Register*.

ISP FUNDING RECIPIENT'S CERTIFICATION

I,

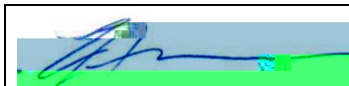
certify that:

- (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:

Section 3 Contact Information

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Section 4 Publication of the statement

The 2013 Indigenous Education Statement will be placed on the Indigenous Education Office webpage at the following address: <http://www.swinburne.edu.au/corporate/spq/ipp.htm>

Attachment 1 - Indigenous Support Program

Provider Name: Swinburne University of Technology

For the 2013 funding year (1 January - 31 December 2013)

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

1. If applicable, GST received by you in 2013 as part of the Indigenous Support Program funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$13,249
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: / /	Amount remitted: \$ Date remitted: / /

PART B - Acquittal Summary Details (excluding GST):

INCOME

1. Unexpended Indigenous Support Program funds from 2012 which were committed for expenditure prior to 31/12/2012.	\$2,000
(+) 2. Unexpended and uncommitted Indigenous Support Program funds from 2012 which were approved for expenditure in 2013.	\$
(+) 3. Indigenous Support Program funds provided in 2013. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$122,000
(+) 4. Interest, royalties and other income derived from Indigenous Support Program funds in 2013.	\$
(=) 5. Total Indigenous Support Program funds to be acquitted in 2013.	\$124,000

EXPENDITUR 102.4209TEfus005 6.9(rt)4.02 .24001 24 refus005357.42 57.02 .240018.9 ref6ef4 437.144.240018.9 ref6ef2 418.244.2

A range of issues affect participation of Aboriginal and Torres Strait Islander peoples in education, particularly at post graduate levels, including: access to educational institutions; financial constraints; and community expectations. An academic scholarship scheme at Swinburne would support Indigenous Australians overcome some of these barriers and enable Indigenous Australians to undertake post graduate study. Current Indigenous students should be encouraged to apply. Further support and mentoring could be offered to enable scholarship holders to undertake sessional teaching and research work with a view to developing the necessary skills to undertake an academic career at Swinburne upon completion.

Recommendations

Implement a targeted academic scholarship scheme for Indigenous Australians undertaking post graduate qualifications.

Encourage and enable scholarship holders to undertake sessional teaching and research work to build an academic skill base.

Consider instituting an Indigenous Research Methodologies Master Class.

Goal 3 Increase Indigenous employees at Swinburne University

Indigenous Australians are acutely under represented within the Victorian Higher Education

Engage Indigenous leaders and elders as adjunct appointments within a relevant academic area such as ISR.

Review recruitment and appointment processes to collect indigenous data and remove any barriers to Indigenous applicants by introducing more flexible appointment processes. For example the lack of Indigenous representation on selection panels may deter Indigenous applicants.

Define the indigenous field in the personal details form in Alesco to align with DEEWR reporting requirements.

Adopt employment conditions that reflect and better accommodate the specific cultural needs of Indigenous employees such as the inclusion of cultural or extended family leave.

