



## INDIGENOUS EDUCATION STATEMENT

### OVERVIEW

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

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

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

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

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

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

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

In accordance with the Guidelines, the final, certified Indigenous Education Statement is **due by latest 31 May 2015**. Please ensure to leave sufficient time for follow up discussions between PM&C and the University to avoid any delay in the payment of the second ISP instalment due in early July 2015.

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

#### PM&C contact officers:

Danny Howard; Director  
Indigenous Tertiary Programs  
Phone: 02 6152 3193  
Email: [scholarships@pmc.gov.au](mailto:scholarships@pmc.gov.au)

Marissa Booth, Assistant Director  
Indigenous Tertiary Programs  
Phone: 02 6152 3194  
Email: [scholarships@pmc.gov.au](mailto:scholarships@pmc.gov.au)

Kate Doyle, Program Officer  
Indigenous Tertiary Programs  
Phone: 02 6152 3191  
Email: [scholarships@pmc.gov.au](mailto:scholarships@pmc.gov.au)

## FORMAT FOR INDIGENOUS EDUCATION STATEMENT

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

University name: 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 2014 AND PLANS FOR FUTURE YEARS

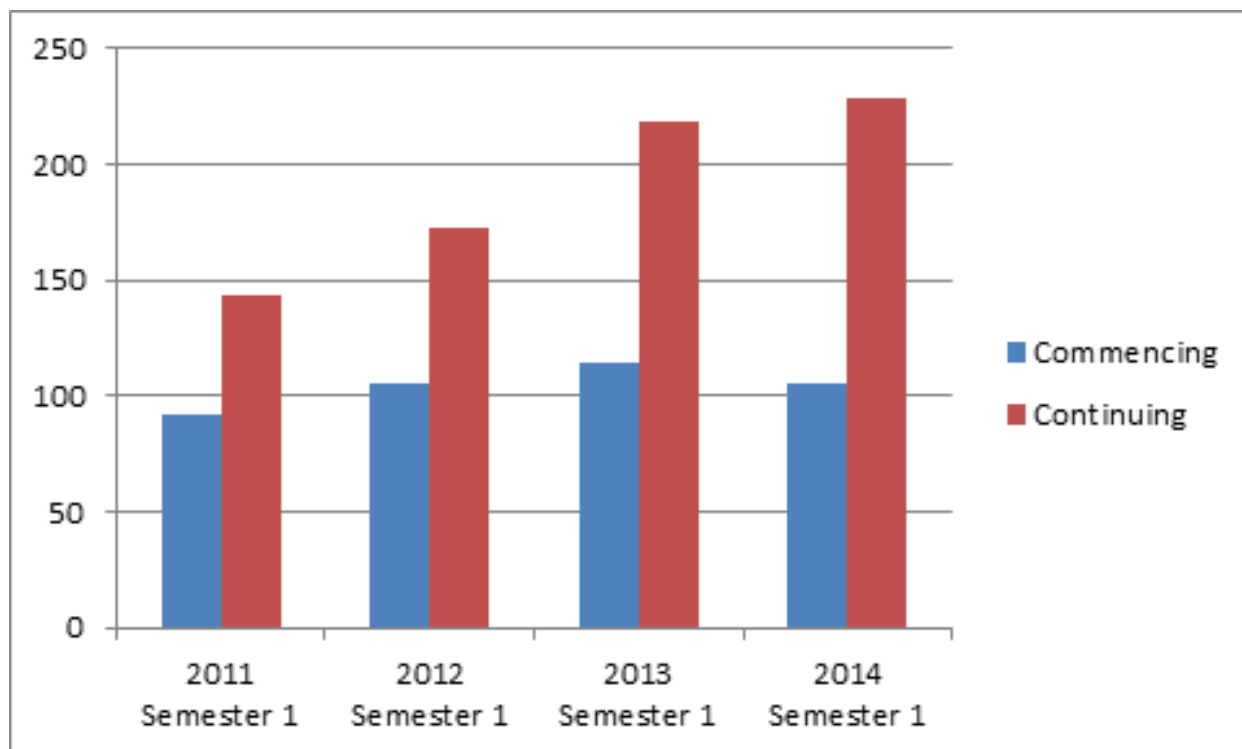
#### Introduction

As the Indigenous education unit responsible for Indigenous student support and the delivery of Indigenous Studies courses at UNSW, Nura Gili continues its efforts in the areas of students support, curriculum and teaching, Indigenous research, community engagement and engagement with schools, TAFE, and corporate sponsors. This effort sits alongside the efforts in faculties and other relevant sections of UNSW and the efforts at Committee levels by Indigenous and non-Indigenous executives, academics, professional and general staff.

In 2014, Nura Gili was four years into its current Strategic Plan (2011-2015). We take the opportunity here in this introduction to highlight our achievements in Student Support that result from our change in approach over this period.

In 2011, Nura Gili leadership, through the Director and Student Support Manager, initiated a shift from a 'social work/welfare' approach to student support to an educational one. A priority was placed on understanding students' educational starting points as the basis of an individualised support approach (Strategic Plan).

The result of this effort has been reduced attrition, increased retention, and increased completions encapsulated in the tables below.



Our central strategy has been the incremental development of a Specialised Learning Support Team with education qualifications and a mix of teaching, discipline, and HSC experience to support student

needs for academic learning and to pro-actively monitor all students through their early transition into their studies and beyond. Closely allied is the increased and earlier use of ITAS by students, with closer attention by staff to the selection and matching of tutors to students through improved feedback.

Our shift to an educational approach refocused the existing pastoral support strategy by highlighting the integral role that personal, financial and accommodation support do play in the mutual relations between student well-being and educational success, from early transition to completion. These two components of student support are now working together in a much more integrated way. Indigenous and non-Indigenous staff capacity development has been critical to change management process, as has leadership.

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

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

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

UNSW employs three senior level Indigenous staff members. Each is the Director of their respective units:

- Nura Gili – Professor N. Martin Nakata;
- Indigenous Law Centre (ILC) – Professor Megan Davis; and
- Muru Marri Indigenous Health Unit (MMIHU) – Professor Lisa Jackson Pulver AM.

Professor N Martin Nakata (Director of Nura Gili) is one of the country's leading Indigenous academic in Indigenous education. He reports to the Vice-President and Deputy Vice-Chancellor (Academic). The position of Director provides high level advice and counsel to members of the University's Executive Management Team on all matters affecting the University's key objectives for Indigenous Australian higher education and contributes to policy and organisational direction. The Director plays a key leadership role in developing and implementing the University's overall Indigenous education strategies and is involved in university-wide agendas to achieve these goals. Professor Nakata is represented on the following UNSW boards and committees:

- Academic Board;
- Divisional Management Group for the Division of the Deputy Vice-Chancellor (Academic);
- Division of the Deputy Vice-Chancellor (Academic) Board of Studies;
- Pre-University and Alternative Education Committee of the Academic Board;
- Indigenous Legal Education Committee; and
- Indigenous Law Centre Management Committee.

Dr Reuben Bolt was appointed Deputy Director of Nura Gili in July 2014. He is represented on the following meetings, committees and boards:

- Nura Gili Academic Staff Meeting;
- Nura Gili Senior Management Team meeting;
- Associate Deans of Education (Program Structure and Assurance) committee;
- DVC/A Board of Studies;
- DVC/A Divisional Management Group Meeting;
- FASS Education Committee (this role was delegated to another Nura Gili member of academic staff in late 2014);
- Board of the Indigenous Law Centre at UNSW; and
- UNSW Academic Board (one term).

Nura Gili is committed to an Indigenous self-determination and capacity building agenda, and this is reflected in all aspects of Nura Gili's operations. The Nura Gili Management Team has a majority Indigenous staff membership. Various Indigenous Staff members at Nura Gili are represented on the Student Centre Managers' Group, UNSW Gender Equity Steering Committee, Faculty of Arts and Social Sciences Standing Committee, Faculty of Arts and Social Sciences Standing Postgraduate Coursework Committee, and the Associate Deans of Education Program Structure and Assurance Committee and the Indigenous Research Strategy Meeting.

Professor Megan Davis is Director of the Indigenous Law Centre (the ILC is governed by a Board of Directors consisting of three Indigenous members of staff including Prof Davis, Dr Cripps and Dr Bolt). She is a Professor of Law and an Acting Commissioner of the NSW Land and Environment Court, and a Fellow of the Australian Academy of Law and a member of the NSW Sentencing Council. She is a UN expert member of the United Nations Permanent Forum on Indigenous Peoples and holds portfolios including Administration of Justice and Gender and Women and is the focal point for UN Women and UN AIDS. Prof Davis was the UN Rapporteur for the International Expert Group Meeting on Combating violence against indigenous women and girls: article 22 of the United Nations Declaration on the Rights of Indigenous Peoples and the UN Rapporteur for the International EGM on Indigenous Youth. Prof Davis conducts research in the areas of Public Law (Constitutional Law) and Public International Law and Indigenous Peoples and the Law. She also teaches International Human Rights law, Public Law and Indigenous Women and the

Law at UNSW. In 2011, Prof Davis was appointed to the Prime Minister's Expert Panel on the Recognition of Aboriginal and Torres Strait Islander Peoples in the Constitution, and she continues to be involved in legal discussions on the constitutional issues relating to the referendum model.

Professor Lisa Jackson Pulver holds the Inaugural Chair of Indigenous Health and is a Professor of Public Health at UNSW. She is Director of Muru Marri Indigenous Health Unit, an Adjunct Professor at UC, Wing Commander in the RAAF Specialist Reserve (Public Health Epidemiologist), and in 2011 was made a Member of the Order of Australia (AM). She was honoured for service to medical education, particularly through the Muru Marri Indigenous Health Unit at the University of New South Wales, in supporting educational opportunities for Aboriginal and Torres Strait Islander people. Professor Jackson Pulver is the co-founder of the Shalom Gamarada Scholarship Program and has been responsible for enabling over 50 students to receive a residential scholarship on campus for the duration of their (mostly medical) degrees at UNSW.

Other Indigenous staff members in middle management and senior management positions across UNSW include Dr Marlene Kong (Program Head of the Kirby Institute), Ms Tess Allas (Director, Indigenous Programs at the Art and Design faculty), Dr Kylie Cripps (ILC Acting Director). The Kirby Institute (within the Faculty of Medicine) also delivers an Aboriginal and Torres Strait Islander Health Program. See here <http://kirby.unsw.edu.au/research-programs/aboriginal-and-torres-strait-islander-health-program/about-program>

Professor Nakata, Professor Davis, Professor Jackson Pulver, and Dr Bolt participate as members of a range of external committees, such as, the State Library of NSW Council, IT Newcom Foundation, AH&MRC, the UN Permanent Forum on Indigenous Peoples, UN International Expert Group Meeting, Australian Academy of Law, NSW Sentencing Council, and International Research Advisory Panel of the Maori Centre of Excellence. The Nura Gili Indigenous Employment Coordinator Mr Jeremy Heathcote is a Board of Director for the Babana Aboriginal Men's Group Inc, and board member for the NSW Men's Shed Association. He was part of the reference group for the South Western Sydney & Sydney Local Health Districts NSW Health - Aboriginal Tobacco Control Project, and the Men in Prison Joint Research Reference Group at The Kirby Institute.

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

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

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

UNSW Australia has a strong commitment to the employment of Aboriginal and Torres Strait Islander people and their ongoing career development opportunities across all areas of the University. This commitment has been restated in the University's 2014-16 Mission-based Compact with the Australian Government and projects our Aboriginal and Torres Strait Islander employment targets in both professional and academic areas.

The Indigenous Employment Plan is guided by the Indigenous leadership in the University with the intent to strive for higher employment numbers through a merit-based process. Our approach in the University is to also pursue and recruit Aboriginal and Torres Strait Islander people who will continually develop their professional capacities and contribute fully to the life and work of the University (<http://www.nuragili.unsw.edu.au/indigenous-employment>).

The Indigenous Employment Plan (IEP) aims to:

- Increase the number of Indigenous staff at all levels, and across all Divisions and Faculties within UNSW;
- Develop Indigenous staff capacity through internal and external professional development programs as well as further studies;
- Support Indigenous students with their employment needs and future career goals;
- Strengthen UNSW and Nura Gili's relationship with the Indigenous community and the industry sector to leverage employment opportunities.

Nura Gili employs an Indigenous Employment Coordinator who is responsible for the coordination of the Indigenous Employment Plan across campus and to work within the Indigenous community to promote employment opportunities. The Coordinator also regularly meets with Indigenous community through Indigenous Interagency meetings, Aboriginal Men's Group Meetings, Community Assistance Events and other Indigenous networks within the Greater Sydney Area. He circulates information on available positions on a weekly basis to community networks and our Alumni network and has developed an expression of interest component to the Indigenous employment section of the Nura Gili website.

The Indigenous Employment Coordinator provides ongoing and annual reports on the progress and achievements of the Plan to the Nura Gili Management Team as well as the Divisional Management Group of the Deputy Vice-Chancellor (Academic) and Human Resources. The revised plan was drafted and issued for consultations in 2014. This consultative process will be completed in 2015. Once all the negotiations and signoffs are completed, the IEP will be posted on Nura Gili's website.

Nura Gili coordinates the UNSW Indigenous Staff Network and hosts its meetings to maintain a sense of community for Indigenous staff dispersed across UNSW.

Nura Gili Indigenous and non-Indigenous staff held their 2014 annual 'Day on Country' in the Royal National Park at Bundeena, NSW. A local Aboriginal cultural leader led the staff on a guided walk through the park exploring significant Aboriginal sites. This is a time set down each year for staff as a reminder of the importance and significance of Place for Indigenous peoples and to reinvigorate the importance of our work at UNSW. It forms part of Nura Gili's staff wellbeing program and complements our professional development activities.

UNSW Indigenous Specific Positions:

- Director, Nura Gili – Professor N. Martin Nakata
- 2 Academic Staff, Nura Gili – Dr Reuben Bolt & Leah Lui-Chivizhe

- Student Support Manager, Nura Gili – Michael Peachey
- Student Support Officers, Nura Gili – Cheryl Ah-See, Summa Naylor
- Student Recruitment Officer, Nura Gili – Leearna Williams
- Administration Officers, Nura Gili – Alicia Smith, Zeita Davis
- Indigenous Employment Coordinator, Nura Gili – Jeremy Heathcote
- Director, Indigenous Law Centre – Professor Megan Davis
- Director, Muru Marri Indigenous Health Unit – Professor Lisa Jackson Pulver AM
- Director, Indigenous Programs, College of Fine Arts – Tess Allas
- Aboriginal Access Worker, Kingsford Legal Centre – Kaleesha Morris
- Winter School and Pre-Programs casual staff, Nura Gili
- Indigenous Cadet, Faculty of Law – Chantelle Porter
- Indigenous ASPIRE project officer – Rebekah Torrens

In addition to the tables on permanent and casual staff overleaf, the Faculty of Medicine also employs 5 Indigenous Conjoint Academic staff – 3 Associate Lecturers and 2 Senior Lecturers.

**Table 1 – UNSW Indigenous staff - Permanent positions**

<i>Faculty / Division</i>	<i>Department</i>	<i>Academic/Non-Academic</i>	<i>Position Title</i>	<i>Grand Total</i>
Division of Advancement	Marketing & Development Office	Non-Academic	Administrative Assistant	1
DVC (Academic)	Student Equity and Disabilities Unit	Non-Academic	Indigenous ASPIRE Project Officer	1
DVC (Academic)	Client Services	Non-Academic	Administrative Assistant	1
DVC (Academic)	Document Services	Non-Academic	Library Assistant	1
DVC (Academic)	Nura Gili Indigenous Programs Unit	Non-Academic	Administration Manager	2
DVC (Academic)	Nura Gili Indigenous Programs Unit	Non-Academic	Administrative Assistant	1
DVC (Academic)	Nura Gili Indigenous Programs Unit	Non-Academic	Administrative Officer	1
DVC (Academic)	Nura Gili Indigenous Programs Unit	Non-Academic	Senior Administrative Officer	2
DVC (Academic)	Nura Gili Indigenous Programs Unit	Academic	Lecturer	2
DVC (Academic)	Nura Gili Indigenous Programs Unit	Academic	Professor and Director	1
Faculty of Arts & Social Sciences	School of Social Sciences	Academic	Associate Professor	1
Faculty of Art & Design	National Institute for Experimental Arts	Academic	Senior Research Fellow	1
Faculty of Art & Design	School of Art & Design	Non-Academic	Director	1
Faculty of Arts & Social Sciences	School of Social Sciences	Academic	Associate Professor	1
Faculty of Arts & Social Sciences	School of the Arts and Media	Non-Academic	Administrative Assistant	1
Faculty of Arts & Social Sciences	Social Policy Research Centre	Non-Academic	Administrative Assistant	1
Faculty of Arts & Social Sciences	Social Policy Research Centre	Academic	Research Fellow	1
Faculty of Arts & Social Sciences	Social Policy Research Centre	Academic	Research Associate	1
Faculty of Engineering	School of Computer Science & Engineering	Non-Academic	Administration Manager	1
Faculty of Engineering	School of Electrical Engineering & Telecommunications	Non-Academic	Stores Supervisor	1
Faculty of Law	Indigenous Law Centre	Academic	Professor & Director	1
Faculty of Law	Kingsford Legal Centre	Non-Academic	Aboriginal Access Worker	1
Faculty of Law	School of Law	Academic	Senior Lecturer	1
Faculty of Medicine	Centre for Primary Health Care & Equity	Non-Academic	Project Officer	1
Faculty of Medicine	Prince Of Wales Clinical School - Operating	Non-Academic	Administrative Assistant	1
Faculty of Medicine	Public Health & Community Medicine	Academic	Lecturer	1
Faculty of Medicine	Public Health & Community Medicine	Academic	Professor	1
Faculty of Medicine	St Vincent's Hospital Clinical School Operating	Non-Academic	Administrative Assistant	1

Faculty of Medicine	The Kirby Institute	Academic	Program Head	1
Faculty of Medicine	The Kirby Institute	Non-Academic	Project Manager	1
Faculty of Science	Dean's Unit	Non-Academic	Stores Supervisor	1
Faculty of Science	School of Optometry & Vision Science	Non-Academic	Administrative Assistant	1
Faculty of Science	School of Physics	Non-Academic	Computer Systems Officer	1
Faculty of Science	School of Physics	Non-Academic	Technical Officer	1
University Services	House at Pooh Corner Childcare	Non-Academic	Childcare Worker	1
UNSW Canberra at the Australian Defence Force Academy	School Physical, Environmental and Mathematical Sciences	Academic	Associate Professor	1
<b>Total</b>				<b>39</b>

**Table 2 - UNSW Indigenous staff - Casual positions**

<i>Faculty / Division</i>	<i>Department</i>	<i>Academic/Non-Academic</i>	<i>Position Title</i>	<i>Grand Total</i>
UNSW Business School	School of Management	Academic	Casual Academic	1
Faculty of Art & Design	Faculty of Art & Design	Academic	Casual Academic	3
Faculty of Art & Design	School of Art & Design	Academic	Casual Academic	3
DVC (Academic)	Nura Gili Indigenous Programs Unit	Academic	Casual Academic	33
DVC (Academic)	Nura Gili Indigenous Programs Unit	Non-Academic	Research Assistant	1
DVC (Academic)	Nura Gili Indigenous Programs Unit	Non-Academic	Student Ambassador	11
DVC (Academic)	Nura Gili Indigenous Programs Unit	Non-Academic	Student Assistant	7
DVC (Academic)	Nura Gili Indigenous Programs Unit	Academic	Casual Academic	2
DVC (Academic)	Office of the D V-C (Academic)	Non-Academic	Manager	1
Faculty of Arts & Social Sciences	Centre for Social Research in Health	Non-Academic	Research Assistant	1
Faculty of Arts & Social Sciences	School of Social Sciences	Academic	Casual Academic	4
Faculty of Arts & Social Sciences	School of Social Sciences	Non-Academic	Research Assistant	4
Faculty of Engineering	Faculty Unit Admin (Engineering)	Non-Academic	Clerk	1
Faculty of Engineering	Faculty Unit Admin (Engineering)	Non-Academic	Student Assistant	1
Faculty of Engineering	School of Computer Science & Engineering	Academic	Casual Academic	1
Faculty of Law	Dean's Unit	Non-Academic	Student Assistant	1
Faculty of Law	School of Law	Non-Academic	Research Assistant	1
Faculty of Law	School of Law	Academic	Casual Academic	6
Faculty of Medicine	Medicine Faculty Administration	Non-Academic	Student Assistant	1
Faculty of Medicine	Public Health & Community Medicine	Academic	Casual Academic	1
Faculty of Science	Biological, Earth & Environmental Sciences	Academic	Casual Academic	1
Faculty of Science	School of Optometry & Vision Science	Academic	Casual Academic	1
Faculty of Science	School of Psychology	Academic	Casual Academic	2
Faculty of the Built Environment	Dean's Unit	Non-Academic	Student Assistant	1
Faculty of the Built Environment	School of Architecture and Design	Academic	Casual Academic	1
Faculty of the Built Environment	School of Architecture and Design	Academic	Casual Academic	1
University Services	University Health Service	Non-Academic	Student Assistant	1
<b>Total</b>				<b>92</b>

Data Source: UNSW HRD Report



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

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

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

Nura Gili has a long established record of providing a suite of programs and activities to improve access of Indigenous students to UNSW. The UNSW Pre-Law Program has now been running for 20 years. 2014 was also the 16<sup>th</sup> Year for Pre-Medicine, 13<sup>th</sup> year for Pre-Social Work, 12<sup>th</sup> year for Pre-Business and the 2<sup>nd</sup> year for Pre-Education (Secondary).

The annual UNSW Winter School ran for the 13<sup>th</sup> time in 2014 with a total of 100 secondary students from across Australia. This program has largely been sponsored by UBS Foundation and UNSW to encourage school students to consider higher education studies as a post-school option and a future career in the professions. This program is now at risk as our partnership with UBS comes to an end.

UNSW continues nevertheless to improve each year on its Indigenous admissions processes and outreach and recruitment activities. Nura Gili in conjunction with the faculties has improved its processes for gathering diagnostic information to guide selection and indicate the level of support that a student will require to succeed. Unsuccessful applicants are advised on alternate pathways through TAFE to gain the requisite knowledge and skills, and encouraged to reapply the following year.

#### Commencing Aboriginal and Torres Strait Islander students\*

	2013	2014
Aboriginal and Torres Strait Islander students	153	129
Non Aboriginal and Torres Strait Islander students (Domestic students only):	13622	13546

\* HEIMS data

#### Programs overview to improve access

Program Name	Target audience	Outline of Program	Outcomes
1. Pre-Programs	Indigenous applicants in the areas of Law, Medicine, Social Work Business and Education (Secondary)	<p>Four week intensive program for students seeking admission to undergraduate degrees or enabling programs.</p> <p>Run by Nura Gili and Faculties, who orient and introduce students to the academic expectations of the discipline through intensive teaching and assessment of student capacity to succeed.</p> <p>Provides diagnostic information for support and highly successful as a transition strategy also. Students interviewed by both faculty and Nura Gili staff.</p>	46 participants, with 35 accepting offers to study at UNSW in 2014
2. UNSW Indigenous Admissions Scheme	Indigenous applicants for all Faculties excluding ADFA and Pre-Program cohorts	Flexible entry pathway for students who may not have required ATAR or high school education for standard admission.	55 offers and 50 acceptances into UNSW programs in Semester 1 2014

		<p>Involves interviews with Faculty and Nura Gili staff as well as diagnostic testing of basic literacy, comprehension and writing skills, and where applicable mathematics skills.</p> <p>Provides Nura Gili with information for student support or for advising students on alternative avenues for improving their readiness for higher education.</p>	
3. Enabling Programs	Law, Arts & Social Sciences, Science & Engineering	<p>One year program for students not yet ready for admission to Bachelor studies.</p> <p>Students undertake 2 academic skills components and 2 subjects in preferred program as preparation for formal acceptance into degree programs</p>	<p>88 students have now been enrolled in Nura Gili enabling programs since 2008</p> <p>In 2013, 19 students were enrolled; 2014 25 students were enrolled</p>
4. UNSW Indigenous Winter School	School students in years 10, 11 and 12	<p>Tertiary aspiration program</p> <p>Winter School is a residential program that introduces school students to UNSW and real experiences of academic learning in their areas of interests.</p>	<p>150 students in 2013 and 100 in 2014 attended one a week long camp on campus</p> <p>Since 2010, 542 students have been through the program and 233 were in year 12. Of those, 64 are currently enrolled at UNSW</p>
5. Nura Gili Recruitment & Outreach Program (School, TAFE, community visits and expos)  6. Nura Gili Student Ambassador Program	Potential applicants, school and TAFE, community members	Roadshows, site visits, expos and market stalls promoting Nura Gili programs and university studies	<p>Communications to potential students, communities, and key contacts in schools and TAFEs</p> <p>60 school visits in 2013 (metro and regional); 60-80 visits in 2014</p> <p>9 Expos across NSW</p> <p>School group visits to campus</p> <p>Year 12 Day</p> <p>Developing relationships with key partners</p> <p>Professional Development for UNSW Indigenous students as Ambassadors</p>

Nura Gili is increasing its effort to evaluate the effectiveness of its own access strategies. As well as providing numbers required for the IES statement, we are attempting to collate our own statistics over time in order to identify areas for further investigation and improvement.

### 1. UNSW Indigenous Pre-Programs

The UNSW Indigenous Preparatory Programs (Pre-Programs) are a 4 week intensive residential program for Indigenous students. The program acts as the admissions pathway for Indigenous entry into undergraduate programs

in Business, Law, Medicine, Social Work and Education. Students are assessed by Faculty and Nura Gili staff throughout the program on a range of criteria including ability to participate academically in the discipline area, commitment to study, attitude and aptitude for University studies. The program runs at no cost to the participants. Nura Gili arranges all travel, accommodation, meals and study materials for the program.

The following tables outline total participation, offers and acceptances through the Pre-Programs for the period 2013-2014:

Table 1: Pre-Program Applicants by year 2013-2014

Pre-Programs Applicants 2013-2014	
2013	2014
61	52

Table 2: Pre-Program offers by year 2013-2014

Pre-Program Offers 2013-2014	
2013	2014
45	46

Table 3: Pre-Program acceptances by year 2013-2014

Pre-Program Acceptance of Offers 2013-2014	
2013	2014
38	41

The faculty breakdown is shown below:

Table 4: 2014 Pre-Programs faculty participation, offers and acceptances

Pre-Programs 2014			
Faculty	Participants	Offers	Acceptances
Business	8 students	8 offers	8 accepted
Law	14 students	12 offers	12 accepted
Medicine	11 students	8 offered	8 accepted
Social Work	7 students	7 offered	7 accepted
Education	6 students	6 offered	6 accepted
<b>TOTAL</b>	<b>46</b>	<b>41</b>	<b>41</b>

Table 5: 2013 Pre-Programs faculty participation, offers and acceptances

Pre-Programs 2013			
Faculty	Participants	Offers	Acceptances
Business	8 students	7 offers	7 accepted
Law	12 students	12 offers	12 accepted
Medicine	13 students	7 offers	7 accepted
Social Work	9 students	9 offers	9 accepted
Education	3 students	3 offers	3 accepted
<b>TOTAL</b>	<b>45</b>	<b>38</b>	<b>38</b>

Table 6: 2013-14 Pre-Programs intake- Participants, offers and acceptances

Pre-Programs	2013 intake	2014 intake	Total
Participants	45	46	91
Offers	38	41	79
Acceptances	38	41	79

## 2. UNSW Indigenous Admission Scheme

The UNSW Indigenous Admission Scheme was developed to provide a pathway for undergraduate Indigenous students

to UNSW. The UNSW Indigenous Admission Scheme operates for all UNSW Faculties except ADFA, however, admissions that result from the Nura Gili Pre-Programs are managed as a separate process. 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 and a second entry opportunity runs from May to June. Each applicant completes a written assessment task and is interviewed by staff from Nura Gili and the relevant Faculty.

The breakdown of applicants, offers and acceptances are shown in the table below:

*Table 7: 2013 Admission Scheme interviews, offers and acceptance*

<b>Admission Scheme 2013</b>			
<b>Faculty</b>	<b>Number of applicants interviewed</b>	<b>Offers</b>	<b>Acceptances</b>
ARTS & SOCIAL SCIENCES	12	12	9
BUILT ENVIRONMENT	2	2	2
COFA	8	8	7
ENGINEERING	3	2	2
MEDICINE	1	1	1
SCIENCE	5	5	3
<b>TOTAL</b>	<b>31</b>	<b>30</b>	<b>24</b>

*Table 8: 2014 Admission Scheme interviews, offers and acceptance*

<b>Admission Scheme 2014</b>			
<b>Faculty</b>	<b>Number of applicants interviewed</b>	<b>Offers</b>	<b>Acceptances</b>
ARTS & SOCIAL SCIENCES	13	13	10
BUILT ENVIRONMENT	2	2	2
COFA	5	5	5
ENGINEERING	3	3	3
MEDICINE	1	0	
SCIENCE	3	3	3
<b>TOTAL</b>	<b>27</b>	<b>23</b>	<b>23</b>

The following table outlines application, interviews, offers and acceptances for the period 2013-2014 intake:

*Table 9: 2013-14 Admission Scheme intake- Applications, interview, offers and acceptances*

<b>Admissions Scheme</b>	<b>S1 2013 intake</b>	<b>S1 2014 intake</b>	<b>Total</b>
<b>Applications received</b>	31	27	58
<b>Interviews conducted</b>	31	27	58
<b>Offers</b>	30	23	53
<b>Acceptances</b>	24	23	<b>47</b>

### 3. Enabling Programs

When the Enabling Programs started in 2008, the offerings were the Diploma in Science, Engineering and Technology (DipSET), which was established by the Faculty of Engineering, and the Diploma in Humanities (DipHum), which was developed by the Faculty of Arts & Social Sciences. The Faculty of Law in collaboration with Nura Gili then developed the DipHUM Law in 2009. Both the Diploma of Science, Engineering and Technology and the Humanities have Indigenous and non-Indigenous cohorts. However, the DipHUM Law was designed for Indigenous students only. The DipHUM (Arts), DipHUM (Law) and the DipSET programs were designed to provide pathways into related undergraduate programs for students who have the potential to succeed but are not academically ready for undergraduate study. These students are identified by both Nura Gili and UNSW Faculty staff during Nura Gili's Pre-Programs or Admissions Scheme interviews.

The participation rate for Indigenous students for 2013-2014 are as follows:

<b>Enabling Programs 2013</b>			
<b>Enabling Program</b>	<b>Enrolments</b>	<b>Withdrawals</b>	<b>Completion</b>
UPP	4	1	3
HPP (Arts)	5	2	3
HPP (Law)	10	0	10
<b>Total</b>	<b>19</b>	<b>3</b>	<b>16</b>

In 2013 the Enabling Program started with 19 participants with a completion rate of 84% with only 3 students dropping out during the first semester.

<b>Enabling Programs 2014</b>			
<b>Enabling Program</b>	<b>Enrolments</b>	<b>Withdrawals</b>	<b>Completion</b>
UPP	12	5	7
HPP (Arts)	10	1	9
HPP (Law)	3	1	2
<b>Total</b>	<b>25</b>	<b>7</b>	<b>18</b>

In the 2014 Enabling Program, there was an increase of participants but also a higher number of withdrawals during the semester. The completion rate for 2014 was 72%.

#### 4. UNSW Indigenous Winter School

The annual UNSW Winter School was run for the 13<sup>th</sup> time in 2014 with a total of 100 secondary students from across Australia. This program has largely been sponsored by UBS Foundation for the past 6 years but is currently being funded by Nura Gili and UNSW while a new sponsor is sought.

Winter School is a program designed to encourage Indigenous students in years 10, 11 and 12 to consider further studies beyond high school. The week long residential program is designed to provide students with the opportunity to experience what university life is all about, through participation in academic lectures and tutorials, presentations, study sessions, team building activities, interacting with university staff, current students and fellow applicants, cultural activities and more. The selection process for Winter School focuses on student's areas of interests and their application to school studies expressed through a supportive reference from their school. To add to the experience, accommodation is provided in colleges on campus and the whole program is at no cost to the student.

##### The program areas offered are:

- Built Environment (Architecture, Construction and Design), Business, Education, Engineering, Indigenous Studies, Law, Medicine, Performing Arts, Science, Social Work, Visual Art.

Below are some graphs for the past 5 years of winter school

GRAPH 1;

<b>Winter School 2010 – 2015 school year conversion</b>										
<b>YEAR</b>	<b>10</b>	<b>Conversion</b>	<b>11</b>	<b>Conversion</b>	<b>12</b>	<b>Conversion</b>	<b>Total</b>	<b>Conversion</b>	<b>% All</b>	<b>%Yr 12</b>
<b>2010</b>	37	5	50	4	67	13	154	22	14%	19%
<b>2011</b>	40	6	58	11	58	15	156	32	20%	26%
<b>2012</b>	37	2	50	15	67	25	145	42	29%	37%
<b>2013</b>	24	N/A	67	7	48	17	139	24	17%?	35%
<b>2014</b>	22	N/A	41	N/A	35	11	98	11	11%	31%
<b>Total</b>	160	13	266	37	275	81	692	131	19%	29%

With graph 1 there is an overall intake or conversion of 19% of students going on to study at UNSW Australia. We then look at year 12 participants and find there is 29% or almost 1/3 of year 12 students progress to study at UNSW Australia.

GRAPH 2;

Winter School 2010 – 2015 Repeat student conversion				
YEAR	Repeats	Conversion	%	% of Conversion
2010	17	7	41%	20 – 35%
2011	20	5	25%	32 – 16%
2012	26	16	61%	42 – 38%
2013	7	2	43%	17 – 12%
2014	7	3	43%	11 – 27%
<b>Total</b>	<b>77</b>	<b>33</b>	<b>43%</b>	<b>122 – 27%</b>

Graph 2 has shown that that 43% of repeat students or participants who attend at least twice convert to enrolments at UNSW Australia.

GRAPH 3;

Winter School 2010 – 2015 Male/Female Conversion						
YEAR	Participants	Male	Conversion	Female	Conversion	Full Conversion
2010	154	52	11	102	11	22
2011	156	46	11	110	21	32
2012	145	37	12	108	30	42
2013	139	45	10	94	14	24
2014	98	28	4	71	7	11
<b>Total</b>	<b>693</b>	<b>208</b>	<b>48</b>	<b>485</b>	<b>83</b>	<b>19%</b>

Graph 3 is interesting in that it shows although male participants over the 5 year period are fewer in number, they have a higher percentage of conversion. This may indicate the importance of such programs for engaging young Indigenous males while still in secondary school.

GRAPH 4;

Winter School 2010 – 2015 State or Territory Conversion										
STATE	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	Total	%
2010	1	96	7	37	2	3	2	6	154	
Conversion		19		3					22	14%
2011	0	81	3	53	1	2	1	15	156	
Conversion		29		3					32	20%
2012	1	112	4	21	1	2	2	2	145	
Conversion	1	37	0	3				1	42	29%
2013	1	124	1	10	2	0	0	1	139	
Conversion		23		1					24	17%
2014	0	74	1	20	0	0	0	3	98	
		10		1					11	11%
<b>Total</b>	<b>3</b>	<b>487</b>	<b>16</b>	<b>141</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>28</b>	<b>693</b>	
<b>Total Conversion</b>	<b>1</b>	<b>118</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>131</b>	<b>19%</b>
Conversion %	33%	24%	0	10%	0	0	0	4%	<b>20%</b>	

Graph 4 shows NSW provided the winter school with 70% of its participants during 2010-2015, with around ¼ of that number converting to study. Queensland provided 20% of participants and the other 10% came from the other states and Territories. Although these conversion rates appear low, there is no way of knowing how many of these students go on to enrol in other universities. The UNSW Winter School has been a forerunner in this type of activity, though more universities are now entering this pathway activity.

However, Nura Gili is aware that that some students who participate in our Pre-programs are accepted in other universities on this basis. The reasons vary but can be related to other universities who accept enrolments early prior to ATAR score releases, to scholarship offers or, in the case of Law, for example, it can reflect UNSW's requirement to undertake a double degree, with no option to do a single degree in Law.

## 5. Nura Gili Recruitment and Outreach Programs

Over the past few years Nura Gili has been more proactive in the area of recruitment and outreach by attending or hosting events for students in year 7 through to year 12, while also trying to include parents in visits as well. Within the Sydney Area our Recruitment officer, as well as our Student Ambassadors, have attended 15 – 20 expo’s or career days and presented in 20 – 30 schools. We have also been out in the wider NSW areas covering around half the State, going into around 50 – 60 communities, visiting 60 – 80 schools. There is a list of the road trips below, along with a map of the areas covered.

Roadtrip – Moree, Armidale, Tamworth, Newcastle, Hunter Valley
Roadtrip – Mudgee, Wellington, Dubbo, Parkes, Forbes, Condobolin, Orange, Bathurst
Roadtrip – Griffith, Wagga Wagga, Albury
Roadtrip - Northern Rivers, Mid North Coast, Port Macquarie, Taree
Roadtrip – Far South Coast, Nowra, Bega, Canberra



### Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
Science and Engineering Program	Students in Years 7 and 9	Designed to interest students in continuing studies in the sciences and maths and see tangible career paths	18 students participated in the program
Walama Muru	University students – Non-Indigenous and Indigenous	University students raise funds and visit a rural community and assist in community development activities	Students gain an insight into Indigenous matters and visit a community to assist with community development projects. Communities develop contacts with UNSW.
School, TAFE and community visits  Nura Gili Student Ambassador Program	Potential applicants, school and TAFE staff, 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  Visits to TAFEs across NSW  3 Networking events with partner schools

			Developing relationships with key partners  Professional Development for UNSW Indigenous students as Ambassadors
ASPIRE Program	Equity Initiative	Aspiration program for LSES school students. Students visit Nura Gili and UNSW.	Long term initiative Workshops with students, Nura Gili and Faculties to raise awareness and aspiration of higher education with Indigenous primary & high school students in specific schools/areas

### Scholarships

Nura Gili works closely with the UNSW Scholarships Unit to actively promote its scholarships to Indigenous students. Scholarship uptake continues to grow in 2014. In 2013 UNSW Indigenous undergraduates held 42 scholarships provided by UNSW and private or corporate sponsors (and excluding Commonwealth scholarships and Cadetships). In 2014 Indigenous undergraduates held 54 scholarships.

These scholarships range from \$1500 to \$15,000+ per annum. Many last the duration of a degree, while some are of shorter duration. While most of these scholarships are identified for Indigenous students some students receive openly competitive scholarships in the form of Academic Achievement Awards and the VC's Scholarships.

In addition to the UNSW scholarships, the Shalom Gamarada Scholarship Program established by Professor Lisa Jackson Pulver with Shalom College continues to support Indigenous students at UNSW. Since the program's inception in 2005, it has assisted 67 students. There are currently 28 Indigenous students at Shalom College. To date 13 students have graduated - 10 doctors, 1 Optometrist, 1 Social Worker and 1 Architect.



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

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

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

Nura Gili coordinates a range of programs that address increased participation of Indigenous students in higher education generally, and to recruit students to UNSW. Indigenous enrolments at UNSW have steadily increased towards our target of 500 enrolments.

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

	2013	2014
Aboriginal and Torres Strait Islander students:	383	381
Non Aboriginal and Torres Strait Islander students (Domestic students only):	38872	39483

\* HEIMS data

**Strategies to address participation**

Strategies	Outline of strategies	Constraints	Outcome
Recruitment and Outreach activities	Promotion of tertiary study and options	Costs, Staff Resources, Limited to NSW focus	Increased enrolments at UNSW
Student Ambassador Program, Program Supervisors and ITAS Tutoring	Utilising UNSW current Indigenous students in recruitment and outreach activities and programs as supervisors and as tutors within programs or for ITAS	Costs	Increased work opportunities for current Indigenous students  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 gaps 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 prep pathways
Mentoring and support services	Personal and Academic support for students enrolled	Staff Resources	Improved retention, engagement and reduced attrition
Financial support including scholarships, and employment	Support to address "whole of student" needs while undertaking university studies	Costs, Scholarship criteria, time on studies impacted by work commitments	Improved retention, engagement and reduced attrition and student 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 studies

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

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

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

<b>Overall comparison on Graduation</b>	<b>2013*</b>	<b>2014*</b>
Aboriginal and Torres Strait Islander students: <b>(Research)</b>		<b>3</b>
Non Aboriginal and Torres Strait Islander students: <b>(Research)</b>	1077	760
Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>	<b>14</b>	<b>14</b>
Non Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>	5066	4935
Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>	<b>38</b>	<b>37</b>
Non Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>	6379	6484

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**Faculty comparison**

<b>DVC/A Board of Studies</b>	<b>2013*</b>	<b>2014*</b>
Aboriginal and Torres Strait Islander students: <b>(Research)</b>		
Non Aboriginal and Torres Strait Islander students: <b>(Research)</b>	2	3
Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>		
Non Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>		
Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>		1
Non Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>		8
<b>Div of Registrar and Deputy Principal</b>	<b>2013*</b>	<b>2014*</b>
Aboriginal and Torres Strait Islander students: <b>(Research)</b>		
Non Aboriginal and Torres Strait Islander students: <b>(Research)</b>	5	5
Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>		
Non Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>		
Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>		
Non Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>		
<b>Faculty of Art and Design</b>	<b>2013*</b>	<b>2014*</b>
Aboriginal and Torres Strait Islander students: <b>(Research)</b>		
Non Aboriginal and Torres Strait Islander students: <b>(Research)</b>	30	38
Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>	4	2
Non Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>	189	214
Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>	7	7
Non Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>	466	447
<b>Faculty of Arts and Social Sciences</b>	<b>2013*</b>	<b>2014*</b>
Aboriginal and Torres Strait Islander students: <b>(Research)</b>		1
Non Aboriginal and Torres Strait Islander students: <b>(Research)</b>	76	36
Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>		1
Non Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>	597	604
Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>	8	9
Non Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>	1027	1115
<b>Faculty of Built Environment</b>	<b>2013*</b>	<b>2014*</b>
Aboriginal and Torres Strait Islander students: <b>(Research)</b>		
Non Aboriginal and Torres Strait Islander students: <b>(Research)</b>	16	7
Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>		
Non Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>	225	233
Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>	2	2
Non Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>	455	429
<b>Faculty of Engineering</b>	<b>2013*</b>	<b>2014*</b>

Aboriginal and Torres Strait Islander students: <b>(Research)</b>		
Non Aboriginal and Torres Strait Islander students: <b>(Research)</b>	187	105
Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>	1	1
Non Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>	797	828
Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>	4	2
Non Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>	1142	1236
<b>Faculty of Law</b>	<b>2013*</b>	<b>2014*</b>
Aboriginal and Torres Strait Islander students: <b>(Research)</b>		1
Non Aboriginal and Torres Strait Islander students: <b>(Research)</b>	302	290
Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>		4
Non Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>	302	290
Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>	3	5
Non Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>	263	255
<b>Faculty of Medicine</b>	<b>2013*</b>	<b>2014*</b>
Aboriginal and Torres Strait Islander students: <b>(Research)</b>		1
Non Aboriginal and Torres Strait Islander students: <b>(Research)</b>	140	67
Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>	5	
Non Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>	239	276
Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>	3	8
Non Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>	362	368
<b>Faculty of Science</b>	<b>2013*</b>	<b>2014*</b>
Aboriginal and Torres Strait Islander students: <b>(Research)</b>		
Non Aboriginal and Torres Strait Islander students: <b>(Research)</b>	167	116
Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>	1	1
Non Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>	277	259
Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>	2	2
Non Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>	893	965
<b>UNSW Business School</b>	<b>2013*</b>	<b>2014*</b>
Aboriginal and Torres Strait Islander students: <b>(Research)</b>		
Non Aboriginal and Torres Strait Islander students: <b>(Research)</b>	55	39
Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>	3	3
Non Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>	2028	1820
Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>	7	1
Non Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>	1505	1380
<b>UNSW Canberra at ADFA</b>	<b>2013*</b>	<b>2014*</b>
Aboriginal and Torres Strait Islander students: <b>(Research)</b>		
Non Aboriginal and Torres Strait Islander students: <b>(Research)</b>	97	54
Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>		2
Non Aboriginal and Torres Strait Islander students: <b>(Postgraduate)</b>	412	411
Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>	2	
Non Aboriginal and Torres Strait Islander students: <b>(Undergraduate)</b>	266	281

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### Support mechanisms

The increase in retention and completion rates set out in our introduction to this report is testament to the changing ways we are delivering academic and personal support to our students. Our strategies are set out in the table below.

Nura Gili continues to improve its learning support program to achieve its primary goal of producing quality Indigenous graduates. For example, in 2014, Nura Gili's dedicated academic support advisor in numeracy audited all UNSW Maths courses to understand student needs more fully and provide feedback to faculties, enabling programs, and Nura Gili's admission and selection processes. This much needed position assists students in successful participation in programs in the sciences, engineering and business and particularly the identification of relevant tutors.

Recognition of Indigenous student effort is an important way to motivate students to strive to excel and to allow sponsors to appreciate student outcomes. Nura Gili hosted the Indigenous Graduation Celebration Reception for the Australian School of Business, and held its annual Nura Gili Awards Night. Both events involved students at all stages of their program to highlight achievements and foster the motivation to continue and successfully complete

their studies. Awards were given for Excellence in Academic Achievement for all Faculties. Awards were sponsored by Nura Gili, Staff, Faculties and Industry partners. Following in the tradition of Winter School, Spirit Awards were also awarded. In addition, there were 3 Burbuga Birrung (Rising Star) Awards and 3 Indigenous Accountants Awards.

Support mechanisms	Description	Improvements and outcomes	Constraints/Future work
Ngurra Orientation Program	Nura Gili's orientation program for commencing Indigenous students	Students provided with information to assist their transition into their studies including personal, wellbeing and academic support services on campus.	Attendance is currently optional but could benefit more students. Program could still be improved in focus for those students who have not had the benefits of the Pre-programs admission process. The development of potential academic learning orientation workshops is being considered.
PATS Transition strategy	All students contacted in 1 <sup>st</sup> four weeks and asked four simple questions about Personal wellbeing; Academic learning; Transition and settling in; Support needs	Reduced number of early withdrawals (reduced attrition rates); helps identify and maintain contact with students at risk for further follow-up	Time intensive; workload implications
Utilisation of ITAS	Supplementary tuition (see additional details below)	Increased academic support through the early uptake of ITAS has a direct impact on success, progress and retention rates (169 students, 788units, 7717 hours). 291 tutors were employed, 20 of whom were Indigenous.  Challenges in ensuring a good match between tutors and students are being met through shifting responsibilities for tutor selection to learning support staff rather than the administrator of ITAS.	Complex to administer, funding.  Student and tutor feedback important to collect to ensure effective support but little time to process and follow up this information.
Nura Gili Student Support Staff	Academic and personal support	Absolutely essential to student retention, engagement, success, progress through studies and improved completion times and rates. Currently 3 positions, all with educational qualifications	Development of staff resources Development of staff capacities Budget planning for 1 additional position in 2015
Learning Support Strategy	Monitoring and support of academic progress and needs	Absolutely essential to ensuring academically under-prepared students' progress towards being independent learners. Improved academic performance and increased support in targeted areas.	Staff resources, systems  Development of systems and process for managing case studies loads of students; difficult within university systems context.
Utilisation of Faculty and	Supplementary tuition	Increased academic support.	Uptake by students.

Central Learning Support Units eg. Business Education Development Unit and Learning Centre, Residential College tuition support		Nura Gili has a good relationship with the UNSW Learning Centre and some students make use of online resources and information sheets in Nura Gili.  Residential colleges provide additional tutorial support to some students	Access must be easy and an on-time supplement to Nura Gili services to be taken up.
Strengthen relationship between Nura Gili and other support services	Consistent socio-emotional support measure across the campus	Improved wellbeing and retention of student numbers	Cumbersome administrative processes
Emergency fund	Financial support for students in times of crisis	Assistance for students in financial crisis. Critical to keep some students in study.	Funding
Cadetships and Employment Opportunities	Financial support for students while at university	Consistent financial support aids retention, engagement, success, progress and reduces attrition, course failures, and student stress.	Balancing need for work with time on studies. Education of employers to understand the demands on students.
Scholarships, including residential scholarships	Financial support for students while at university	Aids retention, engagement, success and progress, and reduces attrition, course failures, and student stress.	Funding, criteria Need for assistance for those not eligible for Abstudy. As indicated by the Indigenous Higher Education Review, there is a need for stable and appropriate student accommodation and consistent finances that is not able to be met. Ongoing work with the UNSW Foundation and external sponsors.
Industry relationship building	Building links that support students and may lead to career or work opportunities	Positive assistance for students Helps clarify pathways into work Develops student contacts in industry	Staff resources The work in this area requires careful monitoring to ensure students are not distracted from study or overburdened by responsibilities to sponsors. Guidelines and processes being developed.
Faculty initiatives	Specialised staff and activities, discipline specific; follow on from faculty involvement in Pre-programs	High enrolments in Law, Medicine and increasing in other Faculties; Proactive support for enrolled students where dedicated staff are involved in academic progress and liaisons between students, faculties and Nura Gili staff.	Costs, Staff Resources  More development work in faculties indicated. The Medicine, Law and Business models could be extended into other faculties.
Example - ASB Indigenous Industry	Business Faculty event to link current students with Industry	Students discussed internships, graduate opportunities, research options, career progression,	Staff resources

Networking Evening	partners to discuss career opportunities,	working abroad and developed professional networking contacts	
SRC Indigenous Officer	Elected Indigenous Student	Elected position that works with students, student organisations (ARC, SRC), Faculties and Nura Gili. Social and cultural events across campus to promote Indigenous issues and support Indigenous students. Eg. Close the Gap Day, Mabo Day	Funding While important, funding competes with more important priorities
Indigenous Games	Team competes at the National Indigenous Games	Students organise teams to train and compete at the Indigenous Games. Develops student support networks and friendships and promotes involvement in sport.	Funding Student organised fund raising develops responsibility but care has to be taken that study does not suffer.

### Improving ITAS to address educational capacity issues

#### Tutor Effectiveness

During 2014, continual process improvements have been made in ITAS tutor recruitment and selection. Establishing close working relationships with faculties has significantly improved the quality of tutors overall and has led to high-quality tuition delivery. A combination of current UNSW students and tertiary graduates were recruited to deliver ITAS tuition, including twenty Indigenous tutors. Prospective tutors are interviewed and selected before undertaking a staff induction and cultural awareness training (where required). Tutors are then matched to suitable students. Nura Gili's Learning Support Officers continue to work closely with students and tutors throughout 2014 when matching students with tutors. Individual tuition is the most popular method of support due to the nature of student programs; however where possible and where student program needs are aligned a group contract had been put in place to create a beneficial learning environment. The first preference for matching students to tutors occurs at a subject level to ensure the tutor has an intimate knowledge of the specific subject being tutored and also to provide the student with the best possible outcome. This, along with tutor student matching adjustments during the semester to ensure the best fit and students having multiple tutors for multiple subjects, has resulted in the number of contracted tutors exceeding the number of contracted students under ITAS for 2014.

Throughout 2014, Tutors have been able to help students develop a clearer understanding of core concepts in the course materials. The positive tutor approach to ITAS has provided additional benefits to the student and has contributed to a creative learning environment. Tutors are required to provide a mid-contract and end of semester feedback/evaluation to the Learning Support team; this includes a report on the student's progress and recommendation for further tuition.

In addition to ITAS, Nura Gili employs three Learning Support staff who work closely with students to address learning support needs not covered by ITAS – specifically academic writing, research, literacy and numeracy skills.

Over the past two years, Nura Gili has progressively implemented a comprehensive learning support strategy to assist Indigenous students, improve retention and increase completion rates. As part of this plan, in 2013 tutors provided an additional progress report at the mid-semester point. In 2014, Nura Gili commenced a rollout of Individual Learning Support Plans which will continue into 2015.

#### Successful Strategies that have a positive impact on student learning

In 2014, Nura Gili staff continued to encourage suitable first year students to apply for ITAS to ensure all first year student have a comprehensive understanding of core concepts relating to their first year foundational subjects within their field of study.

Recruitment of tutors occurred early in 2014 to ensure suitable tutors were assessed and ready for the commencement of semester. This effort improved the matching process by reducing the turnaround time for matching and contracting students and tutors.

Nura Gili continues to develop and maintain strong relationship with key staff in each of UNSW's faculties to assist with student progress and support, and where necessary has sought suggestions from faculty staff for potential tutors; this has facilitated the development of stronger working relationships, improved tutor options and established greater student support networks.

At an ITAS contract level, we recommend that students and tutors meet at regular times and where necessary, use the maximum amount of time each week to get the full benefit of ITAS and ensure student success. Where applicable, we encourage students to apply for additional ITAS hours during the exam periods. As part of our ITAS student and tutor agreement, we strongly recommend that tutoring occurs in a suitable study environment which is free from distraction. Nura Gili continues to provide 24hr access to a variety of study spaces.

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

In 2014, thirteen students who had previously accessed ITAS support during their studies graduated. There was a 57% increase in the number of units of study from 2013. Overall, students accessing ITAS in 2014 passed 71% of total units.

#### **Future areas for improvement**

Although there still were a number of students who accessed ITAS and did not pass all subjects, there are a number of factors that need to be taken into consideration in relation to this, including:

- students who enrolled in a course that was not the right fit for them
- students who experienced personal, medical and/or medical issues which impacted on their ability to commit fully to their studies
- students who withdrew or varied their academic program due to personal and/or academic reasons
- Students who submitted applications late in the semester after failing major components of their course requirements. Receiving/ applying for ITAS to late in the semester to have an impact on their end result
- Student expectations were unrealistic in relation to the commitment required and in a handful of cases, students being time poor to effectively utilise ITAS

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

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

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

The curriculum design for Nura Gili's Indigenous Studies major and minor streams fosters a respect and understanding of Indigenous issues from an Indigenous perspective. These streams are one of 39 stream offerings within the Bachelor of Arts, yet are available to Arts and Social Sciences students enrolled in one of 24 degree programs. The Indigenous Studies cross-curricula design is targeted to enhance student's professional studies. All Indigenous Studies subjects (except for ATSI3008 Indigenous Studies Capstone) are available for study to all UNSW students as general electives, and/or as general education offerings. Subject topics/content includes History, Identity, Politics, Astronomy, Science, Popular Culture, Museum Studies, Gender and Cultural Heritage. An additional subject 'ATSI3017 Aboriginal History and the Colonial World' was also proposed in 2014, with first implementation due to occur semester 2, 2015.

The Indigenous Studies course offerings are:

Level 1:

ATSI1011 Indigenous Australia  
ATSI1012 Aboriginal Sydney

Level 2:

ATSI2003 Indigenous Material Culture  
ATSI2004 Popular Culture of Indigenous Australia  
ATSI2011 Indigenous Political History  
ATSI2012 Indigenous Politics  
ATSI2014 Indigenous People and Policy  
ATSI2015 Indigenous Science  
ATSI2016 Torres Strait: Past & Present

Level 3:

ATSI3001 Australian Indigenous Identity  
ATSI3002 Indigenous Australia  
ATSI3003 Cultural Heritage & the Environment  
ATSI3005 Whiteness  
ATSI3006 Indigenous Astronomy  
ATSI3007 Human-Animal Interactions  
ATSI3017 Aboriginal History and the Colonial World  
ATSI3008 Indigenous Studies Capstone

The Indigenous studies co-curricular design focuses on the student as the learner. Its key aim is to produce graduates who are well equipped in research and/or professional work when dealing with Indigenous people's concerns and issues in a respectful, informed, ethical and productive manner. As students traverse the different levels of the major they develop their academic skill, yet at the same time, they develop their knowledge base for Indigenous issues. At the introductory level students are alerted to their prior assumptions and broader contests within Indigenous Studies, which eventually become sites for deeper intellectual inquiry at Levels 2 & 3. The key objective is to lead students in a sequential way through the stream so that they are better equipped to devise and understand solutions required in practice in their chosen profession. This co-curricular design is the result of Nura Gili staff collaboration (both Indigenous and non-Indigenous) who have extensive experience and leadership in Indigenous Higher Education. In 2014 Nura Gili proposed an add-on Indigenous Studies Honours program (48UOC) first implemented in summer session of 2014-2015. This is designed to equip prospective Indigenous Studies HDR students with a grounding in Indigenous research concerns and methods.

While Nura Gili predominantly delivers Indigenous studies at UNSW, several subjects are taught outside the Nura Gili stream offerings. These include:



LAWS8124 Indigenous Women and the Law  
LAWS8123 Indigenous Children and the Law  
JURD7312 Indigenous Law Centre Student Editor  
EDST5141 Critically Engaging with Indigenous Education  
JURD7813 Indigenous Children & the Law  
SAHT3223 Aboriginal Art, Language and Culture  
SAHT2626 Right Here Right Now: Aboriginal art since 1984  
SOCW2100 Aboriginal People and Social Work  
EDST6717 Aboriginal Studies Method 1  
PHCM9634 Case Studies in Aboriginal and Torres Strait Islander Health

While these subjects are not based on Nura Gili's teaching philosophy they are delivered by Indigenous members of staff, or those with appropriate expertise in the Indigenous Studies field.

Nura Gili delivers a range of programs that assist in developing student understandings and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures. Student ambassadors for the Nura Gili Winter School Program and Walama Muru are required to undergo cultural competence training to ensure their interactions with Indigenous students, staff and the broader community, are appropriate. Nura Gili Indigenous staff delivers this training. In addition several staff members within the Nura Gili academic and student services team are Indigenous, and have strong links to their Indigenous communities and the Indigenous knowledge that sustains the communities.

Several links to Indigenous communities have been made through Nura Gili teaching programs, research work, and formal association in terms of representation on various external committees and boards. Several Indigenous staff members are also from these communities.

## Summary

Over the last four years Nura Gili has put considerable effort into expanding and improving its student support strategies and its links across the Faculties and other relevant sections in UNSW. Improved selection processes, improved educational diagnostics, a dedicated Learning Support team that works closely with the Personal Support team, and the professional development of staff has reduced attrition and lifted retention and completion rates.

Further staff capacity-building and better systems and processes for tracking student progress is indicated as ongoing work. Better information management of Indigenous student data is indicated to allow more effective evaluation of Nura Gili strategies over time.

There are systems and access constraints in the UNSW business intelligence systems to provide on-time relevant data for support teams and management that need to be overcome. These are being worked on but are challenging.

Nura Gili has also put considerable effort into Indigenous Studies programs. Much of this work is invisible and behind the scenes. An Indigenous Studies Major has been revamped, the Masters of Indigenous Studies discontinued because of unviability, and an Indigenous Studies Honours program developed to support the development of HDR pathways in Indigenous Studies to PhD levels. An effort has gone into refining staff workload formulas, course assessment criteria, and student course evaluation surveys for feedback into course improvements.

Future efforts are being directed towards the ongoing development of new courses and to refine sequences of courses in the areas of Indigenous knowledge, History, Politics and Social Policy, and Culture and Identity. Early development work is also occurring around teaching and learning approaches, with one academic moving towards a PhD completion in this area.

The constraints in Indigenous Studies relate to the individual workloads of academics, the challenges in growing student numbers to make additional course development viable, the need for staff professional development in teaching and learning in Indigenous Studies, and the need for resources to grow the capacities of early career Indigenous academics, as they undertake HDR studies.

In research, academic staff continue with HDR programs or applications for Post doc research and also where appropriate supervise Honours, Masters and PhD students. There are considerable constraints on the early career development of Indigenous academics who are expected to reach standard benchmarks but who also require higher levels of support.

2015 holds for us greater numbers of graduates at all levels and disciplines. Our ongoing challenge continues to be the lag in information systems to further the organisational changes we are making to support Indigenous students at this level of study.



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

See Attachment.

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

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

## SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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

Prof N Martin Nakata  
Director, Nura Gili Indigenous Programs Unit  
T: 02 9385 1571  
E: [Prof.N.M.Nakata@unsw.edu.au](mailto:Prof.N.M.Nakata@unsw.edu.au)

Dr Reuben Bolt  
Deputy-Director, Nura Gili Indigenous Programs Unit  
T: 02 9385 3795  
E: [r.bolt@unsw.edu.au](mailto:r.bolt@unsw.edu.au)

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. This report was produced by the Nura Gili Indigenous Programs Unit and the contact details are as above.

University Officer	Indigenous Education Support Unit Officer
Name:	Name:
Position Title:	Position Title:
Phone Number:	Phone Number:
Email:	Email:

## SECTION 4 PUBLICATION OF THE STATEMENT

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

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

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

16 June 2015





Australian Government

Department of the Prime Minister and Cabinet

## FINANCIAL ACQUITTAL

<b>Organisation</b>	University of New South Wales		
<b>Postal Address</b>	Nura Gili Balnaves Place Lower Ground Floor, Electrical Engineering Bld UNSWSYDNEY NSW 2052 AUSTRALIA		
<b>Contact Person</b>	Dr Reuben Bolt	<b>Title</b>	Deputy Director, Nura Gili
<b>Phone</b>	(02) 9385 3795	<b>Fax</b>	(02) 9385 1062
<b>E-mail</b>	<a href="mailto:r.bolt@unsw.edu.au">r.bolt@unsw.edu.au</a>		

Financial Acquittal		Checklist
This financial acquittal proforma is designed to acquit all ISP Funds provided in 2014, including all interest or royalties/income derived from ISP Funds during 2014.		
Attachment		Checklist
1	Indigenous Support Program (ISP)	<input checked="" type="checkbox"/>
For each Attachment:		
<ul style="list-style-type: none"><li>Part A seeks information on the GST component of funding provided to you under that element, if applicable.<ul style="list-style-type: none"><li>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.</li><li>If GST is <i>not</i> paid to you, <i>do not complete Part A</i>.</li></ul></li><li>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.</li></ul>		

## Certification

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

### ISP FUNDING RECIPIENT'S CERTIFICATION

I,

(print name of chief officer or equivalent)

(print position title)

certify that:

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

I understand that:

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

Signed:

Date:

#### Privacy Notice

The Department of the Prime Minister and Cabinet (PM&C) collects your personal information (including your name, organisation and contact details) for the purposes of administering Indigenous Education Programmes. PM&C will not otherwise use or disclose your personal information without your consent unless required or authorised by or under law.

## ATTACHMENT 1 - Indigenous Support Program

<b>Provider Name: The University of New South Wales</b>
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**For the 2014 funding year (1 January - 31 December 2014).**

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

1. If applicable, GST received by you in 2014 as part of the Indigenous Support Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$ 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
Amount remitted: \$ / /	Amount remitted: \$ / /
Date remitted: / /	Date remitted: / /
Amount remitted: \$ / /	Amount remitted: \$ / /
Date 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.	\$ 0
(+ ) 2. Unexpended and uncommitted Indigenous Support Programme funds from 2013 which were approved for expenditure in 2014.	\$ 0
(+ ) 3. Indigenous Support Programme funds provided in 2014. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$ 999,000
(+ ) 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2014.	\$ 0
(=) 5. Total Indigenous Support Programme funds to be acquitted in 2014.	<b>\$ 999,000</b>

**EXPENDITURE**

6. Total Indigenous Support Programme expenditure in 2014, <u>excluding any GST</u> .	\$ 999,000
(+ ) 7. Unexpended Indigenous Support Programme funds which were committed for expenditure prior to 31/12/2014.	\$
(+ ) 8. Requested carryover into 2014 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2014 – written approval date /.../2014. <sup>1</sup>	\$
(=) 9. Total Indigenous Support Programme funds which by 31/12/2014 were fully expended and/or committed for expenditure.	<b>\$ 999,000</b>
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).	\$
<b>12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2014.</b>	<b>\$</b>

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

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

Nura Gili Indigenous Programs Unit Salaries for Indigenous student support	\$ 999,000
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
<b>(=) Total 2014 ISP Program Expenditure</b>	<b>\$ 999,000</b>

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

	\$
Remaining Nura Gili Indigenous Programs Unit Salaries	\$1,532,742
Nura Gili Indigenous Programs Unit Non-People Costs (Programs)	\$ 471,288
	\$
	\$
	\$
	\$
	\$
	\$
	\$
<b>(=) Total of 2014 Non-ISP expenditure</b>	<b>\$ 2,004,030</b>