

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

RMIT's approach to improve higher education outcomes for Indigenous Australians and how this is being implemented

'RMIT recognises the inherent value of Indigenous Australian perspectives to the University. The University aims to position itself as both an employer of choice and preferred place to study for Aboriginal and Torres Strait Islanders. RMIT has undertaken a firm commitment to contribute to, and lead in, the areas of reconciliation and Indigenous community development.'

RMIT Equity and Diversity Plan 2007-2010

RMIT University's activities in Indigenous education are driven by the principles of self determination, development of the Koori community, development of the individual, and maintenance of Koori identity and culture. Our commitment to these principles underpins our approach to improving educational outcomes for Aboriginal and Torres Strait Islanders.

In Higher Education, RMIT bases its objectives for improving Indigenous education on the National Aboriginal and Torres Strait Islander Education Policy (AEP) goals. For TAFE, the University produces an annual *Wurreker Plan*, in line with Victorian State Government requirements, which is based on complementary objectives.

As a result, the University has the following key objectives to improve education outcomes for Indigenous Australians:

1. Developing and maintaining equal and effective partnerships with Indigenous learners, communities and community organisations
2. Promoting learning opportunities through targeted access programs
3. Improving Indigenous student learning experiences and completion rates at all levels from TAFE to Higher Degrees by Research
4. Enhancing the capacity of all staff and students to understand Aboriginal and Torres Strait Islanders perspectives
5. Increasing the number of Aboriginal and Torres Strait Islander peoples employed at RMIT.

At RMIT the model for delivering Indigenous programs and services is dispersed and integrated across multiple functions and units rather than confined to a single Indigenous Education Unit (IEU). Student participation is co-ordinated through the Ngarara Willim Aboriginal and Torres Strait Islander Centre which works with academic areas and the Equity and Diversity Unit to promote access and support student transition. Engagement and outreach is a collaborative effort involving academic units, Ngarara Willim, and Equity and Diversity. Indigenous employment effort is located within Human Resources. Curriculum development resides with individual teaching units, with support from the Learning and Teaching Development Unit. Cultural awareness is supported by targeted activities delivered by People and Culture, the Learning and Teaching Development Unit, Ngarara Willim and Equity and Diversity. Teaching of Indigenous content is managed at the discipline level. In 2009 RMIT appointed its first Professor from an Indigenous background. It is anticipated that this will support increased Indigenous academic and research activity across the University.

In 2009 RMIT undertook the following key activities in order to more effectively support our implementation of the above objectives:

- Development of the Aboriginal and Torres Strait Islander Transition and Enabling Program, the Gama-dji Program, focusing on academic skill preparation and phased delivery of learning support for Indigenous students.
- Development of an RMIT Reconciliation Statement endorsed by the University's Executive.
- Participation in the Toorong Marnong initiative, a project funded by the nine higher education institutions in Victoria looking at co-operative initiatives to enhance outcomes for and engagement of Indigenous peoples in tertiary education.
- The appointment of an inaugural Professor of Aboriginal & Torres Strait Islander Studies at the University.
- The introduction of targeted scholarships to TAFE and Higher Education Indigenous students as part of RMIT's commitment to closing the gap in life expectancy between Indigenous and non-Indigenous Australians and improving the well-being of Indigenous communities through the education of Indigenous health workers and workers in allied areas.
- Partnered with the Australian Indigenous Mentoring Experience (AIME) Indigenous Corporation to deliver a Mentoring Program involving RMIT University students and secondary school Indigenous students with the aim of improving Year 10 to 12 completion and university admission rates.
- The implementation of a protocol whereby each RMIT Council and Academic Board meeting is opened with an Acknowledgement of Country.

How Indigenous perspectives are embedded in RMIT's strategic plan and other key institutional documents

Aboriginal and Torres Strait Islander perspectives are embedded in the RMIT strategic plan, and other key University plans:

- *RMIT 2010 Designing the Future – Strategic Plan*, which includes 'Respect for Indigenous cultures' as a key component of Priority 5, to 'Create an experience for students which is stimulating and satisfying and which celebrates diversity'.
- *RMIT Equity and Diversity Plan 2007-2010* which has an overarching commitment to Indigenous education and employment, and a recognition of the significance of Indigenous perspectives, as well as performance measures specific to Aboriginal and Torres Strait Islander education in each of the priorities of the Plan.
- *RMIT Academic Plan 2007-2010*, which contains explicit strategies for Aboriginal and Torres Strait Islander education, including the Indigenous Academic Partnership Committee chaired by the Deputy Vice-Chancellor (Academic).
- *Togip Gabaareng Indigenous Employment and Career Development Action Plan 2007-2010*.
- *RMIT Reconciliation Statement* endorsed in 2009 which confirms RMIT's commitment to improving access, participation and outcomes in education for Aboriginal and Torres Strait Islander peoples (Appendix A).

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2009 AND PLANS FOR FUTURE YEARS

Goal 1: Establish effective arrangements for the participation of Indigenous peoples in educational decision-making

Indigenous membership on University Committees includes the following (staff from Ngarara Willim are represented on each committee):

Taskforce on Aboriginal Education and Research: This group advises the Vice Chancellor and President on the strategic direction and development of Aboriginal and Torres Strait Islander education and research. The taskforce comprises two external Indigenous representatives as well as three Indigenous staff including RMIT's new RMIT Professor of Aboriginal and Torres Strait Islander Studies, Mark Minchinton who is responsible for leading and developing Aboriginal and Torres Strait Islander studies and education across the university. In 2009 the taskforce met four times and undertook the following activities:

- Refined and finalised the RMIT Reconciliation Statement

- Contributed to the development of the Graduate Attributes statement
- Commented on the development of the Aboriginal and Torres Strait Islander Transition and Enabling Program
- Monitored the implementation of the Wurreker Plan 2009

Koori e Profile Working Group: The Koori e Profile Working Group reports to the University's Academic Board through its Vocational Education and Training (VET) Committee. The Working Group includes three internal Indigenous staff and non Indigenous staff involved in supporting Indigenous education and training, and performance planning. In 2009 the Working Group focused on community engagement and opportunities for RMIT to respond to the education and training needs of Victorian Aboriginal and Torres Strait Islander communities and students.

Vocational Education and Training (VET) Committee: The manager of the Ngarara Willim Centre is a member of the VET Committee and provides advice to the Committee on issues of concern to Victorian Aboriginal and Torres Strait Islander communities and students.

Professor of Aboriginal & Torres Strait Islander Studies, Mark Minchinton: The appointment of the first Professor of Aboriginal & Torres Strait Islander Studies, Professor Mark Minchinton in 2009 is an important landmark in RMIT's commitment to Aboriginal and Torres Strait Islander education and research. Professor Minchinton is responsible for leading and developing Aboriginal & Torres Strait Islander studies and education across the university.

Goal 2: *Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.*

The RMIT University Indigenous Employment and Career Development Plan 'Togip Gabaareng' was developed in 2007 and runs until the end of 2010. The Plan is available on the University's website at: <http://www.rmit.edu.au/staff/strategy>. Within the plan there are numerous programs and activities that are aimed at increasing Aboriginal and Torres Strait Islander staff within the University and career progression opportunities for these staff. In particular the Plan focuses on:

- education and professional development for staff
- development of appropriate support services for Aboriginal and Torres Strait Islander staff
- raising awareness amongst managers of Aboriginal and Torres Strait Islander employment priorities and issues.

Since its implementation at the beginning of 2008 there has been an increase in the number of Aboriginal and Torres Strait Islander applicants and staff. This has been a direct result of targeted University initiatives, including:

- expression of interest campaigns
- direct appointment procedures
- notification to the community and community organisations of positions via email
- one on one assistance for potential Indigenous applicants to identify and apply for relevant positions
- targeted activities focusing on the needs and requirements of RMIT colleges and portfolios
- employment of Aboriginal and Torres Strait Islander trainees

In support of increasing the Indigenous workforce, in 2009 RMIT was granted six exemptions (in place until 17 June 2012) from provisions of the Equal Opportunity Act 1995 to advertise for general or academic positions within the University.

Additionally, Ngarara Willim supports the maintenance of data on Aboriginal and Torres Strait Islander guest speakers and lecturers and the employment of Aboriginal and Torres Strait Islander students in appropriate roles across the University. These positions are not reflected in employment statistics, but do raise awareness of Aboriginal and Torres Strait Islander employment needs, skills and knowledge, important for increasing Indigenous employment opportunities.

Overall the number of Aboriginal and Torres Strait Islander staff within the University at the end of 2009 was nine full time equivalent members including the commencement of RMIT's first Aboriginal and

Torres Strait Islander Professor. In addition 2009 saw a number of Indigenous trainees complete their traineeship and two new Indigenous trainees commence.

The following summarises the role of Indigenous people employed within the University during 2009:

| Position Title | Type | Location | Type |
|--|------------|---|-----------------------------|
| Senior Coordinator, Indigenous Employment | Exempt | People and Culture, Indigenous Employment | HEW 8 |
| Coordinator, Indigenous Employment | Exempt | People and Culture, Indigenous Employment | HEW 6 (Vacant end 2009) |
| Manager, Ngarara Willim | Exempt | Student Services, Ngarara Willim | HEW 8 |
| Koori Liaison Officer, Ngarara Wilim | Exempt | Student Services, Ngarara Willim | HEW 6 |
| Project Officer, Student Services | Mainstream | Student Services, Directors Office | HEW 7 |
| Administration Officer | Mainstream | College of Business | HEW 5 |
| Student Admissions | Mainstream | Student Services, Academic Registrars Group | HEW 4 |
| Customer Service Officer, The Hub | Mainstream | The Hub, Academic Registrars Group | HEW 4 |
| Professor, Aboriginal and Torres Strait Islander Education and Research | Identified | College of Design and Social Context, School of Art | Academic E |
| Research Officer, Aboriginal and Torres Strait Islander Education and Research | Identified | College of Design and Social Context, School of Art | Academic A |
| Administration Officer, Student Academic Success | Identified | Student Services, Ngarara Willim | HEW 6 (Contract ended 2009) |

Other key activities undertaken during 2009 include: cross cultural awareness and communication events; information sessions on Indigenous employment; and stakeholder collaborations to develop culturally sensitive plans and strategies to effectively and sustainably increase Indigenous employment.

Goal 3: Ensure equitable access of Indigenous students to higher education.

Commencing Indigenous student numbers for 2009 (access rate) as compared to 2008

| | 2008 | | 2009 | |
|-----------------------------------|-------|-------|-------|-------|
| Commencing indigenous students | 26 | 0.31% | 40 | 0.48% |
| Commencing all domestic* students | 8,508 | 100% | 8,356 | 100% |

Notes:

* Domestic students based on citizenship whose permanent residence is in Australia, excluding cross-institutional and Open Universities Australia enrolments.

Programs run, through the IEU or the University, to improve access of Indigenous students

In 2009 RMIT continued to develop the Indigenous Access Scheme (IAS): a cross-sectoral non-competitive selection process that identifies students' discipline specific capacity to succeed, and supports a case managed approach to prepare students for the transition to tertiary study, including access to relevant study pathways. RMIT's growth in Indigenous students involved in a wide spread of programs and fields of study, and continued strong retention and success rates are testament to the success of the model.

RMIT's case management approach also supported successful outcomes for Aboriginal and Torres Strait Islander students applying through the Schools Networks Access Program (SNAP) or other avenues. Targeted briefings and explicit commitment to Indigenous education access and outcomes were provided as part of SNAP and other school/community briefings.

In 2009 19 Aboriginal and Torres Strait Islander students enrolled through the IAS. In addition, four Aboriginal and Torres Strait Islander students enrolled through the University's SNAP scheme, for a total of 23 IAS/SNAP enrolments.

In 2009 significant resources were allocated, via an internal Learning and Teaching Investment Fund grant, to the development of the Gama-dji University Transition Program, a collaboration between the University's Student Services Group, Learning and Teaching Development Unit, the School of Education and Ngarara Willim. The program focuses on academic skill preparation and phased delivery of learning support for Indigenous students and was delivered in 2010 for the IAS cohort coming through at the end of 2009.

In addition in 2009 the Equity and Diversity Unit and Ngarara Willim piloted a briefing session for careers teachers as part of the University Careers Advisors Seminar. The briefing was developed as an explicit intervention in response to systemic issues arising from careers advice to the 2008/2009 IAS cohort. The session was enthusiastically received by careers teachers from the Government and non-Government sectors with clear improvements in advice and support for secondary sector applicants in the 2009/2010 admission cycle.

Details on outreach activities and their success in including and attracting Indigenous students

Ngarara Willim conducts specific community outreach programs with Aboriginal community groups, key Aboriginal organisations and targeted secondary colleges where high numbers of Aboriginal students have been identified. The ongoing development of these relationships is integral to aspiration raising for Indigenous students and the cultural standing of Ngarara Willim in the wider community. Key outreach activities included:

- The Koori Express was organised for a third time in 2009, a service for prospective indigenous students and their families to attend activities aimed at raising aspiration, creating an understanding of education pathways and employment opportunities as well as the various types of services available at the University to support them in their studies.
- The Ngarara Willim Centre and Equity and Diversity Unit conducted community outreach to secondary colleges and community organisations in the Gippsland region tied to the University's School Network Access Program and Koori Express initiatives.
- The University partnered with the Australian Indigenous Mentoring Experience (AIME) Indigenous Corporation to deliver a Mentoring Program involving RMIT University students (through the University's leadership program) who mentored secondary school Indigenous students (in the northern metropolitan region of Melbourne) with the aim of improving Year 10 to 12 completion and university admission rates.
- Eight Indigenous students from Thornbury Darebin College attended the Ngarara Willim Centre with teachers to be involved in a taster program aimed at exposing students to University life and engaging them in discussions about pathways and academic opportunities at RMIT.
- RMIT teachers accompanied Ngarara Willim staff, upon the request of the indigenous community, to Western districts of Victoria of the Gundijamara and Portland Aboriginal communities to discuss development of a Certificate IV in Land Management training.
- Ngarara Willim staff accompanied the RMIT Professor of Aboriginal & Torres Strait Islander Studies to Hamilton campus for discussion of community relevant programs.

- Ngarara Willim and Teaching and Learning staff attended a meeting with Charles Darwin University to explore Indigenous ways of learning with Indigenous academics.

Details of Indigenous-specific and other scholarships offered by your university

All Indigenous higher education students at RMIT received some form of scholarship support in 2009. In total 77 scholarships to the value of \$341,371 were awarded comprising 29 Indigenous-specific scholarships and 48 equity scholarships. Aboriginal and Torres Strait Islander students are prioritised for scholarships ranging from material grants, to higher education fee scholarships and a range of Commonwealth scholarships. Twelve RMIT scholarships were also awarded to indigenous students in TAFE to value of \$24,000.

| Indigenous-specific scholarships | Value | Recipients | Total Value |
|--|---------------------|-------------------|--------------------|
| RMIT Indigenous Postgraduate Study Support | \$5,000 | 2 | \$10,000 |
| Indigenous students in health-related programs | \$10,000 | 4 | \$40,000 |
| Indigenous students in undergraduate programs | \$7,000 | 3 | \$21,000 |
| Evelyn Boekemann Scholarship | \$750 | 8 | \$6,000 |
| Indigenous Access Scheme | \$4,166 | 12 | \$49,992 |
| Other Equity scholarships | | | |
| RMIT Higher Education Fee Equity Scholarship | Payment of CSP Fees | 14 | \$91,000 |
| RMIT Higher Education Study Support | \$2,000 | 1 | \$2,000 |
| RMIT Accommodation Scholarship | \$6,344 | 4 | \$25,376 |
| Commonwealth Education Costs Scholarship | \$2,207 | 19 | \$41,933 |
| RMIT Post Graduate Study Support | \$2,000 | 1 | \$2,000 |
| Commonwealth Accommodation Scholarship | \$4,414 | 5 | \$22,070 |
| George Alexander Foundation Scholarship | \$7,500 | 2 | \$15,000 |
| Northcote Trust Scholarship | \$7,500 | 2 | \$15,000 |
| Total | | 77 | \$341,371 |

In 2009 RMIT introduced targeted scholarships to TAFE and Higher Education Indigenous students as part of RMIT's commitment to closing the gap in life expectancy between Indigenous and non-Indigenous Australians and improving the well-being of Indigenous communities. Specifically RMIT established three scholarships for Aboriginal and Torres Strait students in health and allied fields.

Promotion of scholarships to Indigenous students and take-up rates

In 2009 RMIT promoted scholarships to Indigenous students through a range of channels including RMIT and VTAC publications, electronic newsletters and bulletins, direct email to students and communication with staff across RMIT. Targeted information about Aboriginal and Torres Strait Islander scholarships was also provided as part of the school and community outreach programs.

In 2009, the Scholarships Office worked with Ngarara Willim to support scholarship applications from prospective students, including collaborating on Open Day and other forums throughout the year. Scholarships staff also assist prospective students to apply for scholarships as part of the Indigenous Access Scheme.

In 2009 RMIT awarded its full allocation of Commonwealth scholarships including the Indigenous Access scholarships.

Goal 4: *Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.*

The total number of Indigenous student enrolments for 2009, compared to 2008

| | 2008 | | 2009 | |
|------------------------------|--------|-------|--------|-------|
| Total indigenous students | 73 | 0.31% | 91 | 0.38% |
| Total all domestic* students | 23,464 | 100% | 23,878 | 100% |

Notes:

* Domestic students based on citizenship whose permanent residence is in Australia, excluding cross-institutional and Open Universities Australia enrolments.

Details of your institution's strategies to address Indigenous participation

A three day residential transition program was delivered at the start of 2009, building on a 2008 pilot which suggested the need for more targeted academic and learning skills for transition. The program involved 12 commencing undergraduate Indigenous students, with a similar two day program run involving seven commencing TAFE Indigenous students. This transition model informed the development of the Gama-Dji social and academic transition program to enhance participation and retention of Indigenous students at the University.

As noted previously in the report the University partnered with the AIME Indigenous Corporation to deliver a Mentoring Program involving current RMIT University students and secondary school Indigenous students with the aim of improving Year 10 and 12 completion and university admission rates.

The University made an ongoing commitment to the Toorong Marnong initiative, a project jointly auspiced by the Victorian Aboriginal Education Association Inc and the Victorian Vice-Chancellors' Committee looking at co-operative initiatives to enhance outcomes for and engagement of Indigenous peoples in tertiary education.

In addition, Ngarara Willim continued to grow and systematise its case management approach linking Aboriginal and Torres Strait Islander students with appropriate support services. This resulted in earlier and more pro-active identification and resolution of student issues. Material support needs continue to be a factor in successful Indigenous student participation. Considerable and successful effort was directed at early participation in the Indigenous Tutorial Assistance Scheme (ITAS) with 28 students registered in 2009.

A Koori Liaison Officer commenced regular sessions at the Bundoora Campus in response to the growing Indigenous cohort studying disciplines delivered at that Campus.

In 2009, Ngarara Willim also leased 35 laptops to Indigenous students unable to afford their own to support their studies. This has been a very successful program involving both Higher Education and TAFE students.

Goal 5: Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians

The total number of Indigenous completions at Bachelor level and above in 2009, compared to 2008

| | 2008 | | 2009 | |
|---|-------|-------|------|-------|
| Total indigenous completions at Bachelor level and above* | 5 | 0.14% | 5 | 0.16% |
| Total all domestic completions at Bachelor level and above* | 3,546 | 100% | 3150 | 100% |

Notes:

* 2009 completion figures, as submitted to DEEWR, include, other than students whose last year of course enrolment was 2009, those who last enrolled in either 2008, 2007, 2006 or 2005 and were never reported as completed.

Aboriginal and Torres Strait Islander students continue to demonstrate strong academic success and outcomes. These outcomes are influenced by the University's IAS which focuses on supporting discipline specific engagement and aspiration, and the incremental development of our transition model for Aboriginal and Torres Strait Islander students.

Goal 6: To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures.

Details of how and to what extent Indigenous perspectives are reflected in curriculum at your institution

Indigenous perspectives were integral to the following RMIT courses delivered in 2009, with numerous Indigenous educators and speakers involved in teaching:

- Indigenous Studies (undergraduate)
- Understanding Diversity and Difference (undergraduate)
- Indigenous Peoples and the Environment (undergraduate)
- Indigenous Fieldwork (undergraduate)
- The Lurujarri Dreaming Trail (undergraduate)
- Indigenous Land Use (postgraduate), and
- Applied Human Rights and *Indigenous Peoples* (postgraduate).

Development continued on a number of initiatives to broaden and strengthen Indigenous perspectives within the curriculum, including:

- The appointment of an Indigenous academic, Mark Minchinton, as the University's inaugural Professor of Aboriginal and Torres Strait Island Studies.
- Modification of the curriculum for the *Legal Clinical Practice* postgraduate course to focus on the myriad legal issues faced by the traditional owners of the Arabuna people of remote South Australia in their conflicts with mining companies (for delivery in Semester Two 2010).
- The Ngarara Willim Centre, with the support of the Study Learning Centre and the Learning and Teaching Unit, developed a non-award transition program for commencing higher education Aboriginal and Torres Strait Islander students to provide new Indigenous students with an academic, social and Indigenous cultural orientation to the University.
- Continuation of work on program architectures and academic administration systems to establish an undergraduate Indigenous specialisation, whereby graduates completing four Indigenous courses in their studies will receive a statement on their academic transcripts recording completion of a "specialisation in Indigenous studies".
- Establishment of a *Koori Cohort of Postgraduate Researchers*.
- The College of Business was awarded an ARC grant entitled, 'Indigenous Entrepreneurship in Victoria, Australia' (value \$596,934).
- Three Indigenous students brought their perspective to student projects as part of their participation in work integrated learning projects at the University's Vietnam campus.

- A promotional campaign was implemented to highlight Indigenous studies courses on offer. As a result enrolments have increased, with the *Indigenous Studies* elective/core Social Work course doubling its 2009 numbers to 100 students in 2010.
- An undergraduate and fully online version of *Applied Human Rights and Indigenous Peoples* course was developed by the Australian Centre for Human Rights Education (ACHRE) and supported by the University for delivery in Semester One 2010. Indigenous people were centrally involved in the development of the curriculum and learning materials.

Initiatives to develop the cultural competency of staff and students

In 2009 the following initiatives were undertaken to promote cultural competency across the University:

- Keynote address made to staff and students by the newly appointed Professor of Aboriginal & Torres Strait Islander Studies.
- Involvement of over 130 staff in professional development sessions associated with cultural competency offered through the University's staff development program.
- Inclusion of acknowledgement of country in the campus tour as a part of the staff induction process.
- Public lecture and cultural awareness walk conducted throughout NAIDOC Week and Reconciliation Week.
- Cultural awareness training provided for administrative and academic staff who recommend admission of applicants to RMIT programs as part of the IAS.
- Mabo Day Event held attended by both staff and students where members of the Mabo family and dancers spoke about the legacy of Eddie Mabo.
- Introduction provided by Ngarara Willim for Aboriginal students and non – Aboriginal staff to key Melbourne Aboriginal organisations for Aboriginal students as part of the Gama-dji study skills program.
- NAIDOC Week, Sorry Day, and Closing the Gap events conducted.

The role of your IEU in enhancing the status of Indigenous knowledges and overseeing cultural competency at your institution

Ngarara Willim works across the University to support students and enhance the status of indigenous knowledge and cultural competency at RMIT in a number of ways as follows:

- Representation on key University decision making bodies, such as the: Taskforce on Aboriginal Education and Research, the Koori e Profile Working Group and the University's Vocational Education and Training (VET) Committee.
- Support for informing and delivering key Indigenous student support programs
- Partnerships with internal stakeholders to build upon RMITs' commitment to improving Indigenous education:
 - Ngarara Willim collaboratively works with the Equity and Diversity Unit to conduct the Indigenous Access Scheme and with Study and Learning Centre to deliver the Gama-dji University Study Skills programs.
 - Ngarara Willim also provides support to teaching staff by advising academic areas and its staff around issues of cultural importance and specialisation.
- Brokerage of community and University links and partnerships: Ngarara Willim conducts specific community outreach programs with Aboriginal community groups, key Aboriginal organisations and targeted secondary colleges where high numbers of Aboriginal students have been identified.
- Conduct of relevant cultural events: NAIDOC, Sorry Day, Closing the Gap and Mabo Day.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

Indigenous higher education expenditure 2009

| INCOME for Indigenous higher education purposes | | |
|--|--|--------------------|
| 1 | ISP 2009 grant only | \$310,000 |
| 2 | Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements | \$0 |
| 3 | TOTAL ISP income for 2009 | \$ 310,000 |
| 4 | Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds) | \$ 1,128,702 |
| 5 | Total Indigenous higher education income for 2009 | \$1,438,702 |

| 6 EXPENDITURE of Indigenous Support Program (ISP) 2009 grant only (from Item 3) | | |
|--|--|-------------------|
| 6a | Operating costs, including salaries for Indigenous support services Salaries and oncosts 208,221 Facilities 2,432 | \$210,653 |
| 6b | Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (eg. New computers in the ISU). | \$ |
| 6c | Higher education provider overheads. | |
| 6d | Other Indigenous Support Program expenditure (please list major items publications and program costs). Consumables including printing 40,165 Equip, hire and lease 22,628 Communication 5,018 Subscriptions 237 Marketing 5,372 Travel 22* Hospitality 16,914 Student Related Expenses 1,682 *Note: due to the cancellation of some travel activity at the end of 2008 (\$10,124) which was credited in 2009 the actual travel expenditure for 2009 was reduced to \$22. Note: ISP funding as listed in DEEWR statement \$7,310 unspent in 2009. | \$ 92,038 |
| 6e | Total Indigenous higher education expenditure for 2009 | \$ 302,690 |

| 7 EXPENDITURE of Other Funds in 2009 | | |
|---|---|--------------|
| 7a | Expenditure of Other funds provided to Indigenous higher education Item 4 (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds). Scholarships \$36,000 – Donations or philanthropic sourced funds – RMIT funds \$215,992 – Commonwealth \$41,933 Accommodation – Donations or philanthropic sourced funds \$25,376 – Commonwealth \$22,070 RMIT funding for Toorong Marnong, an initiative involving Victorian universities to enhance outcomes and engagement for indigenous \$15,000 | \$ 1,128,702 |

| | | |
|-----------|--|---------------------|
| | students. | |
| | Funding for Indigenous student support (Student Learning Centre, Disability Liaison Unit, Counselling, Housing, Finance, Scholarships, Education Abroad Unit) | \$148,625 |
| | Indigenous Tutorial Assistance Scheme (Commonwealth) | \$95,607 |
| | Gama-dji (RMIT) transition program | \$55,014 |
| | Indigenous Trainee (RMIT) | \$21,120 |
| | RMIT funding for Indigenous learning and teaching (curriculum development and delivery) | \$447,000 |
| | RMIT funding for cultural awareness, indigenous events and promotion | \$4,965 |
| 7b | Total Indigenous higher education income for 2009 | \$ 1,128,702 |

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

Contact officer for all policy and operational matters regarding RMIT's Indigenous education statement:

Name: Luisa Abiuso
Position Title: Senior Manager, Planning and Research
Phone number: (03) 9925 9707
Email: luisa.abiuso@rmit.edu.au

Indigenous Education Unit contact:

Name: Stuart McFarlane
Position Title: Manager, Ngarara Willim Indigenous Cntr
Phone number: (03) 9925 4886
Email: stuart.mcfarlane@rmit.edu.au

SECTION 5 PUBLICATION OF THE STATEMENT

RMIT's Indigenous Education Statement: <http://www.rmit.edu.au/staff/strategy>
<http://mams.rmit.edu.au/gfpwey627ockz.pdf>