

VICTORIA UNIVERSITY – INDIGENOUS EDUCATION STATEMENT

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

In the *Making VU 2016: A Statement of Purpose (Victoria University's Strategic Direction and Priorities)*, VU has outlined that it values:

- knowledge and skills, and critical and imaginative inquiry for their capacity to transform individuals and the community;
- equality of opportunity for students and staff;
- diversity for its contribution to creativity and the enrichment of our lives;
- cooperation as the basis of engagement with local and international communities;
- integrity, respect and transparency in personal, collaborative and institutional action;
- sound environmental stewardship for future generations; and
- the pursuit of excellence in everything that we do.

These Values underpin the Strategic Plans of all operational areas of the University. Specific references to Indigenous perspectives are contained in the implementation of these plans for Indigenous students and staff and engagement with Indigenous local community.

In 2008 VU's Moondani Balluk Indigenous Academic Unit organised an Indigenous Listening Day which included participation from Senior Management, Faculties, Indigenous staff, students and community. The overall vision and context for this event was to 'position VU as the leading university recognising and advancing the Indigenous Australian presence, knowledge, experience and capacities' and 'to embed Indigenous presence, knowledge, experience and capacities in all aspects of VU's governance, management, course, research and community engagement'. The Indigenous Listening Day was important for Moondani Balluk in that it gave an opportunity for Senior Managers from VU to 'listen' to Indigenous people, particularly traditional owners while giving a voice in the decision-making processes to Indigenous people. A number of recommendations related to higher education and Indigenous employment from the Listening Day are included in the body of this Statement.

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2008 AND PLANS FOR FUTURE YEARS

Please provide evidence of:

- *strategies you have implemented toward achieving the AEP goals and evidence that these strategies are working*
- *constraints on your ability to achieve the AEP goals and*
- *plans for future improvement to existing strategies or new strategies to meet each of the AEP goals relevant to higher education.*

The AEP goals (paraphrased) relating to higher education are to:

1	Establish effective arrangements for the participation of Indigenous peoples in educational decision-making. One of the main recommendations to come from the Indigenous Listening Day was the need for VU to establish an Indigenous Advisory Committee that will provide high level community based advice; bring together Senior Managers with Indigenous community, staff and student representatives; centralise Indigenous teaching and learning, research, employment, and community engagement and provide a strong signal that VU takes Indigenous education seriously. The Indigenous Advisory Committee should develop an Indigenous Education and Research Strategic Plan, explore the possibilities of Indigenous representation on University Council and
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	<p>Education and Research Board and receive reports on the mechanisms for greater visibility of Indigenous issues on Faculty & School Boards.</p> <p>Moondani Balluk has previously attempted to recruit a suitably qualified Indigenous person to take up a position on University Council but has been hampered by the heavy competition for the small numbers of candidates for this role and by the lack of a specific Indigenous position on Council. In order to make an identified position, legislative change would be required. A specific Indigenous position is not identified on the University's Education and Research Board and during 2008 the Moondani Balluk Director was a 0.5 position. Obviously workload issues and priorities did not allow for the Director to participate on this key decision making body. The Director and the Indigenous Services Coordinator were involved in senior management, faculty and school-level decision making processes on any issues regarding Indigenous education.</p>
2	<p>Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.</p> <p>Victoria University's initial commitment to increasing the number of Indigenous employment and career development opportunities for Indigenous Australians, and establish a working party to develop and implement the Strategy was articulated in the Victoria University of Technology Enterprise Bargaining Agreement 2000-2003. A working Party was established that included representatives from Indigenous employees of VU and Indigenous community members of the western region.</p> <p>The Yannonait Employment Strategy was launched in December 2006 and has an Indigenous employment target of 2% of the University's total workforce to be achieved by 2013. The strategy document has been publicly accessible on the internet (http://www.vu.edu.au/industry-and-community/community-partnerships/indigenous-partnerships/indigenous-careers-strategy).</p> <p>Employment data for Indigenous Australians is at Attachment 1.</p> <p>Yannonait has three main objectives:</p> <ul style="list-style-type: none"> • increase the number of Indigenous Employees in the University workforce; • accelerate the employment and development of Indigenous people across the full spectrum of positions of the University; and • establish Victoria University as a supportive, culturally sensitive and significant employer of Indigenous people. <p>The role of Moondani Balluk is its responsibility or joint responsibility for the implementation of a number of recommendations in the Yannonait Strategy. These recommendations cover areas such as the promotion of employment of Indigenous Australians, assisting University managers to find and create opportunities for Indigenous people, foster and enhance research positions and create employment opportunities for Indigenous students at VU.</p>
3	<p>Ensure equitable access of Indigenous students to higher education.</p> <p>In 2008 the Bachelor of Arts (Kynindoo) program was delivered by Moondani Balluk. Based on student feedback, this program was delivered at the St Albans campus in 2008 to ensure that a culturally appropriate space was provided. Moondani Balluk continues to engage with all Indigenous higher education students through the provision of invitations to specific activities at the St Albans campus and to community events, and the provision of information on other relevant Indigenous programs/employment opportunities.</p> <p>The Indigenous Services Coordinator continued to engage in outreach activities, specifically with the Western Suburbs Indigenous Gathering Place as the only Indigenous service provider/community-based organisation in the western region of Melbourne. This involved community visits to the three playgroups run by the Gathering Place in Maribyrnong, Hoppers Crossing and Wyndham Vale. Conversations commenced late in 2008 with The Grange P-12 school in Werribee with the primary school Principal and the recently employed 'cultural diversity' teacher.</p> <p>The Listening Day recommended that Moondani Balluk make use of the multiple entry points to VU programs to increase the access of Indigenous people. This can be seen as a long-term strategy that will need ongoing promotion within the local Indigenous community. Also needed is more</p>

	<p>'service staff' in Moondani Balluk to engage with and provide support to Indigenous students.</p> <p>The VU Scholarships Office works closely with Moondani Balluk in the allocation of the Commonwealth Government Indigenous Access Scholarships and the CEAS and CECS. In some instances the take-up rate of all Commonwealth Scholarships is hampered because Indigenous students enrol late into VU programs and miss the closing date for the online applications. Moondani Balluk works with the Soroptimist Business on Collins Group to provide the Soroptimist Indigenous Female Scholarship on a bi-annual basis. In any recruitment of Indigenous students to VU programs, Moondani Balluk staff ensure students are made aware of these Scholarship opportunities.</p> <p>Moondani Balluk continues to work with the Faculty publicity officer to advertise our Kyinandoo program in local and regional newspapers and at Expos and other related Education events.</p> <p>Indigenous student data is at Attachment 2.</p>	
4	<p>Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.</p> <p>As mentioned above, the Listening Day recommended that Moondani Balluk make use of the multiple entry points to VU programs to increase the participation of Indigenous people. This can be seen as a long-term strategy that will need ongoing promotion in the local Indigenous community. Conversations are continuing with the VE sector in regard to the delivery of Indigenous specific Certificate programs that will provide a pathway into the Kyinandoo program.</p> <p>Moondani Balluk academic staff engage with other higher education schools to provide and deliver Indigenous curriculum. At VU Orientation days, Moondani Balluk provides a Welcome to Country and information on the Kyinandoo program. These strategies assist with opening up information for those Indigenous students who are enrolled in other VU programs and who may wish to participate in Kyinandoo Units.</p> <p>Indigenous student data is at Attachment 2a.</p>	
5	<p>Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians.</p> <p>In 2007 Moondani Balluk finalised the position descriptions for an Administrative Student Support Officer and a Level B Academic. Budget provisions prohibited appointment to both positions and in 2008 the academic Level B position was filled to ensure that our Kyinandoo program was staffed by Indigenous academics. It is hoped that with an increase in Indigenous student numbers and other 'service teaching', Moondani Balluk's 2009 budget will allow for the advertisement and recruitment to the Administrative Student Support position.</p> <p>In 2008, the Indigenous Services Coordinator maintained the role of provision of student support programs and engagement with Indigenous community. This was focussed in the main on Kyinandoo students and students from other programs who approached Moondani Balluk directly.</p> <p>Indigenous student data is at Attachment 2b.</p>	
6	<p>To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures.</p> <p>As in 2007, the Kyinandoo program is available for any student to apply for admission; Moondani Balluk continued to deliver Kyinandoo Units as Summer and Winter School options and provided 'service teaching' on request (mainly in the Arts, Education and Human Movement Faculty).</p> <p>During 2008, the School of Education employed an Indigenous person as a Level B Academic, and the University agreed that another two Indigenous people should be employed. This increase in academic staff will provide staff and students with greater access to Indigenous voices and allow for dialogue and learning around Indigenous issues.</p> <p>The Indigenous curriculum designed and delivered by Indigenous academics and other Indigenous staff is based on Victorian Indigenous traditional and contemporary knowledge's and heritage. In 2008, the majority of the University's Indigenous academics and general staff are either Victorian</p>	

traditional owners or have lived in Victorian Indigenous community for many years.

Moondani Balluk attempts to be the gatekeeper on the delivery of Indigenous perspectives across the University. All Indigenous staff work tirelessly to enhance the status of Indigenous heritage, knowledges and traditional owners to increase the cultural competency of all staff and students. In 2008 the Yannonit Employment Strategy employed a part-time Project Officer to trial our online Indigenous Cultural Awareness Training Package *Whichway*.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

Please provide a report on the expenditure of the provider's ISP grant for 2008. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2008 provided under section 19-10 of Higher Education Support Act 2003, please provide a reconciliation.

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

Indigenous higher education expenditure 2008

INCOME for Indigenous higher education purposes		
1	ISP 2008 grant only	\$122,250
2	Unspent 2007 ISP funds, carried over to 2008 – as reported in your providers 2008 audited annual financial statements	\$ nil
3	TOTAL ISP income for 2008	\$ 122,250
4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).**	\$ 221,962
5	Total Indigenous higher education income for 2008	\$ 344,212

The following table represents the expenditure of higher education funding received by Moondani Balluk. It includes the ISP and the VU contribution.

Expenditure	\$
HE Academic Salaries - Permanent	194,585
HE Academic Salaries - Sessional	4,841
HE Administrative Salaries - Permanent	65,603
HE Administrative Salaries – Casual	2,687
HE Salary On-costs	80,315
Office administrative and equipment	10,489
Advertising	13,640
Student Grants	2,750
Registrations/Travel/Staff Development	3,664
TOTAL EXPENDITURE	378,574
TOTAL INCOME	344,212
DEFICIT	-34,362

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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SECTION 5 PUBLICATION OF THE STATEMENT

Providers are encouraged to publish Indigenous Education Statements on their website and on publication, provide DEEWR with a link to the statement for the DEEWR website.

**ATTACHMENT 1: INDIGENOUS AUSTRALIAN EMPLOYMENT DATA
VICTORIA UNIVERSITY**

- *The number of Indigenous-specific positions at your university, detailed by occupation and level.*
 1. Director Moondani Balluk (0.5 EFT) Academic Level D
 2. Indigenous Services Coordinator Moondani Balluk (1.0 EFT) HEW 8
 3. Administrative Student Support Officer (1.0 EFT) HEW 5
 4. Lecturer Kyinandoo (1.0 EFT) Academic Level B
 5. 3 x Lecturer Indigenous Education (1.0 EFT) Academic Level B
 6. Indigenous Employment Coordinator (1.0 EFT) HEW 8
 7. Indigenous Community Liaison Officer (0.8 EFT) HEW 6

- *The current number of Indigenous staff at your institution and their spread across the university (including numbers in academic and non-academic roles, and by level).*

Cost Group	Level	% Worked	Gender	Campus
Acad Cont F/Time	D	100	M	St. Albans
Acad Cont F/Time	B	100	F	St. Albans
Acad Perm F/Time	B	100	F	Footscray Park
Acad Perm F/Time	B	100	F	St. Albans
Acad Perm F/Time	B	100	F	St. Albans
Acad Perm F/Time	B	100	M	St. Albans
Acad Perm F/Time	B	100	M	St. Albans
Acad Perm F/Time	C	100	M	St. Albans
Academic Sessional	Sess	100	M	St. Albans
Corporate Admin Cont P/T	HEW 7	60	F	Footscray Park
Corporate Admin Perm F/T	HEW 7	100	F	Sunshine
Corporate Admin Perm F/T	HEW 8	100	M	Footscray Park
Corporate Admin Perm F/T	HEW 4	100	M	Footscray Park
Corporate Admin Perm F/T	HEW 8	100	M	St. Albans
Corporate Casual	HEW 4	100	F	Footscray Park
Corporate Admin Perm P/T	HEW 6	80	M	Footscray Park
High Ed Admin Perm F/T	HEW 5	100	F	St. Albans
High Ed Admin Perm F/T	HEW 8	100	F	St. Albans
High Ed Admin Cont P/T	HEW 3	17.69	F	St. Albans
High Ed Admin Casual	HEW 5	100	F	St. Albans
High Ed Admin Casual	HEW 4	100	F	St. Albans
High Ed Admin Casual	HEW 3	100	F	Footscray Park
High Ed Admin Casual	HEW 3	100	F	Footscray Park
High Ed Admin Casual	HEW 4	100	M	St. Albans
TAFE Acad Perm F/Time	Teacher 4	100	M	Newport
TAFE Acad Perm F/Time	SE2	100	M	Footscray Nicholson
TAFE Admin Perm F/Time	HEW 6	100	F	Footscray Nicholson
TAFE Teacher Sessional	Sess	100	F	Werribee

All Students - 2007 to 2008***This analysis is based on ALL Reportable Course Enrolments****No Global Filter/s Applied*

Aust. Indigenous Identifier	2007		2008	
	Nbr of Reportable Students	%	Nbr of Reportable Students	%
Of Aboriginal Origin	42	0.2 %	37	0.2 %
Of Torres Strait Islander Origin	1	0.0 %	1	0.0 %
Of Aboriginal and Torres Strait Islander	1	0.0 %		
Non Aboriginal/Torres Strait Islander	16,245	76.8 %	16,376	77.5 %
No Information	4,850	22.9 %	4,725	22.4 %
Total	21,139	100.0 %	21,139	100.0 %

Commencing Students - 2007 to 2008*This analysis is based on Reportable Course Enrolments***Global Filter/s: Commencing**

Aust. Indigenous Identifier	2007		2008	
	Nbr of Reportable Students	%	Nbr of Reportable Students	%
Of Aboriginal Origin	25	0.3 %	17	0.2 %
Of Aboriginal and Torres Strait Islander	1	0.0 %		
Non Aboriginal/Torres Strait Islander	6,050	74.1 %	5,980	74.6 %
No Information	2,088	25.6 %	2,021	25.2 %
Total	8,164	100.0 %	8,018	100.0 %

Graduations Report - 2007 to 2008***This analysis is based on ALL Reportable Graduations***

Based on Students undertaking a Bachelor, Other Postgraduate course, Higher Degree - Coursework or Higher Degree - Research

Aust. Indigenous desc	2007		2008	
	Nbr of Graduations	%	Nbr of Graduations	%
Of Aboriginal Origin	4	0.1 %	6	0.2 %
Of Torres Strait Islander Origin			1	0.0 %
Non Aboriginal/Torres Strait Islander	3,579	76.7 %	2,962	74.7 %
No Information	1,086	23.3 %	995	25.1 %
Total	4,669	100.0 %	3,964	100.0 %