



## INDIGENOUS EDUCATION STATEMENT

### OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from higher education providers relating to their 2013 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 also used to determine providers' eligibility for Indigenous Support Program (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 providers 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 provider's decision-making processes; and
- Have an Aboriginal and Torres Strait Islander employment strategy.

Providers in receipt of ISP funding are also required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2013 ISP funds is included within this document.

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

The Indigenous Education Statement is **due by 31 May 2014**.

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

#### PM&C contact officers:

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## FORMAT FOR INDIGENOUS EDUCATION STATEMENT

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

### **The University of Adelaide**

Wirrtu Yarlur Aboriginal Education

#### **SECTION 1      ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2013 AND PLANS FOR FUTURE YEARS**

Please provide evidence of:

- strategies you have implemented which seek to achieve the AEP goals and your assessment of whether these strategies are working;
- constraints on your ability to achieve the AEP goals; and
- plans for future improvement of existing strategies or implementation of 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 Aboriginal and Torres Strait Islander peoples in educational decision-making.
- 2 Increase the number of Aboriginal and Torres Strait Islander peoples employed, as academic and non-academic staff in higher education institutions.
- 3 Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.
- 4 Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.
- 5 Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.
- 6 To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

**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.

The University of Adelaide is firmly committed to addressing systemic imbalance and inequity as Indigenous participation continues to remain at unacceptably low levels across Australia's higher education sector. The University is proud to offer high quality educational opportunities to Aboriginal and Torres Strait Islander peoples, to foster Indigenous representation across all disciplines and to produce graduates of excellence who will add to the capacity of the Indigenous workforce.

The Tarrkarri Turrka Integrated Aboriginal and Torres Strait Islander Education Strategy echo the direction set out in the University of Adelaide's Strategic Plan 2013-2023: Beacon of Enlightenment. It also aligns with the strategic focus of the Federal Government's national priority of 'Closing the Gap' on Aboriginal and Torres Strait Islander peoples' disadvantage. Within a decade, on the eve of its sesquicentenary, the University of Adelaide aims to achieve a 2% Indigenous student participation and staff workforce.

The University of Adelaide has highly effective Indigenous participation across its governance structures influencing university teaching, research, student support, and policy and employment strategy outcomes for Aboriginal and Torres Strait Islander people. The Dean of Indigenous Education (DIE) is appointed at professor level and reports directly to the Deputy Vice-Chancellor and Vice-President (Academic), who in turn reports to the Vice-Chancellor and President.

The role of the Dean of Indigenous Education is to provide strategic leadership for the University in relation to the Indigenisation of the University of Adelaide's programs, the recognition of Aboriginal and Torres Strait Islander knowledge and perspectives, the promotion of teaching and research in Indigenous studies, the employment of Aboriginal and Torres Strait Islander staff, and engagement with Indigenous communities. The Director of Wirrtu Yarlur Aboriginal Education is appointed at Associate Professor level and reports directly to the Dean of Indigenous Education on management of the day to day operations of programs offered through Wirrtu Yarlur Aboriginal Education.

Wirrtu Yarlur Aboriginal Education is structurally embedded into the Division of Deputy Vice-Chancellor & Vice President (Academic) and many of the Aboriginal and Torres Strait staff are members of the various committees within this area and across The University.

An Aboriginal person has been appointed to:

- Council
- Academic Board
- University Learning Committee
- Indigenous Education Strategies and Engagement Committee
- Gender, Equity and Diversity Committee
- Deputy Vice-Chancellor and Vice-President (Academic) Divisional Senior Management meetings
- Indigenous Research Working Group
- Indigenous Recruitment, Retention and Outreach Working Group
- Panels for allocation of Student Scholarships across the University
- Faculties boards, schools and departments committees
- School of Population Health and Clinical Practice Executive Research Committee
- Social Research Ethics Committee

Ad hoc committees: Aboriginal and Torres Strait Employment Strategic Planning group; School of the Environment Planning Group; appointments committees (various); Prospective scholarships funders committees (internal and external); student selection panels (all faculties). The development of the Wirltu Yarlu Port Augusta Regional Strategy and UPP has been led by the Dean of Indigenous Education along with the development of the Integrated Aboriginal and Torres Strait Islander Education strategy.

National & International: The University of Adelaide supports Aboriginal and Torres Strait Islander representation on various national and international boards and committees including: membership on the National Aboriginal and Torres Strait Islander Higher Education Consortium (formerly The National Indigenous Higher Education Network) and the Ministerial Indigenous Higher Education Council. An example of Wirltu Yarlu 's specific role in decision making and influence is that it offers a new version of its called University Preparatory Program (WY-UPP) for Aboriginal and Torres Strait students at both Adelaide and Port Augusta funded up until 2016. Evidence of this new program can be found: (<http://www.adelaide.edu.au/wirltu-yarlu/programs/upp>)

Wirltu Yarlu Aboriginal Education, Centre for Aboriginal Studies in Music (CASM), Yaitya Purruna Indigenous Health Unit and other staff collaborate and attend various meetings with Student Services Officers regarding student support, issues and housing matters. Such memberships and involvement will improve University processes and practices.

**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. (please provide a current link)
- 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 institution** and their roles across the university (including numbers in academic and non-academic roles, and by level).

The University of Adelaide recognises that ongoing employment is fundamental to a sustainable higher education workforce and that Aboriginal and Torres Strait Islander peoples still face challenges of access and equal opportunity in employment and education.

The University of Adelaide's *Aboriginal and Torres Strait Islander Employment Strategy* strategically aligns with the *Tarrkarri Tirrka: Aboriginal and Torres Strait Islander Education Strategy*, the University of Adelaide's *Reconciliation Statement*, the University Of Adelaide *Beacon Of Enlightenment: Strategic Plan*, and *Enterprise Agreement* and promotes increase in participation of Aboriginal and Torres Strait Islander peoples in both academic and professional employment capacities.

The Employment Strategy aims to increase the participation of Aboriginal and Torres Strait Islander peoples at the University of Adelaide through the offering of employment opportunities and cadetships, and sets a bold population parity target of 2% participation by 2023. The strategy also promotes the retention and capacity building of the University's current Aboriginal and Torres Strait Islander staff through scholarships and professional development and international opportunities and activities (<http://www.adelaide.edu.au/hr/atsies/>).

In 2009 the University introduced an Investment Strategy totalling \$550,000 per year, sponsored by the Division of the Deputy Vice-Chancellor and Vice-President (Academic). Faculties and Divisions are invited to share in this funding to support existing recruitment and retention strategies. The funding model consists of: 100% salary funding in the first year; 66% in the second year; and 33% in the third year, with the faculty/division funding the position on a continuing basis from the fourth year and onwards. The introduction of this model brought immediate success with Aboriginal and Torres Strait Islander staffing numbers significantly now increasing from 16 in 2009 to 42 in 2014.

In 2013 the University introduced a cadetship program through its Aboriginal and Torres Strait Islander Employment Strategy to support Aboriginal and Torres Strait Islander students undertaking full time studies. The program is run in conjunction with the Australian Government Indigenous Cadetship Support program. In 2014, there are 2 administrative/research cadets employed on fixed term contracts at the University. The cadetship placements are in the Adelaide Law School and the School of Social Sciences.

To assist Faculties to retain their staff, build capacity and meet international obligations, the University, through its Aboriginal and Torres Strait Islander Employment Strategy established an International staff travel grant. The grant is available to Aboriginal and Torres Strait Islander staff to visit international centres of relevance. Four grants at \$2,500 are available to staff who have approval and co-vestment from their work areas.

The University of Adelaide currently reports that approximately 1.0% of its staffing establishment is Aboriginal and/or Torres Strait Islander (Headcount of 42). These numbers are still unacceptably low, however an achievement on numbers in previous years as reported to the Australian Government.

The current Aboriginal and Torres Strait Islander staffing profile is:

<b>Aboriginal and Torres Strait Islander staff as at end May 2013</b>	
Males	16
Females	26
<b>Total Aboriginal &amp; Torres Strait Islander</b>	<b>42</b>
% ATSI staff (approximate)	1.0%
Academic Male	6
Academic Female	10
<b>Total Academic</b>	<b>16</b>
Professional Male	10
Professional Female	16
<b>Total Professional</b>	<b>26</b>

Of the 42 Aboriginal and Torres Strait Islander staff, 8 staff are currently supported by funding provided through the Aboriginal and Torres Strait Islander Employment Strategy and only 10 are in non-Indigenous specific areas (that is neither teaching Indigenous content or students nor working in an Indigenous specific or focus area).

Aboriginal and Torres Strait Islander staff are employed in the following areas:

Faculty/Division	Staff Numbers (Academic/Professional)			Classification	Numbers
		A	P		
Vice-Chancellor & President	0	-	-	Professional HEO 1 - 6	22
Deputy Vice-Chancellor & Vice-President (Academic)	16	4	12	Professional HEO 7 – 10+	4
Deputy Vice-Chancellor & Vice-President (Research)	0	A	P	Academic Lec A - B	11
		-	-		
Vice-President Services and Resources	2	A	P	Academic Lec C – E+	5
		-	2		
Faculty of Humanities and Social Sciences	11	A	P	<b>Number of Continuing Staff</b>	<b>Number of Fixed-Term Staff</b>
		3	8		
Faculty of The Professions	3	A	P	24	18
		2	1		
Faculty of Health Sciences	10	A	P	<b>Number of Cadets (included in overall headcount)</b>	2
		6	4		
Faculty of Sciences	0	A	P		
		-	-		
Faculty of Engineering, Computer and Mathematical Sciences	0	A	P		
		-	-		

The University of Adelaide employs a HEO8 Senior Project Officer to coordinate the Employment Strategy to ensure that objectives outlined in the Tarrkarri Turrka and Aboriginal and Torres Strait Islander Employment Strategies are met.

Objectives include:

1. Attract and provide access to employment opportunities for ATSI people at the University of Adelaide.
2. Increase the participation of ATSI staff to 2% by 2023.
3. Provide access for ATSI staff to development opportunities.
4. Improve the retention of ATSI staff at the University of Adelaide.
5. Establish international partnerships to explore Indigenous knowledges, cultural competency and research collaborations between indigenous staff.
6. Employ ATSI students as cadets through the Australian Government's Indigenous Cadetship Support program.
7. Develop strong connections and relationships with ATSI stakeholders and groups and agencies.
8. Develop culturally competent staff at the University of Adelaide.
9. Redevelop and update the University of Adelaide's Aboriginal and Torres Strait Islander Employment Strategy.
10. Ensure ATSI Employment strategy information is communicated to staff and the wider ATSI community.
11. Report on ATSI Employment Strategy matters to University committees and management.

**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 2013 (access rate) as compared to 2012 (please provide an all student comparison).
- **Programs run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in 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**.

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

EFTSL student data

<b>Domestic EFTSL</b>	<b>2012 Commencing</b>	<b>2013 Commencing</b>
ATSI	78	82
Not ATSI	4993	5157
Grand Total	5071	5259

Source: Student Data Collection: Dept of Education 2012-13

All Student data

	<b>2012</b>	<b>2013</b>
Aboriginal and Torres Strait Islander students	102	115
Non Aboriginal and Torres Strait Islander students (Domestic students only):	5,072	7573

Note: 2012 figures extracted from HEIMS

**Programs to improve access**

<b>Program Name</b>	<b>Target audience</b>	<b>Outline of Program</b>	<b>Outcome</b>
Student Leaders Program	Students and University		Allowing students to build on their professional and life skills including: Leadership skills Working within a team Develop effective communication skills Community Engagement within the Aboriginal and Torres Strait Islander community
Increase the participation, progression and outcomes of the University Preparation Program students into	ATSI Students	Ongoing review and monitoring of all course curricula, review selection process, review SSO's, ITAS and mentors.	Ongoing commencing in 2013 On-going July 2013, 6 UPP went into degree programs Dec/Jan 2014 5 UPP



Degree programs			students went into degree programs
2013 digital technologies in WY courses	Teaching Staff	Introduction of teaching technologies to students	On-going
UPP Teaching and Learning Programs to be developed to reflect the aspirations of the Aboriginal and Torres Strait Islander community/s including responsive processes, instruments, curriculum, and pedagogies.	UPP students in Adelaide and Port Augusta	Introduce innovative /cutting edge teaching that takes account of ATSI cultural knowledge's as students learn about broader subjects with aim to increase enrolments.	On-going

#### Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
UPP Program Port Augusta	Port Augusta ATSI & low literacy non-Indigenous students	2 semester Preparatory courses	5 students continuing from 2014
Broaden University curriculum through cultural competence	University Academic and Administration staff	First workshop undertaken in April 2014, second will be held in September 2014	Target audience reached and program successful. Review on-going

#### Scholarships details

Scholarship details	Government/Private/University	No. Allocated	Cost	No. Awarded	Comments
Indigenous CECS Commencing	Government	21	51,849	21	
Indigenous CAS Commencing	Government	6	29,634	6	
Indigenous Enabling CECS Commencing	Government	25	61,725	22	Remaining funding returned
Indigenous Enabling CAS Commencing	Government	13	64,805	4	Remaining funding returned
IAS	Government	50	232,950	38	Remaining funding returned
Adelaide Access Scholarship	University	0	2,500	0	
Aldinga Plains Scholarship	Private	1	1,000	1	
Resek Scholarship for an Indigenous Student	Private	1	6,000	1	
Indigenous Music Fund Grant	Private	1	1,000	0	Not Awarded

The SANTOS Aboriginal and Torres Strait Islander Scholarship	Private	1	10,000	1	
SC Memorial Indigenous Scholarship	Private	1	5,000	1	
Wyatt Indigenous Scholarship	Private	5	15,000	5	

**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 2013, compared to 2012 (please provide an all student comparison).
- Details of your institution's **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education / Support Unit's role.**

**The total number of Aboriginal and Torres Strait Islander student enrolments for 2012 and 2013 is as follows:**

EFTSL student data

<b>Domestic EFTSL</b>	<b>2012 Commencing</b>	<b>2013 Commencing</b>
ATSI	78	82
Not ATSI	4993	5157
Grand Total	5071	5259

Source: Student Data Collection: Dept of Education 2012-13

All Student data

	<b>2012</b>	<b>2013</b>
Aboriginal and Torres Strait Islander students:	183	<b>207</b>
Non Aboriginal and Torres Strait Islander students (Domestic students only):	18,680	<b>19599</b>

Note: 2012 figures extracted from HEIMS

**Strategies to address participation**

<b>Strategies</b>	<b>Outline of strategies</b>	<b>Constraints</b>	<b>Outcome</b>
Establish Teaching & Learning Committee	To develop strategies for better teaching of UPP students in Adelaide and Port Augusta	None	Successful establishment
Staff training of MyUni & other University teaching programs	Teaching staff undertook training	Workload/time compatibility	All teaching staff have completed training
Development of Indigenous Society and Knowledges Major	Develop documents for presentation to University assessment bodies	None	Endorsed University PAEC Committee
Employment of teaching staff for Adelaide and Port Augusta	Recruitment of suitable staff for semester 2 2014	Accessing qualified staff	2 Staff appointed
Develop a UPP and Curricula for Port Augusta	Port Augusta UPP implemented for 2013/2014	Recruitment of staff	As above

**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 2013, compared to 2012 (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.**

	2012	2013
Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	0	1
Non Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	566	321*
Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	3	3
Non Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	706	1954***
Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	8	25**
Non Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	2,644	3851

Note: Figures extracted from both HEIMS and 2013 IES.

\* Higher Degree by Research.

\*\*Figure includes 9 CASM Diploma & Advanced Diploma Graduates.

\*\*\* Post Grad by Coursework.

**Support mechanisms**

Support mechanisms	Description	Constraints	Outcome
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ITAS Tutoring	Provide UPP students with tutoring and mentoring	Limited suitable ITAS tutors available	All UPP Students in 2014 have access to ITAS tutors
Develop innovative UPP curricula that takes account of Indigenous prior knowledge	Incorporate Indigenous knowledges into UPP curricula in Port Augusta and Adelaide	None	Grade improvement for approx. 80% of students
Ongoing review and monitoring of all course curricula, review selection process, review SSO's, ITAS and mentors.	Quarterly reviews of student participation & progress	None	Improvement in numbers of UPP students entering either 2 <sup>nd</sup> semester UPP in 2014 or mainstream University courses.

**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 institution.**
- 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.**

**6 (b) How the University addresses the cultural competency of its staff and students**

- Faculty of Health Sciences: curricula at the university include the Executive Dean of the Faculty of Health Sciences who is introducing Indigenous health curriculum in the MBBS through the project auspices through the Council of Deans of Australian Medical Schools. He has also promoted the involvement of two Aboriginal academic Dr Jenny Baker and Dr Coleman in research projects.
- *Faculty of Humanities and Social Sciences:* Indigenous academic Ms Jenni Caruso offers two courses taught in History (History of Indigenous Peoples) and the Indigenous History and Cultures winter school are underpinned by Indigenous knowledge's and practices.
- *Elder Conservatorium of Music: CASM:* integration of Indigenous knowledge's, perspectives and practices throughout the CASM academic programs is a distinguishing feature of the CASM Program. This curriculum is offered in the Elder Conservatory of Music which prioritises Aboriginal and Torres Strait Islander music and dance in public performance and recording.
- The establishment of the University of Adelaide's Aboriginal Education: Wirrtu Yarlur Working Party to provide advice on university Curricula in relation to Indigenous Knowledge & Society Major with the chair reporting to DVC/A
- In 2013 Dean of Indigenous education developed a university wide Indigenous Education Strategy. The DVCA will have overall responsibility. *This will facilitate into degree curricula* Aboriginal and Torres Strait Islander perspectives and Indigenous world view in learning and teaching.
- A continued focus on the appointment of Aboriginal and Torres Strait Islander Academics across the University aimed at promoting, maintaining and supporting the teaching of Aboriginal and
- Aboriginal & Torres Strait Islander studies, cultures and languages and to promote cultural competency in the faculties.
- Close collaboration with The University mainstream library for purchase of academically sound resources for teaching into the broad range of University disciplines. Allied to this, is consultation with Aboriginal and Torres Strait Islander Academic staff both within Wirrtu Yarlur and across the University for the delivering of culturally appropriate Aboriginal and Torres Strait Islander studies.
- Aboriginal and Torres Strait Islander Academic advice on and input into discussions on Indigenous knowledge's and world views to Academics and students through guest lectures and participation in Faculty Education Committees.
- Research and implement appropriate training for graduates whose field will potentially impact on Aboriginal and Torres Strait Islander communities.
- Continue to investigate best practice for embedding Aboriginal and Torres Strait Islander perspectives in curriculum across The University of Adelaide programs.
- Inclusion of Indigenous content in mainstream curriculum material, where appropriate.
- Consultation by Aboriginal and Torres Strait Islander staff with a range of disciplines re the implementation of information on Native Title Land Management practices.
- Attendance of staff at Intercultural Awareness (Cultural competence) workshops.

### **6 (c) The role of Wirltu Yarlu and Indigenous Community Involvement**

Item 2.2 and 2.3 above indicate the range of communities and organisations to which Indigenous members of the University belong. This range of contacts links Indigenous staff members to all of the senior University portfolios: Academic, Research, Community/International as well as all Faculties and in turn links portfolios with communities (broadly defined). The University of Adelaide's Aboriginal and Torres Strait Islander staff are mostly from South Australian Aboriginal communities. They are engaged both professionally and culturally and are connected to over 15 Aboriginal community controlled organisations through research and teaching including those from the Spencer Gulf region.

These include:

- Mirning, Ngarrindjeri, Narungga, Kurna
- Yankunytjatjara, Pitjantjatjara, Bungarla
- Kokatha, Wirangu
- Arabunna

As indicated above Indigenous Communities are also invited to numerous events staged by the Wirltu Yarlu Unit, the Yaitya Purrana Indigenous Health Unit (YPIHU), and Centre for Aboriginal Studies in Music (CASM) including: community BBQ, Reconciliation BBQ, 25<sup>th</sup> Anniversary events, graduation, annual/public lectures, book launches and various functions.

#### **Port Augusta University Preparation Program**

The UPP at Wirltu Yarlu is a one-year program of full-time study. Students may exit, or be advised to withdraw before or after 6 months depending on student progress and results. Students are required to take 4 UPP courses or alternatively, a student may choose to take one mainstream course in conjunction with 3 UPP courses per Semester depending on ability and successful progress. A student is able to enrol into Degree level awards after a highly successful Semester of study with grade marks above 85%.

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

Please use the financial acquittal template attached to report on the expenditure of your institution's ISP grant for 2013, 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 2013 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.

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.

University Officer	Indigenous Education Support Unit Officer
Name: Professor Lester-Irabinna Rigney PhD	Name: Dr Veronica Arbon PhD
Position Title: Dean, Indigenous Education	Position Title: Associate Professor & Director, Wirltu Yarlū
Phone Number: 08 8313 5901	Phone Number: 08 8313 3624
Email: <a href="mailto:lester-irabinna.rigney@adelaide.edu.au">lester-irabinna.rigney@adelaide.edu.au</a>	Email: <a href="mailto:veronica.arbon@adelaide.edu.au">veronica.arbon@adelaide.edu.au</a>

## SECTION 4 PUBLICATION OF THE STATEMENT

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

<http://www.adelaide.edu.au/wirltu-yarlū/about/>

[http://www.adelaide.edu.au/wirltu-yarlū/docs/Wilto\\_Yerlo\\_2012\\_Indigenous\\_Education\\_Statement.pdf](http://www.adelaide.edu.au/wirltu-yarlū/docs/Wilto_Yerlo_2012_Indigenous_Education_Statement.pdf)



## FINANCIAL ACQUITTAL

<b>Organisation</b>	The University of Adelaide		
<b>Postal Address</b>	University of Adelaide, North Terrace, Adelaide SA 5005		
<b>Contact Person</b>	Veronica Arbon	<b>Title</b>	Associate Professor
<b>Phone</b>	08 8313 3624	<b>Fax</b>	08 8313 4396
		<b>E-mail</b>	<a href="mailto:veronica.arbon@adelaide.edu.au">veronica.arbon@adelaide.edu.au</a>

Financial Acquittal		Checklist
This financial acquittal proforma is designed to acquit all ISP Funds provided in 2013, including all interest or royalties/income derived from ISP Funds during 2013.		
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 2013 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 Programs. PM&C will not otherwise use or disclose your personal information without your consent unless required or authorised by or under law.

**When you have completed this certification, please ensure that the following counter-certification is completed to provide an external assurance about the information which you have provided.**

## ATTACHMENT 1 - Indigenous Support Program

**Provider Name:** University of Adelaide

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

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

1. If applicable, GST received by you in 2013 as part of the Indigenous Support Program funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$
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 Program funds from 2012 which were committed for expenditure prior to 31/12/2012.	\$
(+) 2. Unexpended and uncommitted Indigenous Support Program funds from 2012 which were approved for expenditure in 2013.	\$
(+) 3. Indigenous Support Program funds provided in 2013. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$571,000.00
(+) 4. Interest, royalties and other income derived from Indigenous Support Program funds in 2013.	\$
(=) 5. Total Indigenous Support Program funds to be acquitted in 2013.	\$571,000.00

**EXPENDITURE**

6. Total Indigenous Support Program expenditure in 2013, <u>excluding any GST</u> .	\$571,000.00
(+) 7. Unexpended Indigenous Support Program funds which were committed for expenditure prior to 31/12/2013	\$
(+) 8. Requested carryover into 2014 of unexpended Indigenous Support Program funds which were not committed for expenditure by 31/12/2013 – written approval date /.../2014. <sup>1</sup>	\$
(=) 9. Total Indigenous Support Program Funds which by 31/12/2013 were fully expended and/or committed for expenditure.	\$571,000.00
10. Returns of 2013 Indigenous Support Program Funds by 31/12/2013.	\$
11. Balance of Funds for 2013 (Unexpended/uncommitted Indigenous Support Program funds to be returned or recovered from 2014 entitlements).	\$0
<b>12. Balance of provider's Indigenous Support Program bank account or cost centre as at 31/12/2013.</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):

Salary Costs	\$571,000.00
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
<b>(=) Total 2013 ISP Program Expenditure</b>	<b>\$571,000.00</b>

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

	\$
Salary and related costs	\$ 470,418
Travel costs	\$ 33,388
Copying, printing and stationery	\$ 26,839
Marketing, outreach and promotion	\$ 16,838
Telecommunications	\$ 9,907
Student support	\$ 3,036
Other operating costs	\$ 7,366
Equipment	\$ 20,077
	\$
	\$
<b>(=) Total of Non-ISP expenditure</b>	<b>\$ 587,869</b>