



## INDIGENOUS EDUCATION STATEMENT - OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to the 2016 outcomes and future plans to meet their 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 has, in the past, been 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 during 2016 are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2016 ISP funds is included within this document. Please provide as much information as possible.

**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 that wish to report on a wider range of matters.

In accordance with the Guidelines, the Indigenous Education Statement is **due** to be submitted and accepted by the Department **on or before 31 May 2017**. Please allow sufficient time for follow up discussions between PM&C and the University to avoid any possible delay to 2017 ISSP progress payments.

Please note that from 2017, the ISP will be included in the Indigenous Student Success Program (ISSP). ISSP reporting for 2017 funding will occur in 2018 via a similar reporting process as the ISP Indigenous Education Statement. Further information will be circulated during 2017.

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

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## **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 OF ADELAIDE

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WIRLTU YARLU ABORIGINAL EDUCATION

### **SECTION 1      ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2016 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 governance and decision-making bodies and 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 governance and 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 Tirrka 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 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 Research & Education Strategy, who commenced on 01 June 2016, 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 Research & Education Strategy 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.

Additionally the Dean, Indigenous Research & Education Strategy is responsible for the management of the day to day operations of programs offered through Wirltu Yarlu Aboriginal Education that recruits, supports and progress Aboriginal and Torres Strait Islander students in the university.

Wirltu Yarlu 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
- University Research Committee
- Indigenous Education and Engagement Committee
- University Gender, Equity and Diversity Committee
- Deputy Vice-Chancellor and Vice-President (Academic) Senior Management Group

- Divisional Executive Director's Management Team
- Aboriginal and Torres Strait Islander Employment Steering Group
- Indigenous Recruitment, Retention and Outreach Working Group
- Panels for allocation of Student Scholarships across the University
- Faculties boards, schools and departments committees
- Faculty Gender, Equity and Diversity Committee's
- 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.

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, pastoral issues and housing matters. Each faculty in the university has appointed an Indigenous Student Support Mentor to provide an additional layer of student support that strengthen existing networks. Such memberships and involvement will improve University processes and practices.

**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 World Indigenous Nations Higher Education Consortium.

An example of the decision making process can be seen with the implementation of a major/minor in the Bachelor of Arts and the Bachelor of Arts (Advanced) titled Indigenous Knowledges and Society. A number of courses from this program can also be utilised as electives in numerous programs across the University of Adelaide capturing local, national and international students in these studies.

**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 current **Aboriginal and Torres Strait Islander Employment Strategy** including details on its current status, who has responsibility for its implementation, how is progress measured, how and when is progress reviewed or evaluated.
- 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).

The University of Adelaide's *Aboriginal and Torres Strait Islander Employment Strategy* strategically aligns with the *Tarrkarri Tirrka: Integrated Aboriginal and Torres Strait Islander Education Strategy 2013-2023* (Tarrkarri Tirrka), which is the University's primary planning and implementation document regarding Aboriginal and Torres Strait Islander education. The Employment Strategy aligns with the University's Reconciliation Statement, the University Of Adelaide Beacon Of Enlightenment: Strategic Plan 2013-2023, and the University's *Enterprise Agreement 2014-2017*, all of which promote increased participation of Aboriginal and Torres Strait Islander peoples in both academic and professional employment capacities. Furthermore the University's Aboriginal and Torres Strait Islander strategies align with key existing goals and recommendations from major Commonwealth and State Government policies.

The University's Aboriginal and Torres Strait Islander Employment Strategy aims to increase the participation of Aboriginal and Torres Strait Islander people as staff through the offering of employment opportunities and cadetships, and sets a population parity target of 2% participation by 2023 (approximately 85 staff). The strategy also promotes the retention and capacity building of current Aboriginal and Torres Strait Islander staff through scholarships, professional development and international opportunities and activities (<http://www.adelaide.edu.au/hr/atsies/>).

The University maintains its Aboriginal And Torres Strait Islander Investment Strategy which is sponsored by the University's Division of the Deputy Vice-Chancellor and Vice-President (Academic). The fund incentivises Faculties and Divisions who recruit Aboriginal and Torres Strait Islander staff. 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 picking up the responsibility of part funding the position from the 2<sup>nd</sup> year and then completely 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 participation. Staffing numbers increased from 16 in 2009 to 40 in 2016 which was under the Tarrkarri Tirrka projected targets for Aboriginal and Torres Strait Islander staff. A new Employment Officer has been appointed end of 2016 that seeks to reinvigorate the strategy and bring employment numbers back on target.

In 2013 the University introduced a cadetship program to support Aboriginal and Torres Strait Islander students undertaking full time studies, with opportunities to participate in part-time, tailored employment programs on campus. The program is run in conjunction with the Australian Government Indigenous Cadetship Support program. In 2016, there were three cadets employed on fixed term contracts at the University of Adelaide. The cadetship placements were in the School of Social Sciences, the School of Physical Sciences and Wirltu Yarlu Upon completion of their cadetships, students are supported into employment placements at the University of Adelaide or externally into areas of their study expertise.

To assist staff retention, development, capacity building, and to achieve set international targets in the Tarrkarri Tirrka, the University, through its Aboriginal and Torres Strait Islander Employment Strategy, established an Indigenous staff international travel grant. The grant is available to both academic and professional staff members, and supports travel to Indigenous international centres for work or study, and international research collaborations. Four grants at \$2,500 are available each year to staff with equal co-investment from their work areas. Staff are then expected to present their work/study findings to the larger Aboriginal and Torres Strait Islander staffing cohort.

In 2016, The University of Adelaide reported approximately 1.0% of its staffing establishment as Aboriginal and/or Torres Strait Islander (40). These numbers are still unacceptably low and far below the 2% target expected in 2023.

Of the 40 staff who identify as Aboriginal and/or Torres Strait Islander, five were supported by funding through the Aboriginal and Torres Strait Islander Employment Strategy Investment fund. Of this staffing number, fifteen staff are in non-Indigenous specific areas, that is neither teaching Indigenous content nor teaching Indigenous students, nor working in an Indigenous service or focus area.

**Table 1 – Permanent positions**

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Deputy Vice-Chancellor and Vice-President (Academic)	4 / 12	Assoc. Lecturer, Lecturer, Senior Lecturer / HEO2, HEO4, HEO6, HEO7, HEO8
Faculty of Arts	4 / 6	Lecturer / HEO2, HEO4, HEO5
Faculty of Health Sciences	4 / 4	Associate Professor, Lecturer, Senior Lecturer / HEO5/6, HEO5
Faculty of Sciences	0 / 1	N/A
Faculty of the Professions	0 / 2	HEO2
Vice-President (Services and Resources)	0 / 2	HEO2, HEO5
<b>Total</b>	<b>Total Academic: 12 Total Non-Academic: 27</b>	

**Table 2 - Casual positions**

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Deputy Vice-Chancellor and Vice-President (Academic)	1/0	Casual Tutor
<b>Total</b>	<b>Total Academic: 1 Total Non-Academic: 0</b>	

**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 2016 (access rate) as compared to 2015 (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, in 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 of available scholarships.
- **Indigenous Education / Support Unit's role.**

**Commencing Aboriginal and Torres Strait Islander students**

	<b>2015</b>	<b>2016</b>
Aboriginal and Torres Strait Islander students	118	138
Non Aboriginal and Torres Strait Islander students (Domestic students only):	7205	7331

<b>Program Name</b>	<b>Target Audience</b>	<b>Outline of Program</b>	<b>Outcome</b>
Wirltu Yarlu Aboriginal Access Program	Any Aboriginal and/or Torres Strait Islander community member	Applicants are assessed by Wirltu Yarlu in conjunction with Faculty/School staff. Students are selected on basis of their - Written application - Literacy & numeracy test - Selection interview  CASM students also undertake a musical audition	Diversity of student cohort. Increased opportunity for student transition into undergraduate programs. Building community capacity and confidence
Marni Wingku Program	Aboriginal and/or Torres Strait Islander secondary students	The vision of Marni Wingku is to enlighten, empower and encourage students to continue their studies and strive for their career aspirations	98 students participated in 2016 program and will continue into 2017
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
ASSETS Science Program	Year 11/12 students	Students attend 7 day workshop hosted in conjunction with CSIRO held on campus	24 students participated, will be run in 2017

### Outreach activities

<b>Outreach Activity</b>	<b>Target Audience</b>	<b>Outline of Program</b>	<b>Outcome</b>
UPP Program Port Augusta	Port Augusta ATSI & low literacy non-Indigenous students	2 semester Preparatory courses	11 students in 2016
Broaden University curriculum through cultural competence	University Academic and Administration staff	The focus will be Aboriginal and Torres Strait Islander peoples; terminology & protocols; identifying resources and adaptation/applications of understandings in professional practice	Target audience reached and program successful. Review on-going
Community Engagement	Adelaide Aboriginal Community	<ul style="list-style-type: none"> <li>- NAIDOC Family Fun Day</li> <li>- Reconciliation week events</li> <li>- Sorry Day stall</li> <li>- Spirit Festival</li> <li>- Close the Gap Day</li> <li>- UoA Open Day</li> <li>- Tandanya Exhibition</li> <li>- CASM showcase</li> <li>- Kaurna Deadly day</li> <li>- Flaxmill School Fair</li> <li>- Tauondi College Open Day</li> <li>- State Aboriginal Football &amp; Netball Carnival</li> <li>- SAASTA Power Cup</li> </ul>	Strong community engagement and presence
	Port Augusta	<ul style="list-style-type: none"> <li>- Elders Lunch</li> <li>- Vibe alive</li> <li>- Smith Family</li> <li>- Tutor Cultural awareness</li> <li>- Tutor meetings</li> <li>- Desert Fringe (Pt Augusta)</li> <li>- Polly Farmer</li> <li>- Pt August NAIDOC</li> </ul>	
Schools Engagement	Aboriginal School Students (Primary & Secondary)	<ul style="list-style-type: none"> <li>- 70 primary and secondary schools</li> </ul>	<ul style="list-style-type: none"> <li>- Big Dream workshop</li> <li>- Careers workshop</li> <li>- Campus Tours (onsite)</li> </ul>

### Scholarships details

<b>Scholarship details</b>	<b>Government/ Private/University</b>	<b>No. Allocated</b>	<b>Cost</b>	<b>No. Awarded</b>	<b>Comments</b>
Indigenous Access Scholarship (IAS)	Government	33	\$4,904.00	31	Unused funds returned
Commonwealth Accommodation Scholarship Indigenous Enabling (CAS-IE)	Government	11	\$5,329.00	2	Unused funds returned
Commonwealth Education Costs Scholarship Indigenous Enabling (CECS-IE)	Government	21	\$2,664.00	9	Unused funds returned
Indigenous Commonwealth Accommodation Scholarships (ICAS)	Government	31	\$5,329.00	13	Unused funds returned
Indigenous Commonwealth Education Costs Scholarship (ICECS)	Government	70	\$2,664.00	39.5	Unused funds returned
Abbie Medical Scholarship	Donor	1	\$5,000	1	
Indigenous Music Scholarship	Donor	1	\$1,000	1	
PIRSA Scholarship for ATSI students	Donor	4	\$5,000	4	
Sage Indigenous Scholarship	Donor	1	\$5,000	1	
SANTOS ATSI Scholarship	Donor	2	\$10,000	1	
Commonwealth Hill	Donor	3	\$5,000	3	
Reg Sprigg Education Assistance Fund	Donor	8	\$500	8	
<b>TOTAL</b>			<b>\$421,163</b>	<b>113.5</b>	

**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 2016, compared to 2015 (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.**

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

	<b>2015</b>	<b>2016</b>
Aboriginal and Torres Strait Islander students:	253	260
Non Aboriginal and Torres Strait Islander students (Domestic students only):	19788	19738

**Strategies to address participation**

<b>Strategies</b>	<b>Outline of strategies</b>	<b>Constraints</b>	<b>Outcome</b>
Indigenous Student Mentors (Faculty Based)	Provide in Faculty support for Indigenous students	Staff are non-Indigenous	University wide network support for students Greater collaboration with Wirltu Yarlu and Faculty support units
Wirltu Yarlu hosted student events	Provide sense of community on campus	Staff time/resources/funds	Regular get together for staff and students to catch up and for students to meet each other as the years progress
ITAS Tutoring	Provide UPP and Mainstream students with tutoring and mentoring	Limited suitable ITAS tutors available	Increase in continuing use of ITAS and retention of students
Develop innovative UPP curricula that take account of Indigenous prior knowledge	Incorporate Indigenous Knowledges and Perspectives into UPP curricula	None	Grade improvement for both cohorts
Ongoing review and monitoring of all course curricula, review selection process, review SSO's, ITAS and mentors	Quarterly reviews of student participation and progress	None	Improvement in transition to mainstream degrees and retention of students
Student Services Officers (SSO) (Wirltu Yarlu based)	SSO's are responsible for both recruiting and supporting Indigenous students	None	Capacity of SSO's developed
Wirltu Yarlu Research Seminar Series	To showcase current research by Aboriginal staff and students to encourage further participation in research	None	4 Seminars were held for all university staff and continue in 2017
Student Success Plans	Individual student success plans developed by support staff based on the student's academic and personal circumstance as assessed at interview or support meeting	Staff time/resources	Implemented end of 2016 as part of a new support strategy for 2017 applicants

**5. Enable Aboriginal and Torres Strait Islander students to attain the same completion 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 2016, compared to 2015 (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>2015</b>	<b>2016</b>
Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	1	1
Non Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	683	602
Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	1	2
Non Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	420	481
Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	20	21
Non Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	3056	3234

#### **Support mechanisms**

<b>Support mechanisms</b>	<b>Description</b>	<b>Constraints</b>	<b>Outcome</b>
ITAS Tutoring	Provide UPP and Mainstream students with tutoring and mentoring	Limited suitable ITAS tutors available	Increase in continuing use of ITAS and retention of students
Develop innovative UPP curricula that take account of Indigenous prior knowledge	Incorporate Indigenous Knowledges and Perspectives into UPP curricula	None	Grade improvement for both cohorts
Student Services Officers (SSO) (Wirltu Yarlu based)	SSO's are responsible for both recruiting and supporting Indigenous students	None	Capacity of SSO's developed
University-wide Student Services	<ul style="list-style-type: none"> <li>- Counselling &amp; Disability services</li> <li>- Careers Services</li> <li>- Ask Adelaide</li> <li>- Education &amp; Welfare Officers</li> <li>- Accommodation services</li> </ul>		Wirltu Yarlu staff have developed strong relationships with these services and work closely with our students to ensure cross communication and a collaborative approach to the needs of our students
Student Success Strategy	Student Success Strategy aims to raise outcomes for Aboriginal and Torres Strait Islander students at the University by ensuring high quality support for student progression and completion, adopting a clear and supportive whole-of-university framework.	Implementing across broader university	Implemented in late 2016 and is progressing well

**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.**

• Faculty of Arts

In 2016, the Faculty of Arts in partnership with Wirltu Yarlu introduced the Indigenous Knowledges and Society Major into the Bachelor of Arts. Developed and taught by Indigenous academics from Wirltu Yarlu Aboriginal Education the courses can be taken within a major or minor or as electives. The program is coordinated by Indigenous academic. The courses use guest lecturers and Aboriginal Elders to impart Indigenous perspectives. An International study tour course was introduced in 2016 to learn from the Saami people of Sweden and counted towards a Level II elective.

Elsewhere in the faculty, 6 courses are dedicated to Indigenous perspectives in the disciplines of geography, education, gender and society, history and linguistics. A further 13 courses embed Indigenous perspectives as part of the enrichment process within the disciplines of gender and society, geography and linguistics.

Elder Conservatorium of Music: Centre of Aboriginal Studies in Music (CASM) is dedicated to the Indigenous knowledges with a curriculum delivered by Professor Aaron Corn, a leading Ethnomusicologist in the field of Indigenous music and epistemologies. Staff at CASM include Indigenous academics who regularly perform and publish their own material.

• Faculty of Engineering, Computer and Mathematical Sciences

Several courses within the Faculty of Engineering, Computer and Mathematical Sciences have been identified to be enriched with Indigenous perspectives. This includes site visits for engineer and computer science students, guest lecturers and aspects of heritage. Partnering with Engineers without Borders created a professional development study tour through Ngarrindjeri country launched in 2016.

• Faculty of Health Sciences

The Faculty of Health Sciences connects with Yaitya Purruna Indigenous Health Unit led by Indigenous academic Associate Professor to embed Indigenous perspectives in curricula and engage with Health students course content dedicated to Indigenous health. An Indigenous health science academic also delivered courses dedicated to Indigenous perspectives and core to courses for nursing, dentistry and oral health students.

• Faculty of the Professions

Law students have a dedicated course focusing on Aboriginal people and the law and in 2016 Indigenous students engaged in a study tour to the World Indigenous Law Conference. Architecture introduced field trips to significant Aboriginal sites and engaged with Port Augusta Elders and community to design new urban spaces.

• Faculty of the Sciences

Students of Applied Biology and Wildlife Conservation programs undertake as a core course Indigenous People, Country and Protocols taught by Wirltu Yarlu Aboriginal Education. Other courses include Indigenous perspectives through site visits and guest lecturers within the disciplines of astronomy, physics, agriculture, veterinary sciences and nutrition.

The Indigenous Course Enrichment Project continued to be implemented. The project supports faculties in small-scale initiatives and pilot projects to assist staff in the review, development, implementation and evaluation of Indigenous knowledge and perspectives in current and future course offerings. In addition, it encourages the sharing of best-practice approaches, while incorporating Indigenous knowledge, perspectives and community engagement into curriculum.

How the University addresses the **cultural competency** of its staff and students.

In 2015 The University of Adelaide updated its Graduate Attributes to equip students with the skills to work competently with diverse cultures. In particular attribute 5 Intercultural and ethical competency includes the outcome 'demonstrated by study abroad or with an understanding of Indigenous knowledges'. This work in conjunction with the Indigenous enrichment project to embed Indigenous perspectives and knowledges across the curricula.

All new University of Adelaide staff, as part of their induction process, undertake a cultural awareness module online, this has been further broadened to existing staff members 724 staff completed the module online to date.

The **University's involvement with Indigenous community** members in working toward this goal. The University of Adelaide works with Indigenous communities, in particular the groups that are the traditional owners of the land their campuses are on. In Adelaide this would be the Kaurna people and then connections have been established with South Australian groups including:

- Ngarrindjeri and Nurungga
- Yankunytjatjara, Pitjantjatjara, Bungarla
- Kokatha, Wirangu and Mirning
- Arabana

Community events are run by Wirltu Yarlu Aboriginal Education, Yaitya Purruna Indigenous Health Unit and the Centre for Aboriginal Studies in Music including a community BBQ, reconciliation events, graduation events, annual public lectures such as the Lowitja O'Donoghue oration.

The campus in Port Augusta also played a key role in engaging Indigenous communities with 2 Elders lunches and 2 seminars run by Indigenous scholars.

Individual Indigenous staff members also have links through professional and personal commitments.

#### **Indigenous Education / Support Unit's role.**

Wirltu Yarlu Aboriginal Education is responsible for Indigenous student support, research, education and strategy. In 2016 it launched its successful major within the Bachelor of Arts. The first and second course included Kaurna Elders as guest lecturers and a visit to sites of Indigenous culture including Tandanya National Aboriginal Cultural Institute where students were given a floor talk from the curator. The first course ended with a Kaurna cleansing ceremony.

In 2016 Wirltu Yarlu Aboriginal Education continued to run its University Preparatory Program. 4 students from the two sites (Adelaide and Port Augusta) transitioned into degree programs.

Wirltu Yarlu Aboriginal Education also holds 4 seminars per year inviting all staff of the university. Speakers include established Indigenous academics of the university and visiting scholars but also features the work of Indigenous higher education students.

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

Please use the financial acquittal template attached to report on the expenditure of your University's ISP grant for 2016, noting that a breakdown of expenditure is required (eg salary and travel breakdown). Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2016 provided under section 19-10 of *Higher Education Support Act 2003*, please provide 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.

<b>University Officer</b>	<b>Indigenous Education Support Unit Officer</b>
Name: Professor Shane Hearn	Name: Sebastian Lowery
Position Title: Dean, Indigenous Education and Research	Position Title: Executive Officer, Indigenous Research & Education Strategy
Phone Number: 8313 3624	Phone Number: 8313 6444
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## **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. The documents are required to be externally accessible to the public. Please provide PM&C with a link to these statements.



**Australian Government**  
**Department of the Prime Minister and Cabinet**

## **FINANCIAL ACQUITTAL**

<b>Organisation</b>	UNIVERSITY OF ADELAIDE		
<b>Postal Address</b>	NORTH TERRACE, ADELAIDE SA 5005		
<b>Contact Person</b>	Professor Shane Hearn	<b>Title</b>	Dean Indigenous Research & Education Strategy
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### **Financial Acquittal**

This financial acquittal proforma is designed to acquit all ISP Funds provided in 2016, including all interest or royalties/income derived from ISP Funds during 2016.

Attachment	Checklist
1 Indigenous Support Program (ISP)	<input type="checkbox"/>

For each Attachment:

- Part A seeks information on the GST component of funding provided to you under that element, if applicable.
  - 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.
  - If GST is *not* paid to you, *do not complete Part A*.
- 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.

## Certification

Complete this certification after you have completed the Financial Acquittal for any ISP funding which you have received in 2016 and after you have entered all relevant information in the Assets Register.

### ISP FUNDING RECIPIENT'S CERTIFICATION

I, **Professor Shane Hearn**

(print name of chief officer or equivalent)

**Dean, Indigenous Research & Education Strategy**

(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:

*05/06/17*

#### 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.

## Certification

Complete this certification after you have completed the Financial Acquittal for any ISP funding which you have received in 2016 and after you have entered all relevant information in the Assets Register.

### ISP FUNDING RECIPIENT'S CERTIFICATION

I, **Professor Mike Brooks**

(print name of chief officer or equivalent)

**Interim Vice Chancellor & President**

(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
- (ii) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Signed:



Date: 19 MAY 2017

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## ATTACHMENT 1 - Indigenous Support Program

**Provider Name:** University of Adelaide

*For the 2016 funding year (1 January - 31 December 2016).*

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

1. If applicable, GST received by you in 2016 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).	\$	
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$	
Amount remitted: \$ Date remitted:    /    /	Amount remitted: \$ Date remitted:    /    /	Amount remitted: \$ Date remitted:    /    /

**PART B - Acquittal Summary Details (excluding GST):**

**INCOME**

1. Unexpended Indigenous Support Programme funds from <u>2015</u> which were committed for expenditure prior to 31/12/2015.	\$
(+) 2. Unexpended and uncommitted Indigenous Support Programme funds from <u>2013</u> or <u>2014</u> which were approved for expenditure in 2016.	\$
(+) 3. Indigenous Support Programme funds provided in <u>2016</u> . These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$647,000
(+) 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2016.	\$
(=) 5. <b>Total</b> Indigenous Support Programme funds <b>to be acquitted</b> in 2016.	<b>\$647,000</b>

**EXPENDITURE**

6. Total Indigenous Support Programme expenditure in 2016, <u>excluding any GST</u> .	\$647,000
(+) 7. <u>Unexpended</u> Indigenous Support Programme funds which were <u>committed</u> for expenditure prior to 31/12/2016.	\$
(+) 8. Requested <u>carryover</u> into 2016 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2016 – written approval date    /.../2016. <sup>1</sup>	\$
(=) 9. <b>Total</b> Indigenous Support Programme funds which by 31/12/2016 were fully expended and/or committed for <b>expenditure</b> .	<b>\$ 647,000</b>
10. Returns of 2016 Indigenous Support Program Funds by 31/12/2016.	\$
11. Balance of Funds for 2016	\$
<b>12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2016.</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 & Related Costs	\$ 647,000
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
(=) Total 2016 ISP Program Expenditure	\$ 647,000

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

Salary & Related Costs	\$546,848
Travel Costs	\$134,635
Copying, Printing & Stationary	\$23,792
Marketing, Outreach & Promotion	\$24,893
Telecommunications	\$21,691
Student Support	\$620
Building Related Costs	\$143,165
Other Operating Costs	\$21,983
Equipment	\$9,719
(=) Total of 2016 Non-ISP expenditure	\$927,346

If your Institution lists items such as staffing costs (please do not list staff names for privacy reasons), travel costs, services rendered, please provide a detailed description in the below table. Content of table below is an example only.

### STAFFING COSTS

Position	Indigenous Centre/Faculty staff	Cost
HEO5 - Student Admin Officer	Indigenous Centre	\$130,446
HEO4 – Admin Assistant	Indigenous Centre	\$50,350
HEO6 - Student Support Officer	Indigenous Centre	\$83,056
HEO4 - Receptionist	Indigenous Centre	\$80,133
HEO 7 - Student Engagement Manager	Indigenous Centre	\$115,442
HEO5 – Admin Officer	Indigenous Centre	\$1,126
HEO8 - Student Admin Coordinator	Indigenous Centre	\$118,762
HEO5 (0.6FTE) – ITAS Coordinator	Indigenous Centre	\$67,685
<b>TOTAL</b>		<b>\$647,000</b>