

# 2012 Indigenous Education Statement

## The University of Adelaide

### Wilto Yerlo: Aboriginal & Torres Strait Islander Education

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#### SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

Please supply a statement of:

- **Your approach to improve higher education outcomes for Indigenous Australians and how this is being implemented.**

In 2012, the University appointed a Dean of Indigenous Education. As well, the University invested in the advertisement for a Director to lead Wilto Yerlo. These positions, along with other Indigenous positions across the University, will assist the Deputy Vice Chancellor-Vice President (Academic) to progress the development of new patterns of working relationship within the institution to further improve education. Additionally numerous activities were undertaken to restructure and focus the work of Wilto Yerlo, an across institution Unit, to improve service, administration, teaching and research. This has also led to a number of Aboriginal academic and professional appointments.

Wilto Yerlo collaborates with all staff of the University and particularly Faculty based Aboriginal or Torres Strait Islander staff in the Health Sciences at Yaitya Purruna, within Humanities and Social Science at the Centre for Aboriginal Studies in Music (CASM), in History and within Linguistics and within the Professions in the area of Education as well as those based within other areas to improve higher education access, participation and outcomes for Indigenous Australians.

Several positions within Wilto Yerlo were advertised and filled to progress the development of Indigenous knowledge inclusion across the University. As well, a number of appointments were planned within Yaitya Purruna to progress the inclusion of advanced knowledge and understanding of Aboriginal and Torres Strait Islander cultures within health curriculum particularly the Medical degree. An Indigenous education course was also developed and implemented within the School of Education. This three (3) unit Course on Aboriginal Education is open to Degree/Graduate Diploma/Master level enrolments. Aboriginal Education perspectives are also being incorporated in other courses within the Graduate Certificate and Bachelor of Teaching within the School of Education. The Wilto Yerlo University Preparation Program was also reviewed and further developed for implementation in 2012. Ongoing review of this program will occur.

As a part of Wilto Yerlo priorities in regional outreach a range of activities were held in Port Augusta (some 300kms to the north of Adelaide) as advanced preparation for the implementation of the University Preparation Program in Port Augusta. As Port Augusta Aboriginal student applications translated to on-campus enrolments implementation was deferred to 2013. This program will provide low SES and Indigenous students tailored and responsive curriculum the capacity to map out their journey into higher education with the confidence of required content knowledge of first year courses.

At the University of Adelaide 2012 numbers of Aboriginal and Torres Strait Islander student enrolments remained consistent with 2011. In 2012 there were 184 and in 2011 186 students enrolled.

The numbers of Aboriginal and Torres Strait Islander staff grew to 25 (FTE) in 2012. This number does not include the 14 active casual staff members<sup>1</sup>. The increased numbers and diversity of Aboriginal and Torres Strait Islander staff in the workforce of the University has increased the appointment of Indigenous representation to various decision making bodies. Aboriginal and Torres Strait Islander staff are on numerous committees including; the Academic Board, the University's Learning and Teaching Committee, the University's Gender Equity and Diversity Committee, the University Research Committee, School of Population Health and Clinical Practice Executive Committee, School of Population Health and Clinical Practice Research Committee, University of Adelaide MBBS Program Review of Indigenous Teaching Working Group, Master of Clinical Nursing Advisory Committee. In addition, the Dean, Aboriginal Education has continued to attend the Vice-Chancellor's Committee to report on Indigenous matters.

All Aboriginal and Torres Strait Islander areas are represented as key members on the across institution *Indigenous Education and Engagement Committee* Chaired by the Dean of Indigenous Education. This committee includes the staff member responsible for the Aboriginal and Torres Strait Islander Employment area. This is an important high level committee within the Division of the Deputy Vice Chancellor and President (Academic) that receives information and reports on numerous matters across the University.

Several Indigenous are Chief Investigators or researcher team members on research projects.

1. Dr Melissa Nursey-Bray, Dr Deane Fergie, Prof Lester-Irabinna Rigney, Dr Veronica Arbon *et. al.*, *Community based adaptation to climate change: the Arabana, South Australia*, funded by the National Climate Change Adaptation Research Facility (NCCARF).
2. Dr Dylan Coleman & Fiona Buzzacott, *Hopes and Dreams: A Storyboard of Resilience: young people in the northern suburbs define pathways to healthy and hopeful futures through a creative narrative storytelling tool*, Collaboration between The Second Story (TSS) Youth Health Service, SA Health and Yaitya Purrana Indigenous Health Unit (YPIHU), School of Population Health, University of Adelaide

- **How Indigenous perspectives are embedded in your strategic plan and/or other key institutional documents.**

The University of Adelaide is consistently ranked in the top 1% of universities. It is a member of the Group of Eight, made up of Australia's top research-intensive universities. As a leading university it is distinguished by its high-quality teaching, education and research. The university is committed to Indigenous Education and its importance is evidenced by the Wilto Yerlo, Aboriginal and Torres Strait Islander Education Unit, continuing to remain structurally in the Division of Deputy Vice-Chancellor & Vice President (Academic). The DVC/A provides leadership in achieving the University's strategic goals in relation to learning and teaching. The Dean of Indigenous Education reports directly to the DVC/A, and is a member of the

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<sup>1</sup> Headcount data provided by The University of Adelaide, Human Resources branch on 31 October 2012.

senior management team for provision of quality policy and actions for student experience across the University.

University success can be measured in Indigenous and low socioeconomic terms. Enrolments from students of LSES status account for 14% of the domestic student body. This maintains the University of Adelaide's place at the top of the Go8 cohort where the average is less than 10%. Having said this, the university remains below the national average and are putting in place strategies to extend reach into this segment of the population, whilst maintaining quality standards especially in Port Augusta. The University of Adelaide's ongoing focus on equity (<http://www.adelaide.edu.au/VCO/strategicplan/>) has led to increases in enrolments by Aboriginal and Torres Strait Islander people, students with disabilities and domestic students from a non-English speaking background.

The University of Adelaide Strategic Plan for 2008-2012 'Building a Great Research University' has Aboriginal and Torres Strait Islander Australians as priority for the University. The draft University of Adelaide Strategic Plan for 2013-2023, the *Beacon of Enlightenment*, has also identified that 'understanding of Indigenous issues and cultures' and 'building a student body of democratic breadth' among a number of equally important areas including pathways as important to achieve the University's vision  
<https://www.adelaide.edu.au/VCO/beacon/beacon-of-enlightenment.pdf>).

Building on the *Reconciliation Statement* of 2003 and the development of the University of Adelaide's new Strategic Plan the development of the across institution *Tarrkarri Tirrka: Integrated Aboriginal and Torres Strait Islander Education* (see attached) along with an update of the *Aboriginal and Torres Strait Islander Employment* strategy was initiated (<http://www.adelaide.edu.au/learning/strategy/indigenous-education/>).

Additionally the University as a whole commits to the following values in undertaking all policy and related activities across the institution:

- Excellence
- Fairness, integrity and responsibility
- Respect the rights and responsibilities of freedom of inquiry and expression.
- Innovation, creativity and breadth of vision
- Engaged with the local, national and international communities.
- Fulfil obligations to University of Adelaide Act 1971

Aboriginal and Torres Strait Islander Australians are a priority within the University of Adelaide. The University of Adelaide welcomes the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People: Final Report* (IHER)<sup>2</sup>, (2012) and the Indigenous Higher Education Advisory Council's (2011), *National Indigenous Higher Education Workforce Strategy* (NIHEWS) and other strategies as such documents enhance the University's capacity to meet the AEP Goals.

If you have developed an Indigenous education strategy, we invite you to include a copy in this statement, or provide the web address (*see attached - the document is in the process of being*

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<sup>2</sup> Behrendt, L (Chair), Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People: Final Report, Government of Australia, 2012.

endorsed by the various committees of the University).

## **SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2012 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 Indigenous peoples in educational decision-making.
- 2 Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.
- 3 Ensure equitable access of Indigenous students to higher education.
- 4 Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.
- 5 Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians.

### **GOAL 1:**

Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples 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 Australians 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 has highly effective Indigenous participation across its governance structures influencing university teaching, research, student support, policy and employment strategy outcomes for Aboriginal and Torres Strait Islander people. The Dean of Indigenous Education sits within the Office of the DVC/A reporting directly to her and is a member of the senior management group responsible for learning, teaching, staff development and quality student experience across the University. The Director of Wilto Yerlo will report directly to the Dean of Indigenous Education.

Wilto Yerlo 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.

An Aboriginal person has been appointed to:

- Academic Board
- Indigenous Education Strategies and Engagement Committee

- Gender, Equity and Diversity Committee
- Deputy Vice-Chancellor and Vice-President (Academic) Divisional Senior Management meetings
- The University Learning and Teaching Committee
- The University Research Committee.
- 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

*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 Wilto Yerlo Port Augusta Regional Strategy and UPP has been led by the Dean of Indigenous Education along with the 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 Wilto Yerlo'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 during 2012-2013. Evidence of this new program can be found: [\(http://www.adelaide.edu.au/wilto\\_yerlo/foundation/\)](http://www.adelaide.edu.au/wilto_yerlo/foundation/)

Wilto Yerlo, CASM, Yaitya Purrana and other staff collaborate and attend various meetings with Education Welfare Officers regarding student support, issues and housing matters. Such memberships and involvement will improve University processes and practices.

**GOAL 2.**

Increase the number of Aboriginal and Torres Strait Islander peoples 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 Australians employed at your university. (Please provide a link to your Employment statement).
- The **number of Aboriginal and Torres Strait Islander-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 spread across the university (including numbers in academic

and non-academic roles, and by level).

## • Table 1 – Permanent positions

Faculty/Institute/Section	Academic	Non-Academic	Role
Health Sciences	3	2	1 x Assoc Professor, 2 x Lecturers, 1 x HEO4 general and 1 x HEO6 general
Humanities and Social Sciences	2	1	2 x Lecturers, 1 x general
Sciences	-	1	1 x general
Professions	2	-	2 x Lecturing staff
DVC (Academic)	2	7	1 x Assoc Prof, 3 x Lec, 9 x general
DVC (Research)	-	-	
VP Services & Resources		2	2 x general
<b>Totals</b>	<b>9</b>	<b>13</b>	

## • Table 2 – Fixed Term/Casual positions

Faculty/Institute/Section	Academic	Non-Academic	Role
Health Sciences	2	3	1 x Snr Lec, 1 x Lec., 3 x general
Humanities and Social Sciences	-	4	4 x general
Sciences	-	-	
Professions	-	-	
DVC (Academic)	2	3	1 x Professor, 1 x Lecturer, 2 x general
DVC (Research)	-	-	
VP Services & Resources	-	-	
<b>Totals</b>	<b>4</b>	<b>10</b>	

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* will work within and alongside the *Integrated Aboriginal and Torres Strait Islander Education Strategy*, the *Reconciliation Statement* and the University's *Strategic Plan* and *Enterprise Agreement* to promote the increase in participation of Aboriginal and Torres Strait Islander peoples in both academic and professional employment capacities.

The 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 advancement of the University's current Aboriginal and Torres Strait Islander staff through scholarships and professional development opportunities and activities (<http://www.adelaide.edu.au/hr/atsies/>).

In 2009 the University introduced an Investment Strategy to complement previous strategies and includes a funding model, supported through the Division of the Deputy Vice-Chancellor and Vice-President (Academic), that offered seed funding to faculties and divisions 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 increasing to 25 staff by 2012.

The University of Adelaide currently has approximately 1.1% of its staffing establishment is Aboriginal and/or Torres Strait Islander (Headcount of 40). 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	15
Females	25
<b>Total Aboriginal &amp; Torres Strait Islander</b>	<b>40</b>
% ATSI staff (approximate)	1.1%
<b>Total staff at University of Adelaide</b>	<b>3489</b>
Academic Male	6
Academic Female	8
<b>Total Academic</b>	<b>14</b>
Professional Male	8
Professional Female	17
<b>Total Professional</b>	<b>26</b>

Of the 40 Aboriginal and Torres Strait Islander staff, 10 staff are currently being supported by funding provided through the Aboriginal and Torres Strait Islander Employment Strategy and only seven are in non-Indigenous specific roles (that is neither teaching Aboriginal and Torres Strait 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			
Chancellor & President	0	A	P	Professional HEO 1 - 6	22
Deputy Vice-Chancellor & Vice-President (Academic)	19	A	P	Professional HEO 7 – 10+	4
Deputy Vice-Chancellor & Vice-President (Research)	0	A	P	Academic Lec A - B	10
Deputy Vice-Chancellor & Vice-President Services and Resources	2	A	P	Academic Lec C – E+	4

Faculty	Total	A	P	Number of Continuing Staff	Number of Fixed-Term Staff
Faculty of Humanities and Social Sciences	7	2	5	24	16
Faculty of The Professions	2	2	-		
Faculty of Health Sciences	9	5	4		
Faculty of Sciences	1	-	1		
Faculty of Engineering, Computer and Mathematical Sciences	0	-	-		

The University of Adelaide employs a Senior Project Officer to coordinate the Employment Strategy to ensure that objectives are met, for example:

- Provision of access to employment opportunities at the University, by negotiating employment pathways and job opportunities.
- Increasing the number of Aboriginal and Torres Strait Islander staff to 2% by 2023, by developing key performance indicators and performance management policies for executive deans and divisional managers.
- Employing Aboriginal and Torres Strait Islander students as cadets, through the Australian Governments Indigenous Cadetship support program.
- Providing access for Aboriginal and Torres Strait Islander staff into development opportunities, by developing professional development programs for staff for access to further training and development.
- Encouraging networking and retention of staff, by providing advocacy and understanding of cultural and community obligations required by Aboriginal and Torres Strait Islander staff.
- Developing strong connections with Aboriginal and Torres Strait Islander communities in South Australia, and promoting the University of Adelaide as an employer of choice.

Wilto Yerlo works closely with the Senior Project Officer Aboriginal and Torres Strait Islander Employment to employ and identify potential Aboriginal or Torres Strait Islander employees who could apply for positions within the Unit and the University.

**GOAL 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 2012 (access rate) as compared to 2011 (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).



- Details of Aboriginal and Torres Strait Islander-specific and other **scholarships offered by your university**. (See table).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.
- **Indigenous Education Unit's role**.

Commencing Aboriginal and Torres Strait Islander students\*

	2011	2012
Aboriginal and Torres Strait Islander students	99	103
Non Aboriginal and Torres Strait Islander students	8877	9419
<b>Total</b>	<b>8976</b>	<b>9419</b>

Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
<i>Regional Engagement Upper Spencer Gulf and Far North region</i>			
<p>Wilto Yerlo University Access Plan</p> <p>In 2012 Wilto Yerlo offered its reviewed University Preparatory Program (UPP) at its Adelaide city campus and planned to offer at Pt Augusta.</p> <p>Student Services</p>	<p>Mature Aboriginal and Torres Strait Islander student without required ATAR apply to study at the University through this program.</p> <p>Aboriginal and Torres Strait Islander students from the greater Adelaide region, beyond the Upper Spencer Gulf and interstate.</p> <p>Aboriginal and Torres Strait Islander students from the Spencer Gulf and Far North region.</p> <p>Internal and external</p>	<p>The program consists of interview and assessment to establish student's academic capacity and commitment to study.</p> <p>The program provides students with experiences, discussion and learning of content to be engaged in first year undergraduate units.</p> <p>Staff assist students in</p>	<p>Students are advised to enrol in their desired Degree or the WY University Preparation Program or coached to go off and complete TAFE studies on the basis of program outcomes</p> <p>30 students enrolled in the University Preparatory Program (UPP) offered by Wilto Yerlo on the main campus with six (6) going on to undergraduate degree study in 2013.</p> <p>A small numbers of potential students did not articulate to enrolments in the UPP at Pt Augusta. However, six students from Spencer Gulf region did enrol into UPP in the city.</p> <p>Since this time additional community engagement has occurred to clarify demand and plan for 2013 implementation of the UPP in Port Augusta.</p> <p>New enrolments have</p>

	students or potential students.	<p>unravelling the University system, advocate for students within faculty and with lecturers, arrange scholarships/cadetships, liaise with ABSTUDY, enrol students, action recruitment of students in schools, parent nights, community events and expos, and referral to other internal and external services such as counselling, transition and advisory, health centres, social clubs and specialised services (social and emotional, grief and loss) etc.</p> <p>The team locate housing for all Aboriginal students requiring accommodation.</p> <p>The Indigenous student Orientation program is run by Student Services and other staff of Wilto Yerlo. CASM and other areas such as Yaitya Purruna co-jointly workin to take their students for an afternoon or session to orient locally.</p>	<p>slightly increased in 2012.</p> <p>ITAS data is forwarded under separate cover and highlights increased access.</p> <p>Actual details have not been maintained on all areas as this requires a complex data gathering system and capturing impact on access, participation and outcome is somewhat difficult. However, use of services will be explored in 2013.</p> <p>All students have been housed in Colleges, special University student residences or SA Housing apartments.</p> <p>The majority of students attend the Orientation programs provided on campus for students.</p>
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### Marketing and Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
<p>Wilto Yerlo staff team with recent graduates in recruiting to urban, suburban and regional schools, TAFEs and Aboriginal Community organisations in SA.</p> <p>Wilto Yerlo attends annually the Aboriginal Student Pathways Conference (ASPCO). The ASPC is a state wide forum for Aboriginal and Torres Strait students, convened by the Department for Education and Child Development and the SACE Board, to address pathways to University entry (120 Years 10, 11 – 12 students). In 2012 Wilto Yerlo hosted this conference at The University of Adelaide.</p> <p>Wilto Yerlo has an annual stall at University Open Day.</p> <p>Wilto Yerlo hosts formal and informal visits for groups of secondary students, parents and teachers, especially from South Australia and the Northern Territory, throughout the year.</p> <p>Wilto Yerlo collaborates with the Office of Future Students on the 'First Generation Program' to</p>			

recruit Indigenous students. In 2012 a First Generation Program was run in Pt Augusta. Wilto Yerlo attends the Aboriginal and Torres Strait Islander Pathways Dinner. Career pathways examined with teachers, parents and students. The partners have decided that the opportunity to attend and participate be given to parents, students and teachers from the wider Adelaide area, including regional SA, with 300 people (expected to attend).

In conjunction with the Centre for Learning and Professional Development, engage staff in Aboriginal and Torres Strait Islander cultural Awareness programs as an embedded aspect of Professional Development.

Wilto Yerlo regularly engages with the broad range of staff across the University to ensure maximum staff awareness of issues or situations faced by Aboriginal and Torres Strait Islander students.

Ongoing provision of Student Support Services and pastoral care for Aboriginal and Torres Strait Islander students across the University.

The Wilto Yerlo Marketing and Recruitment Committee meet monthly to progress:

- a) Advertising – 1 full page colour general ad in the Koori Mail
- b) ½ page colour ad placed in the Whyalla News, Transcontinental, Pirie Recorder and Eyre Peninsular Tribune Messenger to advertise the WY – UPP
- c) Promotional Products
- d) Pens, magnets, note pads and mini pen lights purchased for recruitment purposes
- e) T-Shirts, jumpers and satchels for staff and students with the Uni and WY logo used for marketing and events.
- f) Brochures/ Posters
- g) The WY UPP brochure has been updated
- h) A general WY poster for sending out to community groups and organisations has been developed.
- i) WY website updated including two new pages added for Pt Augusta and First Year Students.

Wilto Yerlo Outreach activities include:

- Attendance at the Croc Festival/ VIBE
- Aboriginal Legal Rights Movement
- Camp Coorong Race Relations Centre
- Arkaroola Tourism
- Nunkuwarrin Yunti of SA
- NAIDOC, Reconciliation
- Aboriginal Health Council of South Australia
- Australian Indigenous Doctors Association
- Congress of First Peoples
- The Lowitja Institute
- Red Cross
- Pt Augusta Urban Regional Strategy
- The Smith Family
- Anglicare
- SACE

Scholarships details

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Indigenous CECS Commencing	Government	24	57,048	24	
Indigenous CAS Commencing	Government	9	42,786	9	
Indigenous Enabling CECS Commencing	Government	21	49,917	21	
Indigenous Enabling CAS Enabling Commencing	Government	15	71,310	8	\$33,278 for 7 scholarships returned to Commonwealth
IAS	Government	50	224,250	35	\$67,275 for 15 scholarships returned to Commonwealth
Adelaide Access Scholarship	University	1	2,500	1	
The Abbie Medical Scholarship	Private	1	2,500	1	
Aldinga Plains Scholarship	Private	1	1,000	1	
Resek Scholarship for an Indigenous Student	Private	1	6,000	1	
Indigenous Music Fund Grant	Private	2	1,000	2	
Indigenous Undergraduate Scholarship	Private	1	5,000	1	
The Sage Indigenous Music Scholarship	Private	1	5,000	1	
The SANTOS Aboriginal and Torres Strait Islander Scholarship	Private	1	20,000	2	

Wilto Yerlo has a significant role in improving policy, processes and services for indigenous students and has a significant role in programs to improve access, marketing and promotion. Promotion and recommendation for scholarships has become a role the Unit increasingly carries. Wilto Yerlo staff or the Dean of Indigenous Education, are members of most, if not all panels, deciding on scholarships for Indigenous students. An increase in enrolment for 2013 and an increase in Expressions of Interest to apply for study at the University of Adelaide has been noted as a result of the activities undertaken in 2012/13.

**GOAL4.**

Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of 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 2012, compared to 2011 (please provide an all student comparison).

- Details of your institution's **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education Unit role.**

### Aboriginal and Torres Strait Islander students

	2011	2012
Aboriginal and Torres Strait Islander students:	186	184
Non Aboriginal and Torres Strait Islander students	24589	25552
Total	24775	25736

### Strategies to address participation

Strategies	Outline of strategies	Constraints	Outcome
ITAS	This strategy provides targeted tutorial support to assist students to understand and be assessed on content within their non-award and award programs.	Numbers of tutors	See ITAS report
Faculty Champions	This strategy identifies a champion of Indigenous students within faculties/schools who may or may not be Aboriginal or Torres Strait Islander	Identifying and implementing such Champions across the university.	Have such individuals within Health Sciences, Education & Law in the Professions but not within some of the Science based Faculties and schools.
Community and student gatherings	This strategy brings students and community together for a lunch or celebration of some form.	Have not been fully utilised to promote students and courses enrolled in nor the scholarship they may have obtained in such awards.	Networking and keeping community informed of a vision – our people can succeed at University.
Review of the University Preparation program.	This strategy was undertaken to improve student outcome and flow through to undergraduate programs.	Monitoring of changes is occurring in 2013.	Six students progressed to undergraduate enrolment.
Aboriginal and Torres Strait Islander content in School of Health and Education awards	In Health, a course on Aboriginal and Torres Strait Islander history and Health has been offered for many years by Aboriginal staff and one in History has been developed and delivered at Degree level by an Aboriginal staff member employed in the Faculty. There are several other courses within the Centre for Aboriginal Studies in Music (CASM)	Staff in Health, Education and Wilto Yerlo therefore several new appointments have been made during 2012/13.	All students enrolling in these units take these courses.

	offered to those Aboriginal and Torres Strait Islander students studying those awards. There is also a course offered in the School of Education.		
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Wilton Yerlo staff are heavily involved in all areas to provide support to students. However, there needs to be a consolidated review of Aboriginal and Torres Strait Islander content in all award programs and a plan is being put in place to address same in 2013.

**GOAL5.**

The total number of award course completions at Bachelor level and above in 2011 and 2012 are as follows:

**Number of award course completions by**

	2011	2012
Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	6	0
Non Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	1	1
	5	7
	9	3
	2	5
Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	2	3
Non Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	8	8
	1	3
	5	4
Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	1	8
	3	
Non Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	3	3
	6	6
	9	8
	3	6

Note: Please use student numbers that you reported to HEIMS.

**Support mechanisms**

Support mechanisms	Description	Constraints	Outcome
As mentioned above ITAS and Faculty Champions			
Scholarships	Students can apply for a range of scholarship	Limited numbers	Support students with higher education particularly if in higher awards and/or boarding  The Dean of Indigenous Education seeking increase scholarship
Books and other Resources	Student in award programs access online and library resources	Diversify resources in Library and purchase to support UPP	Wilton Yerlo does basic resource delivery of the UPP
Computers	All Wilton Yerlo UPP students are provided an IPAD.	Costs	Used by students on and outside of class search for information

		Three computer rooms including a postgraduate room are provided for student access.	Costs, security and maintenance of space.	view resources. High use by students though increasingly students are accessing mainstream computers in the 'HUB'. Students are also seeking scholarships to purchase Laptops.	
<p>A Wilto Yerlo staff member runs the ITAS program and works closely with other staff especially Champions across the University. Wilto Yerlo staff work closely with the Scholarships office on all scholarship activities. Students are celebrated and encouraged at several functions.</p>					

**GOAL6.** To provide all Australian students with an understanding of and respect for Indigenous 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 **Universities involvement with Indigenous community** members in working toward this goal.
- **Indigenous Education Unit's role.**

A small range of courses have Indigenous content. In Health, a course on Aboriginal and Torres Strait Islander history and Health has been offered for many years by Aboriginal staff and one in History has been developed and delivered at Degree level by an Aboriginal staff member employed in the Faculty. There are several other courses within the Centre for Aboriginal Studies in Music (CASM) offered to those Aboriginal and Torres Strait Islander students studying those awards. There is also a course offered in the School of Education. Furthermore, there are several courses in Linguistics, Politics and Anthropology that address Aboriginal and Torres Strait Islander content. The draft *Integrated Aboriginal and Torres Strait Islander Education* has flagged the development of an Indigenous Knowledge Major and there is discussion that an Indigenous Health major will also be developed.

A session is offered by an Aboriginal staff member to new staff likely to be teaching Aboriginal or Torres Strait Islander students within their student cohort. This is again an area to be progressed during 2013. The draft *Integrated Aboriginal and Torres Strait Islander Education* has flagged the development of a Cultural Competency Toolkit.

Aboriginal and Torres Strait Islander community members and Elders are considered to be critical in working toward these goals both in the development and the delivery of same.

**Section 2 must also include information that demonstrates the following conditions of eligibility for ISP funding:**

- Implemented strategies for improving access, participation, retention and success of Indigenous Australian students
- Increased participation of Indigenous people in the provider's decision-making processes and
- Have an Indigenous employment strategy.

Information in section 2 should focus on key developments and be concise (dot points are acceptable).



### SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

From 2013, Universities will be advised of their full year ISP entitlement at the start of the year, and will be expected to plan for its expenditure accordingly. The carry forward of unexpended funds will only be considered in exceptional circumstances.

Please provide a report on the expenditure of the provider's ISP grant for 2012. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2012 provided under section 19-10 of *Higher Education Support Act 2003*, please provide an reconciliation.

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

Use the following format (or similar), expanding to provide details on items where appropriate. Advice for completing items 3 below.

#### Indigenous higher education expenditure 2012

##### INCOME for Indigenous Support Program for 2012

1	2012 ISP grant	\$666,000
2	Unspent 2012 ISP funds, to be carried over to 2013 – as reported in your providers audited annual financial statements. (Report expenditure separately)	\$0
3	<b>TOTAL ISP income for 2012</b>	<b>\$ 666,000</b>

4	<b>EXPENDITURE of Indigenous Support Program (ISP) 2012 (from Item 1)</b>	
4a	Operating costs, including salaries, for Indigenous support services.	
	Salaries	\$1,142,038
	Travel	75,654
	Copying, printing and stationary	33,698
	Marketing/Outreach/Promotion	14,796
	Telecommunications	12,096
	Prizes and awards	2,096
	Other Operating costs	23,200
4b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (Computers).	\$ 3,946
4c	Higher education provider overheads.	\$
4d	Other Indigenous Support Program expenditure (list major items conferences, school visits, publications and program costs).	\$
4e	<b>Total Indigenous higher education expenditure for 2012</b>	<b>\$ 1,307,524</b>

5	<b>EXPENDITURE of Indigenous Support Program carry over funds 2012 (from Item 2)</b>	
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5a	Operating costs, including salaries, for Indigenous support services. (Itemise each line item please)	\$
5b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (e.g. New computers in the ISU).	\$
5c	Higher education provider overheads.	
5d	Other Indigenous Support Program expenditure (list major items conferences, school visits, publications and program costs).	\$
5e	Total expenditure of carry over funds.	\$

**\* Item 4**

- Where possible, this expenditure report should indicate where funds were managed by your IEU/Faculties.

**SECTION 4 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 IEU has been consulted in the development of this Indigenous Education Statement, please provide the contact details of the relevant IEU staff member.

**University Officer**

Name: Dr Lester-Irabinna Rigney

Position Title: Professor & Dean

Phone Number: 61 8 8313 5901.

Email: lester-Irabinna.Rigney@adelaide.edu.au

**Indigenous Education Unit Officer**

Name: Dr Veronica Arbon

Position Title: Associate Prof & Director

Phone Number:.61 8 83133624.

Email: veronica.arbon@adelaide.edu.au

**SECTION 5 PUBLICATION OF THE STATEMENT**

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