



INDIGENOUS EDUCATION STATEMENT

OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to the 2014 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 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 are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2014 ISP funds is included within this document.

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 who wish to report on a wider range of matters.

In accordance with the Guidelines, the final, certified Indigenous Education Statement is **due by latest 31 May 2015**. Please ensure to leave sufficient time for follow up discussions between PM&C and the University to avoid any delay in the payment of the second ISP instalment due in early July 2015.

Please submit signed electronic documents by email to: 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 Universities report against all relevant criteria, Universities are invited to comment on a wider range of matters.

The University of Adelaide

Wirltu Yarl

SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2014 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 for 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 echoes 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. This position is currently vacant.

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 Wirltu Yarlu Aboriginal Education is appointed at the level of Associate Professor and reports directly to the Deputy Vice-Chancellor and Vice-President (Academic) as the university moves to appoint a new person to the Dean of Indigenous Education position. On management of the day to day operations of programs offered through Wirltu Yarlu Aboriginal Education the Director reports to Executive Director, Division of the DVC(A) .

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 is appointed to:

- Council
- Indigenous Education Strategies and Engagement Committee
- Gender, Equity and Diversity Committee
- Deputy Vice-Chancellor and Vice-President (Academic) Divisional Senior Management meetings
- Indigenous Recruitment, Retention and Outreach Working Group
- Panels for allocation of Student Scholarships across the University
- Faculties boards, schools and departments committees such as the Faculty of Arts, Teaching and Learning Committee
- School of Population Health and Clinical Practice Executive Research Committee
- Social Research Ethics Committee
- Marni Wingku Planning Team
- SACE Working Party (Higher Level Planning)
- SACE Working Group (Action planning for SACE Student Conference)
- Divisional Executive Directors Management Team

The Academic Board and the University Learning Committee has not had membership since the resignation of the Dean Indigenous Education, although all Indigenous academic staff are able to sit in on the meetings of the Academic Board. This situation will be rectified with the appointment to the Dean's position later this year.

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 continued to be led by the staff of Wirltu Yarlu along with the implementation of the Tarrkarri Tarrka 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), the World Indigenous Nations higher Education Consortium and the Native American and Indigenous Studies Association. An example of Wirltu Yarlu 's specific role in decision making and influence is that it offers a new 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 (see <http://www.adelaide.edu.au/wirltu-yarlu/programs/upp>).

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 University** 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.

To ensure its embedding in core business 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*, the University of Adelaide's *Reconciliation Statements*, 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 annum, sponsored by the Division of the Deputy Vice-Chancellor and Vice-President (Academic) to support Faculties and Divisions with Aboriginal and Torres Strait Islander staff 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 38 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 were three 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 and the School of Psychology. Faculties and Divisions are encouraged to build upon these numbers from their current Aboriginal and Torres Strait Islander student cohort.

To assist Faculties to retain and develop their staff, build capacity and meet international obligations, the University, through the Aboriginal and Torres Strait Islander Employment Strategy established an Indigenous staff international travel grant. The grant is available to both academic and professional Aboriginal and Torres Strait Islander staff, which supports them to travel to international centres of relevance. Four grants at \$2,500 are available per year to staff who have approval and co-vestment from their work areas.

The University of Adelaide currently asserts that approximately 1.1% of its staffing establishment is Aboriginal and/or Torres Strait Islander (Headcount of 41). 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:

Aboriginal and Torres Strait Islander staff as at March 2014.	Total
Males	16
Females	24
Total Aboriginal & Torres Strait Islander	40
% ATSI staff (approximate)	1.1%
Total permanent (continuing) positions	24
Total fixed term positions	16
Academic Male	6
Academic Female	9
Total Academic	15
Professional Male	10
Professional Female	15
Total Professional	25
Total casual staff (not included in total headcount)	37

Of the 40 Aboriginal and Torres Strait Islander staff, nine staff are currently supported by funding provided through the Aboriginal and Torres Strait Islander Employment Strategy and only 14 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 located in the following areas of the University of Adelaide.

Faculty/Division	Total	Academic	Prof.
Faculty of Arts	10	3	7
Faculty of Engineering, Computer and Mathematical Sciences	0	-	-
Faculty of Health Sciences	9	5	4
Faculty of the Professions	4	2	2
Faculty of Sciences	0	-	-
Division of Deputy Vice-Chancellor & Vice-President (Academic)	15	5	10
Division of the Vice-President Services and Resources	2	-	2

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 2014 (access rate) as compared to 2013 (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, 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

	2013	2014
Aboriginal and Torres Strait Islander students	116	127
Non Aboriginal and Torres Strait Islander students (Domestic students only):	7438	7414

Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
Wirltu Yarlu Aboriginal Access Program	Any Aboriginal and/or Torres Strait Islander community member	<p>Applicants are assessed by Wirltu Yarlu in conjunction with Faculty/School staff. Students are selected on the basis of their</p> <ul style="list-style-type: none"> • written application • literacy & numeracy test results • selection interview <p>Students wanting to study at CASM must also undertake a musical audition</p>	<p>Diversity of student cohort. Increased opportunity for student transition into undergraduate programs. Building community capacity and confidence.</p>
Student Leaders Program	Students	Allowing students to build on their professional and life skills	<p>Leadership skills Working within a team Develop effective communication skills Community Engagement within the Aboriginal and Torres Strait</p>

		Islander community
Increase the participation, progression and outcomes of the University Preparation Program students into Degree programs	Aboriginal and/or Torres Strait Islander students	<p>A program that offers students courses to build on their academic skills, confidence and expectations of University life – transition into Degree Programs.</p> <p>13 students transitioned from 2013-2014 into Undergraduate programs</p>
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 & Port Augusta	Both programs have been responsive to students as well as undergraduate study requirements. Programs will be reviewed in 2015 to consider the inclusion of online delivery
Marni Wingku Program	Aboriginal and/or Torres Strait Islander students	<p>The vision of Marni Wingku is to enlighten, empower and encourage students to continue their studies and strive for their career aspirations.</p> <p>Inaugural program was held in October 2014</p>

Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
UPP Program Port Augusta	Port Augusta Aboriginal and/or Torres Strait Islander Community & low literacy non-Indigenous students	2 semester Preparation courses	9 students - 2014
Broaden University curriculum through cultural competence	University Academic and Professional staff	The focus will be Aboriginal and Torres Strait Islander peoples; terminology & protocols; identifying resources and adaptation/application of understandings in professional practice.	April 2014 – 21 Attended Sept 2014 – 23 Attended Ongoing - 100 Attended
Elders Lunches – Adelaide & Port Augusta	Community Elders	Engage in discussion with community Elders about their vital role in family and in the education of our people.	2014 – Port Augusta – 7 Elders Attended 2014 – Adelaide – 5 Elders attended
Community Engagement	Adelaide Aboriginal Community	<ul style="list-style-type: none"> NAIDOC Family Fun Day Reconciliation Week 	Strong Community engagement and

		Breakfast <ul style="list-style-type: none"> • Sorry Day Stall • Spirit Festival • Close the Gap Day • UoA Open Day • Tandanya exhibition • CASM showcase • Kurna Deadly day • Flaxmill school fair • Tauondi College Open Day • State Aboriginal Football & Netball Carnival • SAASTA Power Cup 	presence
	Pt Augusta Aboriginal Community	<ul style="list-style-type: none"> • Elders lunch • Vibe alive • Smith Family • Tutor cultural awareness • Tutor meetings • Desert Fringe (Pt Augusta) • Polly Farmer • Pt Augusta NAIDOC 	
Schools Engagement	Aboriginal School Students (Primary & Secondary)	60-80 Schools visited (Primary & Secondary)	<ul style="list-style-type: none"> • Big Dreams Workshop • Careers workshop • Campus Tours (onsite)

Scholarships details

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Name of Scholarship	Funded	Number Allocated	Value of Scholarship	Number Awarded	Comments
Indigenous Access Scholarship (IAS)	Gov	48	\$4,702	14	Remaining funding returned
Commonwealth Accommodation Scholarship Indigenous Enabling	Gov	10	\$4,985	3	Remaining funding returned
Commonwealth Education Cost Scholarship Indigenous Enabling	Gov	45	\$2,492	11	Remaining funding returned
Indigenous Commonwealth Accommodation Scholarship (ICAS)	Gov	10	\$4,985	10	
Indigenous Commonwealth Education Cost Scholarship (ICECS)	Gov	44	\$2,492	34	Remaining funding returned
Aldinga Plains Scholarship for an Indigenous Student	Donor	1	\$1,000	1	
Indigenous Music Scholarship	Donor	1	\$1,000	0	Unused funding transferred to CASM to purchase equipment
Sage Indigenous Music	Donor	1	\$5,000	1	

Scholarship					
SANTOS ATSI Scholarship	Donor	2	\$10,000	2	
The Central Adelaide Local Health Network & The Faculty of Health Sciences Aboriginal Medical Student Scholarship	Donor	2	\$12,500	2	
Taplin Indigenous Bursary	Donor	4	\$5,000	4	

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 2014, compared to 2013 (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 for 2013 and 2014 is as follows:

	2013	2014
Aboriginal and Torres Strait Islander students:	204	239
Non Aboriginal and Torres Strait Islander students (Domestic students only):	19453	19877

Strategies to address participation

Indigenous Student Mentors (Faculty Based)		Staff are non-Indigenous	Implemented late 2014
Wirltu Yarlu hosted Student events		Staff time/resources/funds	Regular get-togethers for staff and students to catchup and for students to meet each other as the years progress
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 nd semester UPP in 2014 or mainstream University courses.
Student Services Officers (Wirltu Yarlu based)	Student Services Officers (SSO's) – we have 3 employed full-time who are responsible for both recruiting and supporting Indigenous students.		

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 2014, compared to 2013 (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.**

	2013	2014
Aboriginal and Torres Strait Islander students: (Higher Degree)	4	1
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	1713	1784
Aboriginal and Torres Strait Islander students: (Other postgraduate)	2	2
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	776	777
Aboriginal and Torres Strait Islander students: (Bachelor degree)	26	26
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	4137	4238

Support mechanisms

Support mechanisms	Description	Constraints	Outcome
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 nd semester UPP in 2014 or mainstream University courses.
Student Services Officers	Student Services Officers (SSO's) – we have 3 employed full-time who are responsible for both recruiting and supporting Indigenous students.		
University-wide Student Services	<ul style="list-style-type: none"> • Counselling • Disability Services • Careers Service • Ask Adelaide (centralised Information centre) • Education & Welfare Officers 		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

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 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: Wirltu 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 Wirltu 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 Yarlū 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
- Arabana

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

Port Augusta University Preparation Program

The UPP at Wirltu Yarlū 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%.

- The Elders lunches have offered a forum for Aboriginal community to share ideas and knowledge of cultures and
- In 2014 4 x Capacity Building Seminars were held in Port Augusta.

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 2014, 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 2014 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:	Name: Dr Veronica Arbon
Position Title:	Position Title: Director, Wirltu Yarlu
Phone Number:	Phone Number: 0883133624
Email:	Email: veronica.arbon@adelaide.edu.au

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. Please provide PM&C with a link to the statement.



Australian Government

Department of the Prime Minister and Cabinet

FINANCIAL ACQUITTAL

Organisation	The University of Adelaide		
Postal Address	Adelaide, South Australia		
Contact Person	Veronica Arbon	Title	Ass. Prof & Director
Phone	8 83133624	Fax	8 83134396
		E-mail	veronica.arbon@adelaide.edu.au

Financial Acquittal	
This financial acquittal proforma is designed to acquit all ISP Funds provided in 2014, including all interest or royalties/income derived from ISP Funds during 2014.	
Attachment	Checklist
1 Indigenous Support Program (ISP)	<input type="checkbox"/>
For each Attachment:	
<ul style="list-style-type: none">Part A seeks information on the GST component of funding provided to you under that element, if applicable.<ul style="list-style-type: none">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 <i>not</i> paid to you, <i>do not complete Part A</i>.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 2014 and after you have entered all relevant information in the Assets Register.

ISP FUNDING RECIPIENT'S CERTIFICATION

I, **Tony Mitchell**

(print name of chief officer or equivalent)

Chief Financial Officer – The University of Adelaide

(print position title)

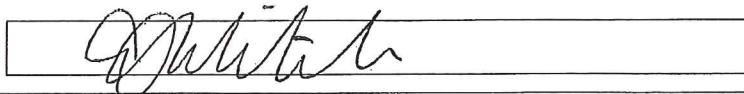
certify that:

- (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:

22/5/15

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.

ATTACHMENT 1 - Indigenous Support Program

Provider Name:

For the 2014 funding year (1 January - 31 December 2014).

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

1. If applicable, GST received by you in 2014 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 2013 which were committed for expenditure prior to 31/12/2013.	\$ 0
(+) 2. Unexpended and uncommitted Indigenous Support Programme funds from 2013 which were approved for expenditure in 2014.	\$ 0
(+) 3. Indigenous Support Programme funds provided in 2014. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$ 584,000
(+) 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2014.	\$ 0
(=) 5. Total Indigenous Support Programme funds to be acquitted in 2014.	\$ 584,000

EXPENDITURE

6. Total Indigenous Support Programme expenditure in 2014, <u>excluding any GST</u> .	\$ 584,000
(+) 7. Unexpended Indigenous Support Programme funds which were committed for expenditure prior to 31/12/2014.	\$ 0
(+) 8. Requested carryover into 2014 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2014 – written approval date /.../2014. ¹	\$ 0
(=) 9. Total Indigenous Support Programme funds which by 31/12/2014 were fully expended and/or committed for expenditure.	\$ 584,000
10. Returns of 2014 Indigenous Support Program Funds by 31/12/2014.	\$ 0
11. Balance of Funds for 2014 (Unexpended/uncommitted Indigenous Support Programme funds to be returned or recovered from 2014 entitlements).	\$ 0
12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2014.	\$ 0

¹ The Department will only approve the rollover of unspent funds in exceptional circumstances.

Section 7 – Breakdown of ISP Expenditure (excluding GST):

Salary and related costs	\$ 584,000
	\$
	\$
	\$
	\$
	\$
	\$
	\$
(=) Total 2014 ISP Program Expenditure	\$ 584,000

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

Salary and related costs	\$ 355,910
Travel costs	\$ 47,678
Copying, printing and stationery	\$ 24,062
Marketing, outreach and promotion	\$ 29,803
Telecommunications	\$ 12,952
Student support	\$ 4,124
Building-related costs	\$ 140,447
Other operating costs	\$ 17,912
Equipment	\$ 6,066
	\$
(=) Total of 2014 Non-ISP expenditure	\$ 638,954