University of South Australia

Indigenous Education Statement 2015

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**

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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 South Australia

- Office of the Dean: Indigenous Scholarship, Engagement and Research; and
- David Unaipon College of Indigenous Education and Research

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 <u>nature of their involvement</u>, 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.

Number of Aboriginal and Torres Strait Islander people involved in institutional decision-making processes

UniSA is committed to providing leadership in the areas of Aboriginal and Torres Strait Islander research and education and has strong Aboriginal and Torres Strait Islander Australian representation on key University decision making committees. The University's governance framework includes:

- Indigenous Participation, Education and Employment Group (IPEEG), and its sub-committee:
  - Indigenous Employment Working Group (IEWG)
- Reconciliation Action Plan (RAP) Steering Group and its supporting Secretariat
- Pathways Working Group
- Domestic Student Recruitment Working Party
- Student and Academic Services Committee
- Academic Strategy Group and School Boards
- Divisional Advisory Committees.

Provision is made at a number of levels for formal input from Indigenous staff, students and members of the South Australian Indigenous community. Indigenous staff members play a key role in providing guidance and leadership on matters relating to Aboriginal and Torres Strait Islander issues across the University and contributing to the broader teaching and learning, research and research education and community engagement business of the University.

The key institutional decision making bodies are University Council and Senior Management Group and although these currently do not have Indigenous members, strategic advice and guidance on Indigenous matters is provided by a number of Senior Indigenous leaders across the University. As part of the university's RAP, the Vice Chancellor is sponsoring the creation of a joint Council of Elders for the three SA public universities to enhance the engagement of Aboriginal and Torres Strait Islander peoples.

The roles and responsibilities of key Aboriginal and Torres Strait Islander leaders at UniSA

In 2012, UniSA established the office of the - Dean: Indigenous Scholarship, Engagement and Research (Dean: ISER), to focus on strategic policy development in relation to Indigenous scholarship, engagement and research issues. The Dean reports to the PVC: Student Engagement and Equity, who is a member of the university's Senior Management Group. The key responsibilities of the Office of the Dean: ISER are to:
- Support the development of university-wide strategies on issues of Aboriginal and Torres Strait Islander teaching, education, participation and retention of Indigenous students;
- Support strategy development/implementation to enhance Aboriginal and Torres Strait Islander employment, engagement, support and retention;
- Support the coordination of the University's Indigenous Education Statement;
- Develop and facilitate domestic, national and international strategic alliances whilst promoting the University of South Australia as a university of choice;
- Provide strategic leadership and advocacy on Indigenous matters;

- Represent the University in the wider community;
- Ensure ongoing engagement with the Aboriginal community; and
- Represent the University at diverse national and international forums.

Dean: ISER, is a member of University committees, which includes :
- Chair of the South Australian Aboriginal Education and Training Consultative Body (SAAETCB)
- Chair of National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC (AC)) Aboriginal Corporation
- Executive Member of the South Australian Aboriginal Higher Education Council
- Executive Member of the World Indigenous Network of Higher Education Consortium (WINHEC).

DUCIER is one of five schools within the Division of Education, Arts and Social Sciences (EASS).DUCIER has postgraduate programs including Masters and PhDs in Indigenous knowledges and Australian history. It also offers undergraduate programs in Indigenous and Australian Studies. DUCIER has the university's only Australian History major as part of the Bachelor of Arts (Indigenous Culture and Australian Society). DUCIER also delivers the university-wide Indigenous Student Support Services and administers the Indigenous Tutorial Assistance Scheme.

The Head of School: DUCIER is a member of the executive of the Division of Education, Arts and Social Sciences (EASS) and is also a member of following committees:
- RAP Steering Group
- University Head of Schools Group
- Executive Members of the South Australian Aboriginal Higher Education Council
- Executive Committee member of NATSIHEC (AC).

Both, the Dean and Head of School of the David Unaipon College of Indigenous Education and Research (DUCIER) are members of the Indigenous Participation, Education and Employment Group (IPEEG), chaired by the Provost & Chief Academic Officer. IPEEG is the university's key advisory group on matters affecting Aboriginal and Torres Strait Islander staff and students. The Dean is also joint manager, with the non-Indigenous Dean of Clinical and Health Education, of the Aboriginal and Torres Strait Islander University of Choice Project (part of the university's strategic action plan Crossing the Horizon). The project sponsor is the Vice Chancellor.

Professor Alex Brown was appointed in 2013 as Professor in Population Health and Chair in Aboriginal Health. In 2014, Professor Brown was on secondment to the South Australian Health and Medical Research Institute (SAHMRI) where he continued to lead projects encompassing epidemiology, psychosocial determinants of chronic disease, mixed methods health services research in Aboriginal primary care and hospital settings, and randomised controlled trials of pharmacological and non-pharmacological chronic disease interventions. Professor Brown has been heavily involved in engaging government and lead agencies in setting the agenda in Aboriginal cardiovascular disease management and control and chronic disease policy more broadly. He currently sits on the Research Council of the NHMRC and leads a large group of almost 40 research staff, including 20 Aboriginal researchers, students and support staff.

Professor Irene Watson has been working in the position of Research Professor of Law. Professor Watson's Professional memberships include:
- Kungari Aboriginal Cultural Association
- Editorial Board Australian Journal: Critical Race and Whiteness Studies
- Editorial Board Alter Natives Journal; Indigenous Studies Research Network
- International Advisory Board Feminist Legal Studies
- Editorial Board International Journal Critical Indigenous Studies.

UniSA's RAP forms part of a larger project "to strengthen UniSA's position as the University of Choice for Aboriginal and Torres Strait Islander people in South Australia and beyond". In progressing this project and implementing the RAP, UniSA has developed true partnerships with Aboriginal and Torres Strait Islander communities, worked in partnership with key leaders and organisations including Reconciliation SA and worked in partnership with staff from across the University. This has enabled UniSA to reinforce its commitment to developing the pipeline from high school through to postgraduate engagement, and to identifying and supporting the best and brightest young Aboriginal and Torres Strait Islander people. In May 2014, the University successfully launched and implemented its Reconciliation Action Plan (RAP), which developed a suite of strategies and actions designed to improve the educational and employment outcomes for Aboriginal and Torres Strait Islander people. A number of recommendations have now been actioned, including:

- placement of an Acknowledgement of Country statement on each Campus
- a permanent display of significant Aboriginal artwork in the new Jeffrey Smart Building
- Significant artwork by staff and students designed and completed during Reconciliation Week
- New University Corporate home page launched, with an Indigenous symbol in the footer and Acknowledgement of Country statement linked to the Indigenous Engagement page
- Deadly Alumni formed and launched

| 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).

Aboriginal and Torres Strait Islander Employment Strategy

UniSA is committed to becoming an Aboriginal and Torres Strait Islander university of choice. UniSA aims to achieve a target of at least 2 per cent of its staff and student population being Indigenous.

UniSA has a publicly available triennial Indigenous Employment Strategy (IES), Yaitya Warpulai Tappa (Indigenous Work Path). At the core of the IES is a target for Indigenous employment of two percent of UniSA's total workforce, to be achieved over the life of the strategy. The target is long standing, based on the proportion of Indigenous people in the South Australian population, and is comparable in scope to Indigenous employment targets set in the State's other universities, its public sector and some former State

enterprises.

The University has continued to improve the effectiveness and sustainability of its employment strategy by:

- Improving the integration of its Indigenous participation,
- Education and employment strategies,
- Making it clear that Indigenous employment targets are the responsibility of all managers,
- Maintaining linkages with other South Australian agencies working to improve Indigenous employment outcomes and life opportunities.

The Indigenous Employment Strategy has been substantially revised to align with Horizon 2020, Crossing the Horizon (our 2013 – 2018 Strategic Action Plan) and the University's wider corporate planning objectives, including the University's RAP. Development of the strategy has been led by the University's Indigenous Employment Consultant and guided by an advisory group that includes members drawn from the external Indigenous community and Indigenous staff within the University as well as other key stakeholders. The Senior Management Group has endorsed the strategy and it is available publicly at http://www.unisa.edu.au/hrm/equity/cultural.asp

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)

In 2014, the number of Aboriginal and Torres Strait Islander staff at UniSA increased from 27 to 34 permanent positions and 11 to 14 casual, when compared with 2013. Improving the University's strategy for increasing the number of Indigenous staff had a number of key features in 2014 including:

- The Indigenous Graduate Program funded from the Vice Chancellor's Development Fund (VCDF) continues to be an important element of the University's Indigenous Employment Strategy taking in two new graduates each year. The program itself is based on six month rotations with program participants working in a diverse range of professional support areas across the institution, such as Human Resources, Marketing and Career Development. Following are the success stories of the program to date :
  - o Five graduates have successfully completed the program. Two graduates accepted positions interstate and are both successfully working in their respective areas; two are employed at UniSA in the non-traditional Indigenous areas of HR and Finance and the fifth is pursuing a career as a film maker whilst working on short term contracts for the University.
  - o One graduate has just completed their first year in the program and we have had excellent reports from their placement. Our latest graduate has just completed their first placement and is about to move on to the next. Both graduates are working in non-traditional Indigenous areas.

- The University continues to provide a special professional development fund which is available only to Indigenous staff. The funding allocation is calculated as 20 percent of the employee's base salary plus on-costs at the time of appointment. The fund has been used since its introduction in 2004 to fast track acquisition of new qualifications and skills. The fund is also part of the graduate program, providing graduates with an opportunity to supplement work-based learning with other more structured professional development opportunities. Graduates have indicated that having the opportunity to access these professional development opportunities has greatly enhanced their employability.

- The University's cultural awareness training for academic and professional staff has been revitalized and the new format has been extremely successful across both the academic and professional cohorts, with training sessions booked out within two days of being advertised. This has led the

University to schedule a number of additional sessions and to investigate developing on line cultural awareness training to compliment the face to face delivery. Web based resources have also been developed: https://www.youtube.com/watch?v=CV-7VD Dp9o&list=PL0644D2DA3A36AD3C

- In addition, there is a recommendation in the new Indigenous Employment Strategy that all Senior Staff will undertake Cultural Awareness training

- Indigenous Employment Register development and job network linkages : This includes asking a representative from the State Government Indigenous Employment Register to Chair all panels for Indigenous Graduate positions

- Other strategies employed in 2014 included:
  o oversight by an Indigenous Employment Working Group
  o an Indigenous Staff Network.

- Four priority areas continued as the mainstays of the 2014 IES. These included: cultural awareness and developing a culturally inclusive workplace; support for staff development and improving the levels of Indigenous staffing within the University. Activities included:
  o Sponsorship and participation in the 2014 Spirit Festival, celebrating local Indigenous arts and artists
  o Participation by staff in celebrating the anniversary of the Apology to the Stolen Generations
  o Holding Reconciliation Week events on all campuses. These are well attended and continue to raise awareness of Indigenous cultural issues within the University for both staff and students
  o Participation by staff and students in NAIDOC Week events (including participating in the March and running a stall at NAIDOC Family Fun Day) as well as a celebration of World Indigenous Day
  o Ongoing support of the RAP.

Table 1: Permanent positions for the current number of Aboriginal and Torres Strait Islander staff at UniSA and their spread across the University

Faculty/Institute/Section	Academic / Non-Academic	Position title	Headcount
Institute for Choice	Non-Academic	Administration Manager	1
David Unaipon College	Academic	Coordinator Indigenous Student Services	1
David Unaipon College	Academic	Head of School: David Unaipon College of Indigenous Research	1
David Unaipon College	Academic	Lecturer	3
David Unaipon College	Academic	Lecturer: Indigenous Cultures and Australian Society	1
David Unaipon College	Academic	Professor in Aboriginal Studies	1
David Unaipon College	Academic	Program Director	1
David Unaipon College	Academic	Regional Indigenous Academic Adviser	1
David Unaipon College	Non-Academic	Administrative Assistant	1
David Unaipon College	Non-Academic	Indigenous Support Officer	1
David Unaipon College	Non-Academic	Research Project Officer: MATSITI	1
David Unaipon College	Non-Academic	Team Leader: Academic Services	1
Sch Psych Soc Work & Soc Pol	Non-Academic	Team Leader: Academic Services (Teaching)	1
Health Sciences Div Office	Non-Academic	Academic Officer: Credit and Admissions	1
Health Sciences Div Office	Non-Academic	Graduate Project Officer	1
Sch Nursing & Midwifery	Non-Academic	Academic Services Officer	1
Sch Nursing & Midwifery	Non-Academic	Administrative Assistant	1
School of Population Health	Academic	Clinical Research Associate	1
School of Population Health	Academic	Research Assistant	1
Division Office Research IEE	Academic	Research Associate	1
Inf Tech Eng & Env Div Office	Non-Academic	Human Resources Advisor	1
Sch Natural & Built Env	Academic	Research Associate: Membrane Technology	1
Chancellery & Council Services	Academic	Dean: Indigenous Scholarship, Engagement and Research	1
Chancellery & Council Services	Non-Academic	Aboriginal and Torres Strait Islander Alumni Project Officer	2
Comms & Marketing	Non-Academic	Business Project Officer	1
Human Resources	Non-Academic	Business Project Officer	1
Human Resources	Non-Academic	Consultant: Indigenous Employment and Development	1
UniSA International	Non-Academic	Manager: Alumni (International and Special Projects)	1
Centre for Regional Engagement	Academic	Research Associate – UDRH	1
Finance	Non-Academic	Unit Accountant	1
Uni Library	Non-Academic	Library Officer (High Demand)	1
Total			**34**

Table 2: Casual positions for current number of Aboriginal and Torres Strait Islander staff at UniSA* and their spread across the University

Faculty/Institute/Section	Academic / Non-Academic	Position title	Headcount
Business Services	Non-Academic	Project Officer: Indigenous	2
Ehrenberg-Bass Inst Mktng Sci	Non-Academic	Project Officer	1
School of Management	Academic	Guest Lecturer	1
School of Management	Academic	Lecturer	1
School of Marketing	Academic	Tutor	1
School of Law	Academic	Research Assistant	1
School of Law	Non-Academic	Administrative Officer	1
David Unaipon College	Academic	Administrative Assistant	1
David Unaipon College	Academic	Administrator	2
David Unaipon College	Academic	Administrative Assistant	1
David Unaipon College	Academic	Indigenous Support Officer	2
David Unaipon College	Academic	Lecturer	1
David Unaipon College	Academic	Marker	2
David Unaipon College	Academic	Research Assistant	1
David Unaipon College	Academic	Research Associate	1
David Unaipon College	Academic	Tutor	5
Health Sciences Div Office	Non-Academic	Project Officer	1
School of Population Health	Academic	Indigenous Health Worker - Support Officer	1
Inf Tech Eng & Env Div Office	Academic	Moderator	1
Total			**14**

*NB: 14 staff members are working in multiple positions/faculties across the reporting period, as listed above.

The role played by the Indigenous Education Unit (IEU) in improving Aboriginal and Torres Strait Islander employment at UniSA

A number of key roles and groups contribute to the improvement of Indigenous employment within the University. A focal role is the Consultant: Indigenous Employment and Development.

- The Consultant: Indigenous Employment and Development has been instrumental in connecting with potential Indigenous employees, and as part of their role, regularly engages with the Aboriginal and Torres Strait Islander communities and promotes UniSA as an employer of choice. Internally, the Consultant: Indigenous Employment and Development maintains the Indigenous staff networking group, advocates for Indigenous employees, sits on many relevant selection committees, co-ordinates the University's Cultural Awareness Program and is Executive Officer to a range of employment-related committees. The consultant also offers advice and assistance to Indigenous staff to plan individualised professional development and mentoring programs.

- The Dean: ISER chairs the IEWG and is a member of the University's IPEEG. The IEWG includes Indigenous and non-Indigenous staff representatives, members of relevant unions and representatives of external Indigenous communities. In 2014, IEWG has played a key role coordinating the Indigenous Employment Strategy.

- The outreach and marketing activities of the Indigenous Student Services (ISS) positions it well to promote UniSA as an employer of choice and have positively impacted on Indigenous employment within the Divisions.

3. **Ensure <u>equitable access</u> 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.**

Table 3: Commencing Aboriginal and Torres Strait Islander students (headcount)

(Figures based on government reporting, commencing students, equity scope)

	2013	2014
Aboriginal and Torres Strait Islander students	153	122
Non Aboriginal and Torres Strait Islander students (Domestic students only):	9338	9300

Table 4: Commencing Aboriginal and Torres Strait Islander students (EFTSL)

(Figures based on government reporting, commencing students, equity scope)

	2013	2014
Aboriginal and Torres Strait Islander students	96.58	77.00
Non Aboriginal and Torres Strait Islander students (Domestic students only):	6355.38	6353.17

Although, Aboriginal and Torres Islander numbers have fallen, UniSA is committed to improving access for Indigenous students with details provided in table 5 below. To assist with this all divisions of the University are required to set targets for Indigenous commencing student numbers. Target setting involves identification of discipline areas and programs which address particular needs of Indigenous and wider communities, and goes beyond the more traditional areas of study for Indigenous students. These targets are supported by divisional and University-wide scholarships. The ongoing developments in innovative online learning environments are providing improved online interactivity which is assisting students to overcome many of the disadvantages of remote area learning experienced by Indigenous students who may study at one of seven regional locations.

Table 5: Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
Aboriginal Pathways into Teaching Pilot Project (APITPP) and WaraWara Group	Indigenous education based employees of the Department of Education and Child Development (DECD) who want to become qualified teachers	Provide services and support to enable students to graduate	In 2014, 10 (approx.) undergraduate students were enrolled in this program
Anangu Teacher Education Program (ANTEP) for APY Lands	Anangu students living in the Anangu Pitjantjatjara Yankunytjatjara Lands (APY Lands), Yalata on the west coast of South Australia and at Oak Valley in the Maralinga Tjarutja Lands	Community based tertiary education program which aims to prepare Anangu students to become independent classroom teachers	This program helps students to upgrade their professional knowledge and competencies
UniSA Foundation Studies and Diploma in Arts, Diploma in Business and Diploma in Science and Technology	Students with low prior educational attainment, particularly students from a low-SES background.	UniSA College provides a supported pathway into degree programs by offering academic programs specifically designed to prepare students for university study. Diploma programs are open to students with an ATAR of 50 and above. A fee free Foundation Studies Program is open to students without an ATAR.	In 2014, 215 students completed their Foundation Studies; up by 30 completions from 2013 (administrative data) In 2014, 29 Indigenous students were enrolled in College academic programs
Publications	Aboriginal and Torres Strait Islander students and their influencers	The provision of dedicated materials aim to inspire possible students interested in studying at University	Potential students encouraged to consider tertiary study options at UniSA

Open Day	Year 12 students	Staff and student volunteers from Indigenous Student Support Units participated in the 2014 UniSA Open Day	Increased awareness around Indigenous Student Services and aided prospective Indigenous students
Special Entry	National Indigenous Australian community	To provide a supported entry pathway to applicants who meet the requirements of the Divisions entry program and their preferred course	In 2014, 14 Special Entrants were successful in entering a program
Admissions Call Campaign	Potential students who have applied but are yet to receive an offer in the first round	Applicants are contacted to promote DUCIER's undergraduate program	In 2014, 178 applicants were contacted of which 26 responded yes to changing program preferences
Program promotion	Nationwide community and school leavers	DUCIER staff attend Open Day, Magill @Twilight, Preference Information Event, Tauondi Aboriginal Community College Open Day, the Aboriginal Spirit Festival and Indigenous Writers Panel in 2014	Interest was expressed in the DUCIER programs, particularly the Masters by Research and the Bachelor's degree
Application and Admission Communications and support	Aboriginal and Torres Strait Islander high school students those persons returning to tertiary study	To support prospective students through the application period	In 2014, 1000 students (approx.) were engaged and supported via this process
Supported Entry	Indigenous students	Support for Indigenous students for entry into the Clinical Exercise Physiology Program	The program supported an Indigenous student to successfully achieve entry into the Graduate Diploma in Clinical Exercise Science (IGCE)

Table 6: Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
AIME Mentoring	Aboriginal and Torres Strait Islander students in secondary schools	In 2014, the AIME program was in its second year of operation in South Australia across two campuses at UniSA	In 2014, AIME engaged 398 Indigenous high school students from 20 schools and 144 student volunteer mentors from UniSA
Closing the Gap info session	Indigenous High School students in Mt Gambier	Information session to promote the Foundation Studies program leading to the Bachelor of Social Work.	In 2014, 50 (approx.) prospective students were in attendance and the program was successful in demystifying the application process to Foundation Studies
'Learning Country' APY Lands cultural competency visits	Second year pre-placement and pre-honours students	Group of students visit and are hosted by Elders from the homelands on the APY Lands. The students play an active role in community engagement and gain an insight to what work or placement or honours/post graduate research might be like in the APY lands.	In 2014, 8 (approx.) students undertook this program
Community Engagement Projects	Indigenous community groups and current undergraduate and postgraduate students	The School of Art, Architecture and Design (AAD) conducts two engagement projects.	It is a mutually supportive undertaking of knowledge sharing and participation
Student placements in remote and rural locations	Current placement students which includes undergraduates in their third and fourth year and postgraduate students	Social Work and Humans Service student placements are facilitated in areas of greater concentration of Aboriginal and Torres Strait Islander population	In 2014, 4 students were placed in the APY lands and in rural WA

Pitjantjatjara Summer School	State-wide community	The program introduces students to the practical aspects of the Pitjantjatjara language and culture as a basis for communicating effectively with Pitjantjatjara people	In 2014, there were 48 external participants and 5 award students
Darwin & Alice Springs Expo	Northern Territory community	The ISS team attended a student recruitment expo held in Darwin and Alice Springs over a two week period in August. This event aims to provide exposure about the university	In 2014, 3,700 (approx.) students attended the event in Darwin (mostly year 11's and 12's) and 1,072 students in Alice Springs (mostly year 10's).
DUCIER - Rural Reconnect	Year 10 students in rural schools	Program includes facilitation of two sessions to engage with year 10 students	In 2014, 70 students from 14 schools participated in this program
Yuntuwarrun	Raukkan community, School of Art, Architecture and Design and DUICER	Master of Design students engage with Indigenous community groups who have little or no access to tertiary education	The initiative involved consultation and collaboration between 5 senior community members and 11 students
Visiting Professors	Higher degree by research candidates and Indigenous academic staff	Twice yearly, Indigenous Professors are invited to present to all people in the university to share their research and meet with our HDR candidates and Indigenous academic staff members.	This program provides access in order to remain abreast of new, innovative research undertaken across the sector
Deadly Alumni	UniSA post-graduate students	Launched in 2014, the Deadly Alumni aims to provide opportunities to network, reconnect and strengthen relationships with; University of South Australia Aboriginal and Torres Strait Islander graduates, and well-known Aboriginal and Torres Strait Islander community Leaders	In December 2014, there were 569 members of the Deadly Alumni

Collaboration with Port Adelaide Football Club (PAFC) and School of Health Sciences	UniSA undergraduate students, rural community groups, and residents in rural areas	UniSA students assist in planning and execution of Pt Augusta event carnival and work with PAFC coordinator and event coaches	This programs offers an opportunity for overall skill development and plays an important role in enhancing the cultural awareness
Student Outreach and recruitment	Aboriginal and Torres Strait Islander High School Students	The recruitment activities aim to inform and inspire future students about their options for starting University study including: programs; pathways; admissions; scholarships; accommodation; and student life	Students make an informed decision about choosing the right program/courses and successfully attending UniSA
Project Officer: Indigenous	Prospective Aboriginal and Torres Strait Islander students	The Project Officer: Indigenous aims to promote the Business School as a possible opportunity for potential Aboriginal and Torres Strait Islander students	There has been an increase in the number of Aboriginal and Torres Strait Islander students in the UniSA Business School, in particular in the School of Law. At present we have 44 Indigenous students enrolled in the Business School
Targeted Outreach	High Schools, UniSA college, community groups and alternative pathway students.	The School of Information Technology and Mathematical Sciences offers free workshops on campus, makes school visits and facilitates information sessions and provides career advice to high school students	This strategy has been effective in increasing the Aboriginal and Torres Strait Islander student enrolments, particularly from the target areas, including the Northern Suburbs, Riverland etc.

Aboriginal Summer School for Excellence in Science and Technology (ASSETS) program	Aboriginal and Torres Strait Islander students in secondary schools	ASSETS is a national, residential, summer school program which is designed to engage and support young Aboriginal and Torres Strait Islander students to continue their academic careers with an emphasis on science, technology and culture during the final path of their secondary education.	In 2014, the Program was successfully delivered to 28 students
Education and Development through sport engagement in partnership with the South Australian Aboriginal Sports Training Academy (SAASTA)	*Please see the details below	*Please see the details below	*Please see the details below

*Education and Development through sport engagement in partnership with the South Australian Aboriginal Sports Training Academy (SAASTA)

- In 2014, UniSA supported SAASTA to the deliver the Aboriginal Power Cup (APC) and to develop integrated curriculum. APC integrated curriculum expanded to include a South Australian Certificate of Education (SACE) Sports Science curriculum units. The university also partnered with SAASTA to support the delivery of the UniSA - SAASTA Shield and to develop an integrated curriculum. This was targeted at Indigenous primary and secondary school students.
- Aboriginal Power Cup: in 2014, 411 (approx.) students attended the 2014 Aboriginal Power Cup; this included 186 boys and 225 girls
- Power Cup and SAASTA Shield - students enrolled in Physiotherapy program were engaged to provide assessments, massage and treatment on game days through our mobile clinic (MACH).

Scholarships details

In 2014, more than 20 non-Commonwealth scholarships, prizes and grants valued at more than $181,000 were available to Indigenous students. An extensive list of Indigenous-specific and other scholarships are available for Indigenous students, and information can be accessed on the University website at: http://www.unisa.edu.au/scholarship/. The table below provides more details on scholarships provided to Indigenous students in 2014:

Table 7: Scholarship details

Scholarship details	Government/ Private/ University	Cost	Amount available	No. Available	No. Awarded	Percentage Awarded
Indigenous Commonwealth Education Costs Scholarships	Government	2492	22,248	9	9	100%
Indigenous Commonwealth Accommodation Scholarships	Government	4985	29,910	6	6	100%
Indigenous Commonwealth Education Costs Scholarships Enabling	Government	2492	7,476	3	1	33%
Indigenous Access Scholarship	Government	4702	61,126	13	10	77%
University of South Australia Scholarship for Power Cup participants	Government	2000	4,000	2	1	50%
Aborigines Advancement League Grant (Full Time)	Private	5000	35,000	7	2	29%
Gavin Wanganeen Indigenous Scholarship	Fundraising Appeal	5000	20,000	4	1	25%
Gavin Wanganeen Indigenous Scholarship (sponsored by Department of State Development)	Private	5000	20,000	4	1	25%
Gavin Wanganeen Indigenous Scholarship (sponsored by the Department of Environment, Water and Natural Resources)	Private	5000	10,000	2	1	50%
Gladys Elphick Memorial Scholarship	Private	5000	5,000	1	1	100%
Irene & David Davy Scholarship for Advancement of Aboriginal Education (Full-Time)	Private	5000	35,000	7	2	29%

Shirley Harper Indigenous Scholarship in Education	Private	4000	36,000	9	2	22%
SA Water Undergraduate Indigenous Scholarship	Private	5000	50,000	10	2	20%
Business School: Indigenous Scholarships	University	4000	8,000	2	2	100%

Promotion of scholarships to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up

Promotion of scholarships to Indigenous students is an intensive and sustained process between Student and Academic Services, International and Advancement office, Indigenous Academic Advisers and staff in the Divisions and Schools. Strategies employed in 2014 with the aim of maintaining and increasing scholarship application rates included:

- providing additional support for obtaining and submitting supporting documentation
- improving awareness of eligibility criteria through website, publications and the University student recruitment strategy
- preparing students for the process during Tertiary Preparation Week activities.
- Increasing contact with donors to discuss ways of marketing and supporting Indigenous Scholarships
- celebrating and advertising the success of scholarship recipients in Schools

Indigenous Education / Support Unit's role
The programs mentioned above have been significant in facilitating access, outreach and engagement of Indigenous students. To ensure a holistic approach to these programs and activities, the University's Indigenous Education and Support Units have played a pivotal role in this process. Additional strategies to engage Indigenous students are below:

- The role of the Office of the Dean, DUCIER and the ISS Unit is integral to the success of the Divisions in improving access by Indigenous students to the University. They worked together in 2014 to link, promote and support the Divisions in their specific areas of recruitment.

- In addition, they maintained an important independent schedule of recruitment, outreach and community engagement which created a UniSA point of difference for Aboriginal and Torres Strait Islander students.

- The ISS Unit consistently maintained its efforts to promote the University to prospective students in 2014 through outreach activities and provided an access and support to potential students and their extended families.

- The Unit maintained strong links with the Schools, Divisions and Units including Student and Academic services and the Communication and Marketing Unit in order to produce the best possible outcomes for students.

4.	Achieve the <u>participation</u> 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.**

UniSA is committed to supporting our Aboriginal and Torres Strait Islander students while studying at university. We aim to create a complete and safe environment for Aboriginal and Torres Strait Islander students to grow and contribute to their communities and to Australian society more broadly. UniSA aims to support students by creating an environment where they can learn, grow and define the future in a place that acknowledges, respects and learns from Aboriginal and Torres Strait Islander wisdom, and celebrates the pursuit of knowledge.

Table 8: Total number of Aboriginal and Torres Strait Islander student enrolments, 2013 and 2014 (headcount):

	2013	2014
Aboriginal and Torres Strait Islander students:	359	347
Non Aboriginal and Torres Strait Islander students (Domestic students only):	24,991	25,170

(Figures based on government reporting, equity scope)

Table 9: Total number of Aboriginal and Torres Strait Islander student enrolments, 2013 and 2014 (EFTSL):

	2013	2014
Aboriginal and Torres Strait Islander students:	215.88	202.25
Non Aboriginal and Torres Strait Islander students (Domestic students only):	17007.10	17230.50

(Figures based on government reporting, equity scope)

The University has a number of strategies to address participation and can be viewed in table 10 below:

Table 10: Strategies to address participation

Strategies	Outline of strategies	Constraints	Outcome
Appointment of an Aboriginal & Torres Strait Island Student Representative to the USASA Board	Inaugural appointment an Aboriginal and Torres Strait Island Student Representative to the USASA Board	NA	In 2014, a total of 4,705 students voted in this Referendum.
Indigenous Employment Pathway Initiative	A collaborative venture between the Service to Youth Council (SYC) and the School of Psychology, Social Work and the Human Services	NA	In 2014, all places were occupied with 3 cadets currently working with SYC

DUCIER Retention Strategy	A retention strategy was implemented by DUCIER to Monitor the progression of first assignments, identify students at risk; and provide students voluntary counselling to ascertain needs	NA	In 2014, 129 (approx.) students engaged with the implementation of retention strategy
Indigenous Student Study Centres	Provision of dedicated spaces study spaces	NA	In 2014, 6-10 (approx.) students used each of the metropolitan centres on a regular weekly basis and 3-4 (approx.) students use these centres in regional campuses
Deadly Successes	Event to celebrate student's academic success	NA	In 2014, 15 students (approx.) participated in the event
Student Community Events	Provision of social events focussed on building relationships and providing Health Science students a time/space to connect outside of academic activity	NA	Students were provided the opportunity to build relationships with each other in a supportive environment
Art Work	Collaboration between the Division of Health Sciences and Tandanya National Aboriginal Cultural Institute for an Art project.	NA	Students produced two pieces of artwork which have been publically displayed at the entrance to the Indigenous Student Support Unit.
Mt Gambier Campus initiatives	Information sessions are held for prospective students	Lack of awareness by the community regarding the provision of scholarships	This event resulted in increased awareness about UniSA's Nursing and Midwifery program

Indigenous Education / Support Unit's role.

In ensuring the participation of Indigenous students, UniSA has implemented a number of proactive strategies to support Indigenous students throughout the student lifecycle. The Indigenous Education Support Units have provided a fundamental role in facilitating this process. Additional strategies to support the participation of Indigenous students are below :

- In 2014, a key initiative of IPEEG was implemented which improved Indigenous student reporting data including the development of a new Indigenous student dashboard. This allowed monitoring student engagement and facilitating an early intervention through the academic life course of the student.

- The University employs Academic Advisers and an Indigenous Support Officer to support Indigenous students in both academic tutoring arrangements and cultural health and wellbeing. This has been successful in increasing the engagement of Indigenous students.

- In 2014, Academic Advisers and the Indigenous Support Officer continued the early identification and mentoring of Indigenous students interested in postgraduate or higher degree studies. All Indigenous Academics contribute to this, with the aim of promoting opportunities for Indigenous students to engage in research activities. This has enabled increased engagement of the student to seek postgraduate or higher degree studies.

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.**

Improving Indigenous student completion rates remains a priority for the University. The number of award completions are presented in table 11 with strategies for supporting students to achieve success are presented in table 12.

Table 11: Number of Award Course Completions

	2013	2014
Aboriginal and Torres Strait Islander students: **(Higher Degree)**	10	6
Non Aboriginal and Torres Strait Islander students: **(Higher Degree)**	873	894
Aboriginal and Torres Strait Islander students: **(Other postgraduate)**	3	8
Non Aboriginal and Torres Strait Islander students: **(Other postgraduate)**	804	972
Aboriginal and Torres Strait Islander students: **(Bachelor degree)**	32	50
Non Aboriginal and Torres Strait Islander students: **(Bachelor degree)**	3,977	3903

Table 12- Support mechanisms

Support mechanisms	Description	Constraints	Outcome
Indigenous Tuition Assistance Scheme (ITAS)	Commencing and continuing students are offered the opportunity to apply for tuition assistance throughout the academic year	Part time students employed in a full time capacity face difficulty in coordinating ITAS	In 2014, there were 68 (approx.) students who accessed ITAS
Cultural Competency Workshop for students	Full day cultural competency workshop conducted by an academic staff member from the discipline of social work.	NA	Increased understanding of cultural issues affecting people
UniPrep	DUCIER provides a one day workshop for commencing Indigenous students; this provides the opportunity to become familiar with university life	It can be difficult to engage with commencing students	In 2014, there were 7 (approx.) students who participated
Indigenous Study Centres	Provision of dedicated, culturally safe space for the use of Indigenous students for study and tuition	NA	In 2014, 6-10 (approx.) students used each of the metropolitan centres on a regular weekly basis and 3-4 (approx.) students use

			these centres in regional campuses
Indigenous Support Services (ISS)	ISS provides a culturally competent support and advice service for Indigenous students. The ISS team provide a multifaceted role, including support, access and outreach	NA	A number of student contacts were made through ISS and 68 (approx.) students were supported in accessing ITAS via ISS
Tutor training workshop	The Division of Health Sciences provide training workshops to support and prepare tutors in teaching our Indigenous students	NA	In 2014, 18 tutors were trained in teaching and working with Indigenous students
Study vouchers	The Division of Health Sciences provided book vouchers to all commencing students who engaged in orientation activities and applied for tutoring	NA	In 2014, 12 students accessed these vouchers
Orientation one-on-one meetings for commencing students	Commencing students located in the Division of Health Sciences were contacted for a one-on-one meeting to provide information about ISS	NA	In 2014, 62 (approx.) students were contacted and used this service
Preparation for Health Science workshop	All commencing Indigenous students in the Division of Health Sciences were offered the opportunity to participate in a fully funded 4-day Preparation for Health Science workshop	NA	In 2014, 3 Indigenous students participated in this workshop
Early Intervention Program (pilot)	An early intervention program to detect Indigenous at risk students enrolled in the courses Human Body 1 and Human Body 2... Students identified as requiring support were encouraged to participate in the ITAS	Response has been mixed. Not all students are willing to participate in ITAS.	In 2014, 11 students were identified at risk, 6 engaged with ISS unit and ITAS program
One-on-one contact	All Indigenous students located in Health Sciences were followed up about their academic progression.	NA	In 2014, 62 students were followed up and 7 new students engaged with the ISS unit
Indigenous Allied Health Australia	The Division of Health Sciences supported 2 students to attend the	Timing of the conference	In 2014, 2 students

Conference	IAHA 2014 conference	resulted in a small number of students attending	attended the IAHA Conference
Employment of Project Officer: Indigenous	Business School Project Officer regularly follows up with Aboriginal and Torres Strait Islander students regarding retention, success, and satisfaction	NA	In 2014, 44 (approx.) students were supported
Mentoring Indigenous law students	Aims to ensure that there is increased mentoring support to current Aboriginal and Torres Strait Islander law students	Identification of Indigenous law students is an issue	In 2014, 5 students were involved in the mentoring program.

Indigenous Education / Support Unit's role

In delivering a tailored services to all Indigenous students, UniSA has provided a strong support network both on University and Division level.

- Support mechanisms are put in place centrally by the ISS team, schools and divisions to ensure increased university-wide awareness of Indigenous student learning needs and to ensure that Aboriginal and Torres Strait Islander students are supported and engaged through their academic career. Areas of potential need are identified early, and consultative committees meet regularly to assess student performance and needs.

- The provision of ITAS tutoring is also paramount. ISS further aims to ensure that Indigenous students are aware of, and are using, mainstream support services as well as the specific Indigenous support services.

<table>
<tr><td>6.</td><td>**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.**</td></tr>
</table>

UniSA is a leader in delivering quality research on Indigenous issues and in providing Indigenous content in all of its undergraduate teaching programs. Outlined below are strategies used by the University to provide all students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

Reflection of Indigenous perspectives in the curriculum
In 2005, the Senior Management Group (SMG) supported the development of a process to ensure every undergraduate student is exposed to Indigenous issues during their course of study. The Indigenous Content in Undergraduate Programs (ICUP) strategy ensured the appropriate inclusion of Indigenous content in undergraduate program, and that Indigenous content is a compulsory and assessable component of all undergraduate programs.

- UniSA continues to be recognised as a leader in this space. In 2014, DUCIER continued the ICUP Curriculum Refresh Project following the development of the ICUP Policy in 2013.
- UniSA has a commitment to ensure that all undergraduate students will complete their program with an understanding of Indigenous culture, history and contemporary experience. This is relevant to all students as educated citizens.
- DUCIER has two undergraduate programs: DBIC – BA (Indigenous Cultures and Australia Society) and the OUA DBISO – BA (Indigenous Studies). The DBIC program has three majors, Indigenous Knowledges, Australian Studies, and Australian History. DUCIER has one postgraduate degree program, DMAL – MA (Aboriginal Studies) by coursework.
- Through the development of the RAP, UniSA has committed to the development of a proposal to expand the reach of cultural awareness/capability program for students.
- In 2013, the Dean: ISER was awarded funding from the Australian Institute for Teaching and School Leadership Limited (AITSL) with funding provided by the Australian Government. Respect, Relationships and Reconciliation (RRR) project provides resources to support teacher educators delivering Aboriginal and Torres Strait Islander education units in teacher education programs.
- The School of Art, Architecture and Design employ a number of strategies to build Indigenous perspectives into the curriculum, including:
  o historical and contemporary Indigenous creative works;
  o engagement of Indigenous artists and designers;
  o Indigenous art, design and craft materials;
  o processes and techniques;
  o historic and contemporary Indigenous political and cultural issues; and
  o public dissemination of findings derived from Indigenous projects (Patjarr and Mimili design/build projects).
- School of Communication, International Studies and Languages invite Indigenous guest speakers to present relevant cultural information and perspectives to students, who are required to complete assessments based on such learning.
- The Division of Health Sciences use a number of strategies to increase Indigenous perspectives

into the curriculum. This includes the development of a workshop for the Certificate in Allied Health Performed Ultrasound for Remote Area Midwives and General Practitioners which is designed to upskill health professionals with the aim of 'closing the gap' through quality basic obstetric ultrasound training.

- The Podiatry Program uses a number of strategies to engage with Indigenous communities and build Indigenous perspective into curriculum, including:
  - Engagement with organisations that provide health services to Aboriginal and Torres Strait Islander people to formally prepare students for working with Indigenous communities;
  - Ensuring Aboriginal Health Workers have ongoing input into student teaching and student understanding of contemporary Indigenous issues;
  - Involving Aboriginal Health Workers to deliver materials in third and fourth years. In 2014 the third year material was delivered to the staff and student group by AHW from Pika Wiya Health Service at their Port Augusta service and by staff from Nunkuwarrin Yunti in Adelaide.
- In 2014, an Aboriginal and Torres Strait Islander representative was appointed to the Occupational Therapy Program Advisory Board. This resulted in increased focus on Indigenous health issues in better preparing graduates to work with Indigenous peoples
- Indigenous Content is delivered in the Division of IT, Engineering and the Environment via seven large first year foundation undergraduate STEM courses, a team of six primarily Indigenous staff and ITEE ICUP staff. Over 800 students are exposed to academic materials/assessment requiring consultation with Indigenous Australians, these are tailored to the discipline needs of the student.
- In IT, students have been required to develop an 'Empathy Map' for Yalata, in collaboration with the Yalata CEO who has presented perspectives around history, consultation and topography.
- In 2014, ITEE hosted an Indigenous Symposium in STEM. The Symposium included panel perspectives from two Indigenous mathematicians, Aboriginal Elder and Community Leader, Dr (Uncle) Yerloburka O'Brien, and the Dean: Health Sciences.
- The Business School has developed a strategy to incorporate Indigenous content in key core courses such as Business and Society and Principles of Management as a method of ensuring all students engage with Indigenous content.

Cultural competency of staff and students

The University affirms its commitment to a culturally inclusive environment and recognises the rights of individuals and groups to be free from discrimination and harassment on the grounds of race.

The University is committed to instilling in all students an awareness of the influences affecting the relationships between Indigenous Australians and the broader community, as enshrined in the UniSA Graduate Qualities. The Unaipon School, located within DUCIER, offers programs in Aboriginal Studies and Australian Studies, and a range of double degrees with Human Services, Social Work and Education. The School promotes important research into Indigenous issues and provides opportunities for productive research partnerships, both nationally and internationally. DUCIER plays a key role in ensuring that all UniSA undergraduate programs contain compulsory and assessable Indigenous content which is inclusive of the experiences of Indigenous Australians through the university's Indigenous Content in Undergraduate Programs (ICUP) strategy. Service teaching is an important aspect of DUCIER's engagement with the various disciplines in UniSA.

- As part of the RAP, the University is committed to the development of a proposal to expand the reach of cultural awareness/capability to staff. The University offers Strategic Indigenous Cultural Awareness Workshops to all staff. Increasing the number of skilled, culturally competent teachers continues to be a major focus of the Indigenous Employment Strategy.
- The School of Education has an Indigenous Advisory Committee, which provides a strong communication channel between DUCIER and the School. In 2014, the Committee organised presentations to staff in order to develop their cultural competence and their capacity to work effectively with Indigenous children and young people and their families. Other activities have been focused on Aboriginal and Torres Strait Islander student recruitment and retention.
- The School of Communication, International Studies and Languages ensures all first year students undertake modules devoted to cultural awareness and competency.
- The Division of Health Sciences has developed an Indigenous Strategy Group that meets monthly, with the aim to:
    - Develop a more culturally appropriate and safe environment for Indigenous students and staff in the Division of Health Sciences
    - Increase in employment, retention and success of Indigenous students and staff
    - Build capacity for all students and staff in the Division to work together in culturally appropriate ways
    - Build cultural competencies in the Division's curriculum horizontally and vertically
    - Facilitate Indigenous content within curriculum;
    - Increase student access to culturally appropriate placements or volunteer opportunities
    - Develop Indigenous focussed placements and associated scholarships for these placements.
- The inclusion of Cultural Competency courses in Health Sciences has ensured that students are provided with an understanding and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures. Students may further undertake a Cultural Immersion experience, which requires students to develop an understanding of culture and consider the diverse cultures they have experienced.
- The Aboriginal and Torres Strait Islander Project Officer in Health Sciences was appointed in 2014, to:
    - Coordinate the development of cultural competency resources in Divisional programs;
    - Work in partnership with the Division Lecturer: Academic Development to create a detailed map of current Indigenous content in courses; and
    - Collaborate with academics to deliver relevant Indigenous perspectives in programs.
- Teaching staff located in the Business School are supported in the inclusion of Indigenous content into their programs through an academic staff member who has a sound understanding of Indigenous content in the curriculum and strong community relationships.
- In 2014, the Communications and Marketing Unit developed both Reconciliation and Acknowledgement statements, which are incorporated on all marketing materials including the UniSA Website footer and core University publications.

Working with the Indigenous community
UniSA continues to engage with Indigenous Community members as this is an essential element of working towards the goal of ensuring a culturally competent workforce and student population.

- As identified within the RAP, UniSA is further committed to:
    - the development of a proposal to name appropriate spaces after Aboriginal Elders;
    - the identification and engagement of Indigenous professional organisations;
    - utilise National Reconciliation Week, NAIDOC Week and other celebrations to raise awareness of the importance of relationships and respect; and

- o commence laying the groundwork for systematic engagement with Indigenous suppliers.
- In 2014, UniSA established the formal Aboriginal and Torres Strait Islander Alumni Chapter, the Deadly Alumni. UniSA further entered into a Memorandum of Understanding with two community organisations, Tauondi Aboriginal Community College and the Australian Indigenous Mentoring Experience (AIME). The purpose of this was to work in partnership in identifying and developing activities/programs that are aimed at improving the educational and employment opportunities for Aboriginal and Torres Strait Islander students and the UniSA Alumni. The Deadly Alumni Patron, Dr Tom Calma, Chancellor: University of Canberra and Alumni Champions, Mr Klynton Wanganeen and Ms Janine Mohamed have been instrumental in progressing the work of the Alumni and creating increased awareness in the Aboriginal and Torres Strait Islander community regarding its establishment.
- The School of Art, Architecture and Design work with Ngarrindjeri Elders from the Raukkan community, Kaurna Elder, Dr (Uncle) Lewis Yerloburka O'Brien and members of Camp Coorong in the design and delivery of the Raukkan projects.
- The Division of Health Sciences has developed partnerships and continuous relationships with external Aboriginal Health service providers such as Watto Purruna, Central Adelaide Local Health Network, Indigenous Allied Health Australia (IAHA), Council of Aboriginal and Torres Straits Islander Nurses and Midwives (CATSIM) etc.
- In 2014, sessions related to working with Aboriginal Health Workers in remote settings and the role of ACCHOs were delivered by staff from Nganampa Health Council visiting Adelaide from the APY Lands, to fourth year students.
- Active visiting clinical podiatry programs to Point Pearce Community and Nganampa Health (APY Lands) provide a practical link to reinforce the theoretical teaching.
- Ongoing links with Nunkuwarrin Yunti provide services to metropolitan communities and ensure that all students have contact and work with Indigenous staff and community members.
- The Business School has built networks with the communities and is committed to supporting the delivery of Indigenous content by Aboriginal and Torres Strait Islander Australians.
- The Division of IT, Engineering and the Environment works closely with Kaurna leaders and (notably Uncle Lewis O'Brien) and Ngarrindjeri community members. Others have worked with industry to implement projects in communities e.g. APY lands and the Yalata Community. One significant project in 2014 was undertaken to identify road and drainage issues in the Yalata community. This was instrumental in securing $50,000 from the State Government for Yalata Community to scope a roads and drainage upgrade. Four students have now partnered with Engineers without Borders to further develop the work at Yalata.

Indigenous Education / Support Unit's role.
Extensive community engagement activities undertaken by the Office of the Dean: ISER and DUCIER have continued to enhance the status of Indigenous Knowledges at UniSA and to increase the overall awareness of contemporary Indigenous issues. Visiting speakers and scholars have introduced Indigenous Knowledges to staff and students, and high level respected Indigenous appointments continue to raise awareness of Indigenous matters. Methods of delivery have included: school visits, community events, social networking/celebratory events, publication launches, seminars, public lectures, and documentary screenings; these further support the creation of a vibrant culture at UniSA for all staff, students and the broader community.

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:Sue Mikilewicz	Name: C/o Professor Peter Buckskin
Position Title:Director: Business Intelligence & Planning	Position Title:Dean: Indigenous Scholarship, Engagement and Research
Phone Number:(08) 8302 7313	Phone Number: (08) 8302 9148
Email:sue.mikilewicz@unisa.edu.au	Email: peter.buckskin@unisa.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.

FINANCIAL ACQUITTAL

Organisation	University of South Australia
Postal Address	GPO Box 2471, Adelaide, 5001
Contact Person	Sue Mikilewicz
Title	Director: Business Intelligence and Planning
Phone	8302 7313
Fax	8302 0902
E-mail	sue.mikilewicz@unisa.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)	☐

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 2014 and after you have entered all relevant information in the Assets Register.*

ISP FUNDING RECIPIENT'S CERTIFICATION

I,

David George Lloyd

<div align="center">(print name of chief officer or equivalent)</div>

Vice Chancellor and President

<div align="center">(print position title)</div>

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:

ATTACHMENT 1 - Indigenous Support Program

Provider Name: University of South Australia

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 *Higher Education Support Act 2003*. This amount is stated on your Recipient Created Tax Invoices (RCTIs).	$
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	$

Amount remitted: $	Amount remitted: $	Amount remitted: $
Date remitted: / /	Date 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.	$1,113,000
(+)	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.	$1,113,000

EXPENDITURE

	6. Total Indigenous Support Programme expenditure in 2014, <u>excluding any GST</u>.	$1,113,000
(+)	7. Unexpended Indigenous Support Programme funds which were committed for expenditure prior to 31/12/2014.	$
(+)	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]	$
(=)	9. Total Indigenous Support Programme funds which by 31/12/2014 were fully expended and/or committed for expenditure.	$
	10. Returns of 2014 Indigenous Support Program Funds by 31/12/2014.	$
	11. Balance of Funds for 2014 (Unexpended/uncommitted Indigenous Support Programme funds to be returned or recovered from 2014 entitlements).	$

12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2014.	$

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

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

	Salaries and salary oncosts	$786,710
	Printing and Stationery	$15,338
	Travel & Accommodation	$50,755
	IT Hardware & Software Maintenance & Repairs	$58
	Student Awards	$543
	Postage & Communications	$884
	Software License	$3720
	Marketing, Alumni & Development	$6865
	Rent and Facilities Hire	$1889
	Facilities Management Expenses	$64
	Staff Development	$172
	Entertainment	$4203
	Internal Goods & Service Charges (leasing, phone, printing)	$30,329
	School Levies	$100,170
(=)	**Total 2014 ISP Program Expenditure**	**$1,001,700**

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

	ANTEP Program	$
	Salaries and salary oncosts	$111,300
		$
		$
		$
		$
		$
		$
		$
		$
(=)	**Total of 2014 Non-ISP expenditure**	**$111,300**