



INDIGENOUS EDUCATION STATEMENT

OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from higher education providers relating to their 2013 outcomes and future plans to meet ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

These responsibilities include assessing and reporting on progress towards improved educational outcomes for Aboriginal and Torres Strait Islander peoples as set out in the goals of the [National Aboriginal and Torres Strait Islander Education Policy](#).

The Indigenous Education Statement is also used to determine providers' eligibility for Indigenous Support Program (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A providers must demonstrate to PM&C that they:

- Have implemented strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students;
- Have increased participation of Aboriginal and Torres Strait Islander peoples in the provider's decision-making processes; and
- Have an Aboriginal and Torres Strait Islander employment strategy.

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

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

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

Please submit electronic documents by email at scholarships@pmc.gov.au

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FORMAT FOR INDIGENOUS EDUCATION STATEMENT

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

University of South Australia

Indigenous Student Services/David Unaipon College of Indigenous Education and Research/Office of the Dean: Indigenous Scholarship, Engagement and Research

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

Please provide evidence of:

- strategies you have implemented which seek to achieve the AEP goals and your assessment of whether these strategies are working;
- constraints on your ability to achieve the AEP goals; and
- plans for future improvement of existing strategies or implementation of new strategies to meet each of the AEP goals relevant to higher education.

The AEP goals (paraphrased) relating to higher education are to:

- 1 Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making.
- 2 Increase the number of Aboriginal and Torres Strait Islander peoples employed, as academic and non-academic staff in higher education institutions.
- 3 Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.
- 4 Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.
- 5 Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.
- 6 To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

1. Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander people in educational decision-making.

Your response to this goal needs to address but is not limited to the following points:

- The number of Aboriginal and Torres Strait Islander people involved in institutional **decision-making processes** and the nature of their involvement, i.e. memberships on boards, committees etc.
- If there is **no** Aboriginal and Torres Strait Islander membership on key decision making bodies, please **provide an explanation**.
- The **roles and responsibilities** of Aboriginal and Torres Strait Islander leaders within your institution.

The 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.

UniSA has strong Aboriginal and Torres Strait Islander Australian representation on key University decision making committees. The authors of *On Stony Ground: Governance and Aboriginal and Torres Strait Island Participation in Australian Universities* (2012) rated the University of South Australia (UniSA) eighth overall in the sector for its approach to what the authors called 'two-way' governance. 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 Steering Group and its supporting Secretariat
- Pathways Working Group
- Domestic Student Recruitment Working Party
- Student and Academic Services Committee
- University and Division Teaching and Learning Committees and School Boards
- 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 roles and responsibilities of key Aboriginal and Torres Strait Islander leaders at UniSA

In 2012, UniSA established the inaugural Office of the Dean: Indigenous Scholarship, Engagement and Research (ISER) within Chancellery. Through the Dean: ISER, the Office focusses on strategic policy development across the University in relation to Indigenous scholarship, engagement and research issues; this includes the identification of early engagement strategies within and beyond the University. Key responsibilities of the Office of the Dean: ISER includes:

- Supporting the development of university-wide strategies on issues of Aboriginal and Torres Strait Islander scholarships, teaching, education, participation and retention of Indigenous students
- Supporting strategy development/implementation to improve Aboriginal and Torres Strait

Islander employment, engagement, support and retention

- Developing and facilitating domestic, national and international strategic alliances whilst promoting the University of South Australia as a university of choice
- Providing strategic leadership and advocacy on Indigenous matters
- Representing the University in the wider community
- Ensuring ongoing engagement with the Aboriginal community, and
- Representing the University at diverse national and international forums.

As the Dean: ISER, Professor Peter Buckskin is also:

- Member of the Indigenous Participation, Education, Employment Group
- Chair of the Indigenous Employment Working Group; IEWG reports through to IPEEG, the University's overarching governance committee for Indigenous matters/issues.

In 2013, the Dean: ISER was awarded funding from the Australian Institute of Teaching and School Leadership Limited (AITSL) to investigate and develop resources to support teacher educators delivering Aboriginal and Torres Strait Islander education units in teacher education programs.

The Dean: ISER, along with other Indigenous Portfolio Leaders, has membership of various division based and University committees, including the Human Research Ethics Committee and divisional and university research groups. In 2013, the Dean: ISER co-chaired the development of the UniSA Reconciliation Action Plan (RAP) in conjunction with the Dean: Health Sciences. In 2013, the Dean: ISER was reappointed as a member of the Australian Research Council (ARC) Advisory Council for the period of two years. The Dean: ISER is the Chair of the South Australian Aboriginal Education and Training Consultative Body (SAAETCB) and the National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC (AC)) Aboriginal Corporation. The Dean: ISER is an Executive Member of the World Indigenous Network of Higher Education Consortium (WINHEC).

Head of School, Professor Stanley Nangala, commenced at the University of South Australia in January 2013 bringing with him a new vision for the David Unaipon College of Indigenous Education and Research (DUCIER). As part of this five year vision, DUCIER will be positioned to lead and embrace the notion of being exemplary as a School of Australian Indigenous Learnings and Research built on productive partnerships with other universities, government sectors, private sectors and most importantly, the Aboriginal and Torres Strait Islander communities throughout Australia.

DUCIER's cultural credibility will be firmly grounded within the global Indigenous Knowledges movement by its own Indigenous cultural knowledge and intellect from many Indigenous Australian communities and Indigenous cultural research, teaching and learning approaches. Themes will address the interface between Australian Indigenous cultures with contemporary Australia and seek to assist Indigenous peoples to achieve better outcomes from systems such as health, education, employment etc., while still maintaining cultural identity and self-respect. Since his commencement, Professor Nangala has implemented a new model of Indigenous Student Service provision within DUCIER and has been instrumental in bringing about curriculum change and academic leadership in the Unaipon School by investing in current and future staff members. By December 2013, Professor Nangala had implemented a Strategic Indigenous Employment Strategy for the School with the aim of increasing the number of Indigenous academics working within DUCIER.

As a major contribution to the University in 2013, Professor Nangala refocused systems and operations within DUCIER to align more closely with the goals and aspirations of the University; developed a process of collaboration and shared vision with the University's academic Divisions across the disciplines; commenced the process of implementing new curriculum design in Indigenous Knowledges, Indigenous Cultural Awareness and Identity Studies; forged new

partnerships and alliances to create a refreshed Advisory Committee in touch with trends and initiatives across a range of organisations and industries; and re-established plans to market and promote the uniqueness of DUCIER and its Indigenous Academics to the Indigenous Knowledges world stage. The role of the Head of School: DUCIER includes membership of a range of committees including the RAP Steering Group, University Head of Schools Group, Division of Education, Arts and Social Sciences Executive and other important externally driven committees including NATSIHEC (AC).

Professor Alex Brown was appointed as Professor in Population Health and Chair in Aboriginal Health. Professor Brown has established an extensive and unique research program focused on chronic disease in vulnerable communities, with a particular focus on outlining and overcoming health disparities. He leads 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 sits on a number of national committees, including the Heart Foundation, chairs the Cardiac Society Indigenous Cardiovascular Council and was a member of the National Aboriginal and Torres Strait Islander Health Equality Council (2009-2012).

In 2013, Professor Irene Watson was promoted to the position of Research Professor of Law within DUCIER. Professor Watson's Professional memberships include; the Indigenous Higher Education Advisory Council; 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.

In 2013, a number of Indigenous leaders at UniSA contributed to the strategic direction of DUCIER. They advised the divisions, schools, units and senior management on matters relating to Indigenous education, and reported on factors impacting Indigenous students including trends in access, retention, success and completions. All Indigenous academic leaders engage in research, and maintain extensive community engagement and/or industry connection. Other roles and responsibilities include program development, research development planning and human/financial/resources and strategic management.

In 2013, UniSA's Indigenous leaders contributed towards the development of the University's overarching Strategic Action Plan *Crossing the Horizon* (2013-2018). In 2013, UniSA through its Vice Chancellor Professor David Lloyd signed a statement of commitment to produce a Reconciliation Action Plan (RAP) for the University. UniSA is identified to be the first South Australian university to have developed a RAP. The aim of the plan will be to develop a suite of strategies and actions designed to improve educational and employment outcomes for Aboriginal and Torres Strait Islander people over several years. In developing the RAP, the Steering Group and Secretariat undertook an extensive community consultation strategy, to ensure the internal university community including our Aboriginal and Torres Strait Islander staff and students and with the broader community was provided with opportunities to guide the development of the RAP. The Reconciliation Action Plan was launched at the beginning of 2014.

2. Increase the number of Aboriginal and Torres Strait Islander staff employed as academic and non-academic staff in higher education institutions.

Your response to this goal needs to address but is not limited to the following points:

- An outline of your active **Aboriginal and Torres Strait Islander Employment Strategy** including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet. (please provide a current link)
- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander staff employed at your university. (Please provide a link to your Employment statement).
- The **number of Indigenous-specific positions** at your university, detailed by occupation and level.
- The **current number of Aboriginal and Torres Strait Islander staff at your institution** and their roles across the university (including numbers in academic and non-academic roles, and by level).

An outline of UniSA's active Indigenous Employment Strategy including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet

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 sought to improve the effectiveness and sustainability of its employment strategy by improving the integration of its Indigenous participation, education and employment strategies, by making it clear that Indigenous employment targets are the responsibility of all managers, and by establishing better linkages with other South Australian agencies working to improve Indigenous employment outcomes and life opportunities.

The development of the strategy has been led by the Consultant: Indigenous Employment and Development and guided by an advisory group that included members drawn from the external Indigenous community and Indigenous staff within the University. The strategy is available publicly at <http://www.unisa.edu.au/hrm/equity/cultural.asp>.

Strategies for increasing the number of Aboriginal and Torres Strait Islander Australians employed at UniSA

Table 1: Indigenous employment at UniSA

	2009	2010	2011	2012	2013
Indigenous employment as a percentage of total staff (headcount)	1.3%	1.2%	1.1%	1.1%	1.0%
No. of continuing and fixed-term Indigenous staff (headcount)	34	31	29	30	27

Improving the University's strategy for increasing the number of Indigenous staff had a number of key features in 2013.

- The most significant initiative undertaken by the University has been the introduction of an Indigenous graduate program funded from the Vice Chancellor's Development Fund (VCDF).
- The Indigenous graduate program is a flagship 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, such as Human Resources, Marketing and Career Development, across the institution.

- The first two graduates successfully completed the program in 2012. One graduate accepted a position outside of the University; the other is employed within UniSA in the non-traditional Indigenous area of HR.
- One graduate who entered the program in 2012 moved, at the end of the year, to another position as South Australian Program Manager for AIME (Australian Indigenous Mentoring Experience). As AIME works closely with the University, the former graduate is still involved with the University and is on several Indigenous committees as a community representative.
- A further two graduates entered the program in 2013 and are currently working within the Central Finance team and UniSA College.
- Complementing the graduate initiative, the University provides 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.
- Improved work design and culture (assessing the suitability of workplaces/environments for staff from culturally diverse backgrounds). The University provides cultural awareness and cultural competency training for academic and professional staff.
- The University has long held development workshops to foster Indigenous cultural awareness and in 2012 commenced the expansion of these to build Indigenous cultural competencies.
- Support for line and other managers (via consolidating advice and ongoing support).
- Indigenous Employment Register development and job network linkages.

Other strategies employed in 2013 included:

- oversight by an Indigenous Employment Advisory Committee
- an Indigenous Staff Network.

Four priority areas continued as the mainstays of the 2013 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:

- holding Reconciliation Week events on all campuses. These were well attended and raised awareness of Indigenous cultural issues within the University
- participation by staff and students in NAIDOC Week events as well as a celebration of World Indigenous Day
- scoping development of a Reconciliation Action Plan.

Table 2: The number of Aboriginal and Torres Strait Islander-specific positions at UniSA, detailed by occupation and level

Position Title	Work Area	Classification	No. of Staff
Academic Adviser	David Unaipon College	A	1
Academic Officer: Credit and Admission	Health Sciences Div Office	05	1
Administrative Assistant	Sch Nursing & Midwifery	03	1
Associate Professor in Aboriginal Studies	David Unaipon College	D	1
Business Project Officer	Human Resources	04	2
Clinical Research Associate	School of Population Health	ARAS	1
Consultant: Indigenous Employment and Development	Human Resources	07	1
Coordinator Indigenous Student Services	David Unaipon College	C	1
Dean: Indigenous Scholarship, Engagement and Research	Chancellery and Council Services	ESS	1
Head of School: David Unaipon College of Indigenous Research	David Unaipon College	ESS	1
Human Resources Advisor	Inf Tech Eng & Env Div Office	05	1
Indigenous Support Officer	David Unaipon College	06	1
Indigenous Unit Coordinator - UDRH	Centre for Regional Engagement	07	1
Lecturer	David Unaipon College	A	1
		B	2
Lecturer in Aboriginal Studies: Communication	David Unaipon College	B	1
Manager: Alumni (International and Special Projects)	UniSA International	08	1
Personal Assistant	David Unaipon College	04	1
Program Director	David Unaipon College	C	2
Regional Indigenous Academic Adviser	David Unaipon College	B	1
Research Assistant	School of Population Health	ARA	1
Research Associate	Division Office Research IEE	ARAS	1
Research Project Officer: MATSITI	David Unaipon College	07	1
Team Leader: Academic Services (Teaching)	Sch Psych Soc Work & Soc Pol	06	1
Total			27

Table 3: The current number of Aboriginal and Torres Strait Islander staff at UniSA and their spread across the University¹

Position Title	Academic	Professional
Academic Adviser	1	
Academic Officer: Credit and Admission		1
Administrative Assistant		1
Associate Professor in Aboriginal Studies	1	
Business Project Officer		2
Clinical Research Associate	1	
Consultant: Indigenous Employment and Development		1
Coordinator Indigenous Student Services	1	
Dean: Indigenous Scholarship, Engagement and Research	1	
Head of School: David Unaipon College of Indigenous Research	1	
Human Resources Advisor		1
Indigenous Support Officer		1
Indigenous Unit Coordinator - UDRH		1
Lecturer	3	
Lecturer in Aboriginal Studies: Communication	1	
Manager: Alumni (International and Special Projects)		1
Personal Assistant		1
Program Director	2	
Regional Indigenous Academic Adviser	1	
Research Assistant	1	
Research Associate	1	
Research Project Officer: MATSITI		1
Team Leader: Academic Services (Teaching)		1
Total	15	12

The role played by the 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 Dean: ISER chairs the IEWG and is a member of the University’s IPEEG. The IEWG reports to IPEEG. The IEWG includes Indigenous and non-Indigenous staff representatives, members of relevant unions and representatives of external Indigenous communities.
- The outreach and marketing activities of the Indigenous Student Services (ISS) Team position it well to promote UniSA as an employer of choice and have positively impacted on Indigenous employment within the Divisions.

¹ Table excludes Professor Alex Brown Adjunct Professor in Population Health and Chair in Aboriginal Health

Table 4: Continuing and Fixed Term Indigenous staff numbers 2013

Work Area	Academic	Professional	Total
Centre for Regional Engagement		1	1
Chancellery and Council Services	1		1
David Unaipon College	11	3	14
Division Office Research IEE	1		1
Health Sciences Div Office		1	1
Human Resources		3	3
Inf Tech Eng & Env Div Office		1	1
Sch Nursing & Midwifery		1	1
Sch Psych Soc Work & Soc Pol		1	1
School of Population Health	2		2
UniSA International		1	1
Total	15	12	27

Table 5: Casual Indigenous staff numbers 2013

Work area	Academic	Professional	Total
David Unaipon College	7		7
Business Services		1	1
Centre for Regional Engagement	1		1
Health Sciences Div Office	1		1
School of Management	1		1
Total	10	1	11

3. Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.

Your response to this goal needs to address but is not limited to the following points:

- **Commencing Aboriginal and Torres Strait Islander student** numbers for 2013 (access rate) as compared to 2012 (please provide an all student comparison).
- **Programs run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in including and attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your university**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.
- **Indigenous Education/Support Unit's role**.

Table 6: EFTSL student data

	2012	2013
Aboriginal and Torres Strait Islander students	86	97
Non Aboriginal and Torres Strait Islander students (Domestic students only):	6,464	6,355

Note: 2012 figures extracted from HEIMS and provided as above by the Department in the IES template, 2013 figures based on Department of Education reporting (commencing students, equity scope, program major 1 and 2, excluding cross-institutional).

Table 7: All student data

	2012	2013
Aboriginal and Torres Strait Islander students	143	153
Non Aboriginal and Torres Strait Islander students (Domestic students only):	9,190	9,338

Note: 2012 figures extracted from HEIMS and provided as above by the Department in the IES template, 2013 figures based on Department of Education reporting (commencing students, equity scope, program major 1 and 2, excluding cross-institutional).

Commencing Aboriginal and Torres Strait student numbers

Commencing Aboriginal and Torres Strait Islander numbers increased between 2012 and 2013 (Table 7). 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.

- Developments in the online learning environment are ongoing and include improving online interactivity in order to overcome many of the disadvantages of remote area learning experienced by Indigenous students who may study at one of seven regional locations.
- Through the combined efforts of the ISS Team, Divisional and Unit staff, UniSA continued to attract the greatest share of Indigenous first preference applications to the South Australian universities and access rates continued to rise.

Programs run by the University to improve access of Indigenous students

- The University's ISS Team and divisions engage each year in a range of marketing and recruitment activities in both metropolitan and regional areas with the aim of improving recruitment of Aboriginal and Torres Strait Islander students. The ISS team and Divisional Indigenous academic support advisors maintain strong community, industry and organisation links and use these to promote university study to Indigenous peoples generally.
- The University continues to accept the Indigenous Special Entry Package as an additional pathway for Indigenous students who do not meet the normal entry requirements for admission to some programs. The ISS Team manage this process in three out of four Divisions and make appropriate recommendations to the Divisions. In 2013, the Dean: ISER and Head of School: DUCIER interviewed all special entry applicants as part of the selection process.
- The Division of Health Sciences Indigenous academic advisor, in collaboration with the ISS Team, manages special entry into health programs where specific matching of previous experience and student registration is required.
- A special entry pathway is also in place for Indigenous applicants to the Masters of Aboriginal Studies and this is strongly marketed by the ISS Team.
- A preparation program for commencing students in programs in Health Sciences has been developed by the Division of Health Sciences as a jointly funded program for preparation and

induction of Indigenous students.

- Pathway arrangements have been negotiated with TAFE, and the USANET special access scheme awards bonus points to all current students.
- The availability of UniSA Foundation Studies (enabling program) continues to assist Indigenous students, with the number of Indigenous students increasing since the program was managed and delivered by UniSA College in 2011. UniSA College, in partnership with DUCIER and the Office of the Dean: ISER has developed actions and strategies to overcome barriers and challenges that Aboriginal students confront when considering participating in higher education. During 2012, improved pathways from the Foundation Studies Program into the new Bachelor of Arts (Indigenous Cultures and Australian Society) were strengthened and in 2013 there were 17 Indigenous students enrolled in this program. In addition a pathway into physiotherapy, podiatry and occupational therapy health programs was facilitated with the development of a Diploma of Allied Health by UniSA College.
- The Dean: ISER worked with UniSA College in establishing the Indigenous Student Science, Technology, Engineering and Mathematics Engagement Strategy (STEM) in the Northern Adelaide region in an effort to improve participation rates among Indigenous students from low socioeconomic status (SES) backgrounds.

Outreach activities

- In 2013, the Dean: ISER and UniSA College commenced the development of the University of South Australia Aboriginal and Torres Strait Islander Student Alumni, which is to be launched in 2014.
- In 2013, the partnership between the Australian Indigenous Mentoring Experience (AIME) and UniSA continued. The purpose of this program is to raise completion rates among young Indigenous South Australians.
 - In 2013 the program worked with nine high schools located in the Northern suburbs. 150 Indigenous high school students enrolled in the program and worked with 73 UniSA student mentors.
 - The Office of the Dean: ISER, Human Resources, the Learning and Teaching Unit and AIME hosted an end of year celebration that saw 100-150 mentees, mentors, school staff, UniSA staff and community attend. A number of high profile guests volunteered their time to speak to the mentees and inspire them about being resilient and encouraged them to follow their aspirations.
- Community engagement activities conducted by the ISS Team in collaboration with the University's Communication and Marketing Unit and organisations such as the SA Education Department continued in 2013. These included career and other presentations, school visits and attendance at career expos.
- The Consultant: Indigenous Employment and Development engages with Year 12 and other future students throughout the year with the aim of promoting UniSA as a welcoming place of learning and research.
- A new Foundation Studies pathway is currently in the process of being approved to enable Aboriginal and Torres Strait Islander students to access a broader range of UniSA programs.
- Extensive consultation was undertaken with external stakeholders throughout 2012/13, including the DECD forum in Alice Springs; attendance at a PYEC meeting in the APY Lands; and meetings with the Manager of the Aboriginal Lands Office, DECD; Regional Director, Far North, DECD and Chief Executive, DECD; as well as the current, and immediate past-Indigenous Chair of PYEC.
- The outreach program *Murras@UniSA* continued in 2013. Planned in conjunction with the

University's Communication and Marketing Unit and High School Aboriginal Community Education Officers a program of activities on campuses was undertaken to encourage Indigenous Year 12 students to study at UniSA.

- The Health Sciences Division ran a *Studying in the Health Sciences* compulsory workshop for commencing students in order to ensure that they were fully aware of the University's expectations once they commenced study.
- Two Rural Reconnect programs are organised each year connecting schools with rural students. In conjunction with University staff, DUCIER works to ensure a culturally appropriate program is planned to attract Indigenous students.
- Interstate student recruitment continues to promote collaborative tutoring arrangements for students living in areas where access to ITAS tutors may not be readily available. An Academic Adviser undertakes a recruitment and promotional reconnaissance to the Northern Territory, Queensland and New South Wales throughout the year in order to recruit and develop these collaborative tutoring partnerships.
- Indigenous staff members are well represented on a range of community and related bodies conducting community events on a regular basis.
- The Dean: ISER is Patron of The Aboriginal Summer School for Excellence in Science and Technology (ASSETS) program. The Science (ASSETS) program is South Australia's only Science, Technology, Engineering and Mathematics program specifically aimed at Indigenous Youth. ASSETS is a national, residential, summer school program that is designed to engage and support young Indigenous students to continue their academic careers with an emphasis on science and technology during the final path of their secondary education. The Aboriginal Maths and Science Program aims to deepen student understanding of these disciplines and build skills and knowledge across these discipline areas. The program promotes the history, culture and achievements of Indigenous Australia in relation to maths and science, which is used as a means of demonstrating the interrelatedness of these disciplines and their importance to Aboriginal culture and history.
- Reconciliation Week activities across all campuses are conducted and hosted by a collaboration between the Office of the Dean: ISER, DUCIER, Human Resources, the Learning and Teaching Unit and AIME.
- In 2013, the Dean: ISER, Human Resources and AIME hosted a booth at the NAIDOC Week Community Event and hosted a Contextual Awareness Event to celebrate the International Day of the World's Indigenous Peoples. This event brought together university staff, industry partners and Relationships Australia to discuss the topic of Reconciliation and the development of the first UniSA Reconciliation Action Plan.
- In 2013, DUCIER supported the Aboriginal Spirit Festival and the Indigenous Writers Panel attracting large numbers of Indigenous and non-Indigenous people each year.
- The Centre for Regional Engagement (CRE) and the University Department of Rural Health networked and promoted pathways to university programs with regional Indigenous communities and students in the mid-north, west and south-east of South Australia.
- At every opportunity, Indigenous students are welcomed to UniSA through the ISS Team and Divisions across the multiple university campuses. The comprehensive Tertiary Preparation Week activities, which run during the main and mid-year admissions intakes, and conclude with a Family and Friends Event, encourage potential students to the University.
- Support of the Aboriginal Power Cup by the UniSA College, Dean: ISER, DUCIER, and the Divisions, which involves Indigenous high-school students in the study of a SACE unit emphasising career

aspiration and leadership skills. The unit culminates with a carnival which incorporates a football competition, leadership skills, workshops and career information. The 2013 Aboriginal Power Cup brought together more than 350 Aboriginal students from 35 schools around the State.

- The UniCamps program is an initiative of the CRE. It brings students from Mimili Anangu School in the APY Lands to the Whyalla Campus for a week-long stay. The students take part in academic, career and independent living activities organised by UniSA and SGRHS. Activities are designed to boost student aspirations to finish Year 12, increase awareness of post-secondary study options, and equip students to live and study independently.
- UniSA College and the South Australian Aboriginal Sports Training Academy (SAASTA) have developed a 20 credit SACE subject, as part of the College's career awareness program.

Scholarships details

In 2013, more than 30 non-commonwealth scholarships, prizes and grants valued at more than \$250,000 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/>.

Undergraduate scholarships for Indigenous students include:

- The Aboriginal and Torres Strait Undergraduate Pharmacy Scholarship Scheme; AusAID Indigenous Scholarships; Australian Government Rural and Remote Nurse Scholarships; Commonwealth Scholarships; CRC for Water Quality and Treatment—Indigenous Student Scholarship Scheme; University of South Australia Business School Indigenous Scholarships; Division of Information Technology, Engineering and the Environment Indigenous Scholarships; Gavin Wanganeen Indigenous Scholarships; Irene and David Davy Scholarship for Advancement of Aboriginal Education; Resthaven 75th Anniversary Undergraduate Indigenous Nursing Scholarship; Gladys Elphick Memorial Scholarship; Minerals Council Scholarship Program; National Indigenous Cadetship Project (NICP); Northern Schools Education Scholarships; Puggy Hunter Memorial Scholarships Scheme; Robert Riley Scholarships; Sally White/Diane Barwick Award; Shirley Harper Indigenous Scholarship in Education; South Australian Aboriginal and Torres Strait Islander Peoples' Scholarships Investment Fund; Terry Roberts Memorial Scholarships for Aboriginal South Australians; Maria Lane Bursaries, provided through the Australian Federation of Australian University Women South Australia Trust Fund; Padnendadlu Undergraduate Bursary; Lewis O'Brien Indigenous Honours Scholarship; University of South Australia Scholarship for Power Cup participants and UniSA Study and Priority Grants.

New scholarships in 2013 included: the Indigenous Journalism Scholarship and Indigenous Leaders in Community Health Development Scholarship.

Postgraduate scholarships for Indigenous students include:

- Aborigines Advancement League Grants; Reconciliation SA Aboriginal Education Leaders Fund; The Australian Federation of University Women – South Australia Inc (AFUW-SA Inc) Trust Fund Scholarships for higher degree by research students; the Division of Health Sciences Postgraduate Scholarships; Gladys Elphick Memorial Scholarships (Health Sciences); and the Phoebe Wanganeen Indigenous Scholarship Program.

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, the Advancement Services Unit, Indigenous Academic Advisers and staff in the divisions and schools. In 2013, the Dean: ISER and Head of School: DUCIER participated on the selection panel for Indigenous scholarships.

Strategies employed in 2013 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 media, publications and the University student recruitment strategy
- preparing students for the application process during University 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 and on the University website
- providing information to students and increasing awareness of available scholarships during Orientation Week with a focus on Indigenous Scholarships.

The role played by the IEU in seeking to improve Indigenous access to UniSA

Australia has an Indigenous population of three percent while that of South Australia is 2.3 percent². 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 2013 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 ATSI students in 2013 through outreach activities focussed on prospective students and their family and friends. 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. The ISS Unit, in creating an open and welcoming environment, was able to attract potential students to campuses and engaged in local and interstate recruitment where possible. The Regional Academic Adviser was able to engage creatively in various regional communities by collaborating with DUCIER academics who require field workers in rural and remote areas.

Additionally:

- improving Indigenous access to UniSA is a whole of University responsibility with each of the Divisions and Units engaging in a range of activities. IPEEG has representation from all Divisions and monitored the activities and performance of the Divisions in attracting, retaining and completing Indigenous students. The group was responsible for developing the University's three year Indigenous Education Plan which addresses the major priorities in Indigenous education and ties performance to specified outcomes
- IEWG has external representation from industry, unions and community groups and advises on strategies and approaches to increase the recruitment and participation of Aboriginal and Torres Strait Islander people in the University's workforce. IEWG also reports on the effectiveness of implementation and continuing development of UniSA's Indigenous Employment Strategy. These relationships and activities have been continued through IPEEG
- the More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI), is a five year national project awarded to Professor Peter Buckskin and funded by the Australian government in 2011. It was developed to implement national strategies to increase the number and retention of

² ABS, 2011 Census as at 30 June 2011, Catalogue no. 3238.0.55.001

Indigenous teachers employed in schools. Among other things, the project investigates university approaches to attracting and retaining students into tertiary degree programs and into teaching degree programs specifically. In 2012, two new Aboriginal courses were designed for commencement in 2013. This was undertaken by Indigenous academics and included courses at both undergraduate and Master's level

- in 2013, DUCIER celebrated the 40th Anniversary of the establishment of the Aboriginal Task Force Program (ATF) which was the beginning of the creation of Aboriginal tertiary education in Australia. It was the first program to offer accredited courses specifically designed for and by Aboriginal and Torres Strait Islander peoples.

4. Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.

Your response to this goal needs to address but is not limited to the following points:

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

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

Table 8: EFTSL student data

	2012	2013
Aboriginal and Torres Strait Islander students:	226	216
Non Aboriginal and Torres Strait Islander students (Domestic students only):	17,231	17,029

Note: 2012 figures extracted from HEIMS and provided as above by the Department in the IES template, 2013 figures based on Department of Education reporting (equity scope, program major 1 and 2, excluding cross-institutional).

Table 9: All student data

	2012	2013
Aboriginal and Torres Strait Islander students:	386	359
Non Aboriginal and Torres Strait Islander students (Domestic students only):	24,680	24,991

Note: 2012 figures extracted from HEIMS and provided as above by the Department in the IES template, 2013 figures based on Department of Education reporting (equity scope, program major 1 and 2, excluding cross-institutional).

Strategies to address participation

- As a key component of Indigenous Support Funding (ISF) expenditure, the University employs Academic Advisers whose role is to support Indigenous students in both academic tutoring arrangements and cultural health and wellbeing.
- In 2013, DUCIER was recognised by the Division of Education, Arts and Social Sciences (EASS) for its Student Retention Strategy which was recommended for adaptation to a special Indigenous Student Retention Strategy for development and implementation in 2014.
- In 2013, a key initiative of IPEEG was to develop improved Indigenous student reporting data including the development of a new Indigenous student dashboard and geospatial mapping of student enrolments.
- The Indigenous Tutorial Assistance Scheme (ITAS) is available to Indigenous commencing and continuing students with the aim of facilitating disciplinary academic performance.

- In 2013, Academic Advisers 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, including academic writing workshops for potential postgraduate Indigenous students.

The Divisions also contributed to enhancing Indigenous student participation in 2013 through:

- collaboration through school and division Teaching and Learning Committees focussing on areas such as retention, student engagement, mentoring programs, improving the online learning environment, and assignment feedback
- helping to match appropriate disciplinary academic tutors (ITAS funded) with the students' learning needs, which focussed on the student experience of learning and included work-based learning activities and service learning
- employment pathways developed between the Aboriginal and Torres Strait Islander community and the University which play an important role in linking students to community and the professions. DUCIER in collaboration with the Raukkan Aboriginal community developed a community-based proposal in 2012 for the establishment of a Yuntuwarrun Learning Centre (YLC: a UniSA interdisciplinary Community Engagement Project with the Raukkan Ngarrindjeri Community). This work continued in 2013
- other projects in the Coorong which are ongoing and are now an established feature of DUCIER community engagement.

5. Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.

Your response to this goal needs to address but is not limited to the following points:

- The **total number** of Aboriginal and Torres Strait Islander student **completions** at Bachelor level and above in 2013, compared to 2012 (please provide an all student comparison).
- **Support mechanisms** you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
- **Indigenous Education/Support Unit's role.**

Table 10: Number of award course completions

	2012	2013
Aboriginal and Torres Strait Islander students: (Higher Degree)		10
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	762	873
Aboriginal and Torres Strait Islander students: (Other postgraduate)		3
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	839	804
Aboriginal and Torres Strait Islander students: (Bachelor degree)		32
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	3,889	3,977

Note: 2012 figures provided as above by the Department in the IES template, 2013 figures based on Department of Education reporting (number of parchments, equity scope (i.e. those with an Australian home postcode and an Australian citizenship). Bachelor degree defined as those completing a 'pass, honours or graduate entry program', Higher degree defined as those completing a 'higher degree research or coursework' program, Other postgraduate defined as those completing an 'other postgraduate' program).

Support mechanisms

Improving Indigenous student completion rates remains a priority for the University. Strategies for doing this include focussing on providing pathways to employment and links with the professions. In the Division of Information Technology, Engineering and the Environment, for example, final year computer science/community service learning projects were implemented, where students

developed websites or undertook community work for, or on behalf of, Indigenous organisations.

In the Division of Health Sciences, increased support to source, train and support ITAS tutors has been provided with a resultant increase in participation in the ITAS and better completion numbers. In 2013, all Divisions focussed on developing retention and completion strategies.

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 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.

Additional strategies to support Indigenous students included:

- strengthening the role of Academic Advisers to work with staff across the University on Indigenous student learning issues in partnership with divisions and learning support units. The aim is to ensure that Indigenous students are aware of and using mainstream support services as well as the specific Indigenous support services
- building on a number of key research projects to identify, understand and improve outcomes for Indigenous students at academic risk
- promoting uptake and availability of ITAS to all Indigenous students, including putting in place processes for all Indigenous students in the Division of Education, Arts and Social Sciences to receive tutoring. Increased support for organising ITAS tutoring has also occurred in other divisions
- strengthening links with the University's Learning and Teaching Unit to promote an increased range of services for Indigenous students
- strengthening the presence of Academic Advisers and Project Officers in the teaching and learning environment
- providing access to professional development to ensure high quality supervision of higher degree students
- disseminating research opportunities and information to final year undergraduate students to increase knowledge of, and interest in, research and develop a research culture
- developing forums for higher degree students as a way of sharing research ideas and performance, and training in assessing the impact and quality of research
- an Indigenous academic workforce plan to increase the number of professional and academic Indigenous staff members
- the School of Psychology, Social Work and Social Sciences delivers an Indigenous Employment Initiative with the Service to Youth Council (SYC), established in February 2013. The Initiative enables Aboriginal and Torres Strait Islander students enrolled in the School's undergraduate and postgraduate programs to undertake a paid part-time internship at SYC with a view to longer term employment beyond graduation.

6. To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

Your response to this goal needs to address but is not limited to the following points:

- Details of how and to what extent **Indigenous perspectives are reflected in curriculum at your institution.**
- How the University addresses the **cultural competency** of its staff and students.
- The **University's involvement with Indigenous community** members in working toward this goal.
- **Indigenous Education/Support Unit's role.**

Details of how and to what extent Indigenous perspectives are reflected in curriculum at your institution.

- In 2005, 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 programs 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 2013, DUCIER led the ICUP Curriculum Refresh Project and developed a DUCIER ICUP Policy. The Policy builds on the expertise of Indigenous Academics in DUCIER. Plans for a 2014 roll out across the University are now in place.
- The Head of School: DUCIER led the development of an Indigenous Employment Strategy aimed at increasing the number of Indigenous academics in DUCIER. In 2013 two new Indigenous academics were appointed, both of whom will play a leadership role in the ICUP Curriculum Refresh project in 2014.
- In 2012/13 IPEEG oversights the implementation of the Indigenous Education Action Plan (IEAP). The overarching goals of the IEAP are to:
 - promote and sustain open intellectual enquiry by advancing the development of Australian Indigenous Knowledges within the academy
 - contribute to the research and research education reputation of UniSA by building Indigenous academic staff and PhD capacity
 - build social cohesion and give effect to Reconciliation with Indigenous Australians by achieving educational access and outcomes.
- Courses within DUCIER's Bachelor of Arts (Indigenous Cultures and Australian Society) program have further been developed to ensure their delivery via a service model approach into undergraduate courses/disciplines. The program offers an Indigenous Knowledges major or can be offered as an elective to students across the University and will include new courses in Cultural Competency and Identity Studies in the future. This program is unique across the three South Australian universities.
- A new Masters in Aboriginal Studies was approved in 2013 for commencement in 2015 which includes a new professional major and the provision of five new courses in Indigenous Knowledges, Cultural Competency and Identity Studies.
- In 2011, the Dean: ISER was awarded Commonwealth funding to investigate ways of increasing the number of Aboriginal and Torres Strait Islander students in teaching (MATSITI). As a result, a number of initiatives have been implemented across the sector, including a series of grants to school jurisdictions and universities to support mentoring programs, leadership development,

pathways into teaching in remote communities, marketing a career in teaching and comprehensive qualitative and quantitative pre-service and school workforce research. The project has led to the promulgation of a number of initiatives across UniSA, including program and course development and the integration of national professional standards in teaching within the curriculum.

- The University's Global Experience Program provides opportunities for visiting international students to acquire skills relating to the valuing of Indigenous cultures by opting for a course titled Valuing Minority Cultures.
- In ITEE the STEM program is delivered by Indigenous tutors (or staff with extensive experience working with Indigenous communities/people). Students and staff participate in online forums; lectures; resource development and assessment. This occurs in an existing course and all content relates strongly to the student's discipline area. Partnerships that have been established include:
 - Yalata Community (CEO)
 - Raukkan Community (Community Representatives)
 - Aboriginal Legal Rights Movement (CEO)
 - Mara Dreaming Aboriginal Art Not-for-Profit (CEO and staff)
 - Mari Yerta Men's and Young Men's Aboriginal Corporation (CEO).
- These partnerships/collaborations have involved students using their cultural competency learning in first year (as described above) and transferring this to the development of actual projects and work. These have often taken place as a final year or capstone project.

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

- The University affirms its commitment to a culturally inclusive environment in its Anti-Racism Policy and reinforces the unacceptability of racism in its Equal Opportunity Policy, recognising the rights of individuals and groups to be free from discrimination and harassment on the grounds of race.
- The University offers Strategic Indigenous Cultural Awareness Workshops to all staff. Over 400 staff members attend these workshops each year. Increasing the number of skilled, culturally competent teachers continues to be a major focus of the Indigenous Employment Strategy.
- In addition to the compulsory and assessable Indigenous component in all undergraduate programs, specific courses also address cultural competency of students preparing for the professions. Examples include: Indigenous Australians and the Human Services, Social Work in Indigenous Contexts, Cultural Perspectives on Health, Cultural Competency in Professional Practice, Teaching in Aboriginal Education, Aboriginal Education and Culture, Curriculum and Change and several Law courses.
- The ITAS Program has over 200 tutors on its database and recruits in new and high demand areas throughout the year. In 2013, higher numbers of Aboriginal and Torres Strait Islander students accessed ITAS tutors and as a result of the skills gained through tutoring, DUCIER now has a number of young emerging Indigenous academics keen to pursue a career in academia, which is a very positive outcome.

The University's involvement with Indigenous community members in working toward this goal.

- Involvement of Indigenous community members is an essential element of working towards the goal of ensuring a culturally competent workforce and student population. For example, the Indigenous Adjuncts and two respected Aboriginal Elders in DUCIER ensure contact with students through guest lecturing, participation in the annual Pitjantjatjara Language Summer School, and research seminars.
- The community engagement and entrepreneurial role of the senior Indigenous academics in

DUCIER provides a direct link between the Aboriginal community and the teaching and learning, and research environment by informing curriculum and driving the development of Indigenous knowledge and thought in the academy.

- DUCIER was awarded two grants in 2012 to link Indigenous curriculum more closely with Aboriginal communities and to create a sense of belonging for Indigenous postgraduate students at UniSA. This work continued in 2013 with additional funds provided by the University in acknowledgement of the important community role played by DUCIER's Indigenous staff.
- One of the most powerful influences in working towards a culturally competent staff and student population is the role played by Indigenous staff themselves—particularly Indigenous academics, Academic Advisers and Project Officers. Individual networks with Aboriginal communities play an important role in modelling culturally competent behaviour through engagement in activities which are visible and consistent. These include outreach activities, where Indigenous students and their families and friends are invited onto campuses. University involvement in, and promotion of, Reconciliation Week, NAIDOC, Journey of Healing, and other activities on campuses, further models culturally competent behaviours.

Indigenous academics working more formally within the broader community, and demonstrating a commitment to enhancing a more culturally competent workforce, include:

- the School of Health Sciences' podiatry clinics in the Anangu Pitjantjatjara Lands which have been running for about 10 years. The service has been expanded to include the Ngaanyatjarra Lands in Western Australia, with clinics run by a small team of final year podiatry students and their clinical supervisors, senior lecturer and program director
- the Yuntuwarrun Learning Centre in Raukkan which promote cultural exchange and awareness training for staff and students
- a small number of teacher education students from the School of Education carrying out their professional placement in schools in the APY Lands. Some have since been employed in those schools. This has been running since 2009, as part of the Place-based Placement Project
- Indigenous cultural awareness being embedded in Communication and Biosciences, Lifespan, Physiology and Biochemistry and Nutrition, Communication and Food Studies courses of the Bachelor of Nutrition and Food Sciences. Students taste and evaluate a selection of Indigenous fruits and herbs as part of their sensory analysis studies using the 'Indigenous sensory wheel'. These fruits and herbs are further evaluated in the functional foods, nutraceuticals and medicines, where students explore their physiological properties and long term health effects.

The role of your Aboriginal and Torres Strait Islander Unit in enhancing the status of Indigenous Knowledge and overseeing cultural competency at your institution

- UniSA has a commitment to ensuring 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.
- The DUCIER and ISS Team are essential to the process of enhancing the status of Indigenous Knowledges at the University, providing advice and guidance to the University on policy and planning, and practical assistance at division and school level. Essential work undertaken by Academic Advisers and Project Officers together with program directors and other academics contributes to an understanding of Aboriginal Knowledge and complements the more strategic planning work undertaken by committees.
- Developments in academic program design has provided impetus to the enhancement of the status of Indigenous Knowledges development and Cultural Competency by ISS and DUCIER's Unaipon School. From 2015 new undergraduate and postgraduate courses will be available in

Cultural Competency: challenging racism in Australian and Indigenous Contexts and Cultural Competency: working in Aboriginal and Torres Strait Islander Contexts.

- ISS staff contribute to cultural awareness workshops across the university and this practice continued in 2013. Indigenous Academic Advisers play an increasingly important role in this and service teaching of DUCIER owned Indigenous Content courses.
- Extensive community engagement activities undertaken by DUCIER have continued to enhance the status of Indigenous Knowledges at UniSA. 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: seminars, public lectures, book presentations/signings and movies screenings; these further support the creation of a vibrant culture at UniSA for all staff, students and the broader community.

In other areas:

- service teaching into programs throughout the Divisions by Indigenous academics continued in 2013 and facilitated cross-divisional collaboration and enhanced understanding of Indigenous content
- factors impacting on Indigenous Knowledges development and cultural competency are monitored and discussed regularly by committees.

The role of your Aboriginal and Torres Strait Islander Unit and Aboriginal and Torres Strait Islander community involvement

- UniSA welcomed its incoming Vice Chancellor and President, Professor David Lloyd to UniSA via a traditional Welcome to Country ceremony held at student graduations in March 2013. The ceremony is a first for an incoming Vice Chancellor nationally. Dr (Uncle) Lewis 'Yerloburka' O'Brien in conjunction with the traditional family dance group, Kuma Karro, conducted a Welcome to Country ceremony welcoming Professor David Lloyd to Kurna Country and UniSA.
- DUCIER directly engages with a broad range of Aboriginal and Torres Strait Islander communities to champion student engagement and recruitment, and celebrate Indigenous graduations and student achievement and success. By growing awareness of the importance of the role of Indigenous graduates in the professions, community encouragement and support for students is secured. The ISS Team's impact on retention and success factors, and provision of support services, resources and advocacy, similarly encourage Aboriginal and Torres Strait Islander students towards graduation.
- Pathways developed between the Aboriginal and Torres Strait Islander community and the University play an important role in linking students to community and the professions.
- In 2013 the Pitjantjatjara Language Summer School provided employment for four community tutors and two new Indigenous Academic Advisers have played a strong community role in the Stolen Generations Alliance.
- The ISS Regional Academic Adviser plays a significant community role with connections in the Eyre Peninsula, West Coast, Whyalla, Port Augusta, Port Pirie, Quorn, Clare, Eudunda, Hawker, Marree, Woomera, Roxby Downs, Leigh Creek, Coober Pedy, Mimilli, Indulkna, the Murray Lands and more.

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

Please use the financial acquittal template attached to report on the expenditure of your institution's ISP grant for 2013, noting that a breakdown of expenditure is required. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2013 provided under section 19-10 of *Higher Education Support Act 2003*, please provide a reconciliation.

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

SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

Please nominate contact officers for all policy and operational matters regarding your Indigenous Education Statement, including name(s), position title, phone number and email address.

Where your Indigenous Education Unit has been consulted in the development of this Indigenous Education Statement, please provide the contact details of the relevant staff member.

University Officer

Professor Peter Buckskin PSM FACE
Dean: Indigenous Scholarship, Engagement and Research
Chancellery and Council Services
University of South Australia
Tel: (08) 8302 9148
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Indigenous Education Unit Officer

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University Contact

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SECTION 4 PUBLICATION OF THE STATEMENT

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

<http://www.unisa.edu.au/DUCIER/>



Australian Government

Department of the Prime Minister and Cabinet

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 2013, including all interest or royalties/income derived from ISP Funds during 2013.	
Attachment	Checklist
1 Indigenous Support Program (ISP)	✓
<p>For each Attachment:</p> <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 2013 and after you have entered all relevant information in the Assets Register.

ISP FUNDING RECIPIENT'S CERTIFICATION

I, **DAVID GEORGE LLOYD**

(print name of chief officer or equivalent)

VICE CHANCELLOR AND PRESIDENT

(print position title)

certify that:

- (i) the details shown in this financial acquittal form and the accompanying pages - including the details of assets acquired and disposed of - represent a complete, true and correct summary of transactions that took place during the funding year under the Indigenous Education Program (ISP);
- (ii) Funds were spent on activities and initiatives to achieve the outcomes/targets indicated in the *Higher Education Support Act 2003*;
- (iii) any interest earned or royalties/income derived from these Funds was expended on activities to advance the objects of the *Higher Education Support Act 2003*; and

I understand that:

- (i) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (i) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Signed:



Date:

29/5/2014

Privacy Notice

The Department of the Prime Minister and Cabinet (PM&C) collects your personal information (including your name, organisation and contact details) for the purposes of administering Indigenous Education Programs. PM&C will not otherwise use or disclose your personal information without your consent unless required or authorised by or under law.

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

ATTACHMENT 1 - Indigenous Support Program

Provider Name: University of South Australia

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

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

1. If applicable, GST received by you in 2013 as part of the Indigenous Support Program funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$0
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$0
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /
	Amount remitted: \$ Date remitted: / /

PART B - Acquittal Summary Details (excluding GST):

INCOME

1. Unexpended Indigenous Support Program funds from 2012 which were committed for expenditure prior to 31/12/2012.	\$
(+) 2. Unexpended and uncommitted Indigenous Support Program funds from 2012 which were approved for expenditure in 2013.	\$
(+) 3. Indigenous Support Program funds provided in 2013. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$1,197,000
(+) 4. Interest, royalties and other income derived from Indigenous Support Program funds in 2013.	\$
(=) 5. Total Indigenous Support Program funds to be acquitted in 2013.	\$1,197,000

EXPENDITURE

6. Total Indigenous Support Program expenditure in 2013, <u>excluding any GST</u> .	\$1,197,000
(+) 7. Unexpended Indigenous Support Program funds which were committed for expenditure prior to 31/12/2013.	\$
(+) 8. Requested carryover into 2014 of unexpended Indigenous Support Program funds which were not committed for expenditure by 31/12/2013 – written approval date /.../2014. ¹	\$
(=) 9. Total Indigenous Support Program Funds which by 31/12/2013 were fully expended and/or committed for expenditure.	\$1,197,000
10. Returns of 2013 Indigenous Support Program Funds by 31/12/2013.	\$
11. Balance of Funds for 2013 (Unexpended/uncommitted Indigenous Support Program funds to be returned or recovered from 2014 entitlements).	\$0
12. Balance of provider's Indigenous Support Program bank account or cost centre as at 31/12/2013.	\$0

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	\$853,964.76
IT hardware leases & software	\$1,458.18
Printing & Stationery	\$11,463.65
Travel Expenses	\$40,175.39
Other Operating expenses	\$166,738.02
Capital	\$3,500
ANTEP Program	\$119,700
	\$
	\$
(=) Total 2013 ISP Program Expenditure	\$1,197,000

Section 8 – Optional Information Breakdown of Non-ISP expenditure to support Aboriginal and Torres Strait Islander students.

	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
(=) Total of Non-ISP expenditure	\$