



The Flinders University of South Australia
Office of Indigenous Strategy & Engagement

Indigenous Education Statement 2015

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

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

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

In 2015 the Office of Indigenous Strategy & Engagement was restructured to incorporate Yunggorendi First Nations Centre. With the restructure came realignment in some areas of committee representation. However, on the whole, the number of Aboriginal and Torres Strait Islander staff involved in institutional has remained consistent.

Committee	Representative	Role
Academic Senate	Dean of Indigenous Strategy and Engagement (DISE)	Ex-Officio Member
Promotions and Academic Appointment Review Committee	DISE	Member
Employment Strategy for Indigenous Australians (ESIA) Advisory Committee	DISE Associate Dean: Tjilbruke Teaching & Learning, Office of Indigenous Strategy & Engagement (OISE) Associate Dean: Yunggorendi Student Engagement, OISE	Deputy Chair Member University Consultative Committee Representative
Education Matters Advisory Group	Associate Dean: Tjilbruke Teaching & Learning, OISE	Member
Equal Opportunity and Diversity Committee	DISE Associate Dean: Tjilbruke Teaching & Learning, OISE	Member Member
First Year Teaching and Transition Advisory Group	Associate Dean: Tjilbruke Teaching & Learning, OISE	Member
Faculty Board, Education, Humanities and Law	Associate Dean: Tjilbruke Teaching & Learning, OISE	Member
Faculty Board, Health Sciences	DISE Associate Head of Faculty, Aboriginal and Torres Strait Islander Health	Member Member

Roles and Responsibilities of Senior Indigenous Leaders within Flinders University

- Dean: Indigenous Strategy and Engagement (DISE). The Dean is a direct report of the Deputy Vice-Chancellor (Academic) and has primary responsibility for providing high level strategic advice and leadership to the University in the areas of research, teaching and learning, student support, employment and community engagement. The Dean has responsibility for the implementation and monitoring of the Flinders Indigenous Engagement Framework (FIEF).
- Associate Dean: Tjilbruke Teaching & Learning, Office of Indigenous Strategy & Engagement: The Associate Dean provides leadership in the area of teaching and learning including contributing to the implementation of the Flinders Indigenous Education Framework. The Associate Dean also plays key roles in building and maintaining relationships with key stakeholders in Indigenous education at University, community, local, national and international levels.
- Associated Dean: Yunggorendi Student Engagement, Office of Indigenous Strategy & Engagement: The Associate Dean provides leadership in the area of student engagement including recruitment, retention and graduation of Aboriginal and Torres Strait Islander students including contributing to the implementation of the Flinders Indigenous Education Framework. The Associate Dean also plays a key role in building and maintaining relationships with key stakeholders in Indigenous education at University, community, local, national and international levels.
- Poche Chair, Adelaide and Poche Chair, Alice Springs are direct reports to the Executive Dean, Faculty of Medicine, Nursing and Health Sciences. They are part of a developing network of Poche Centres across Australia and have responsibility for building the health workforce participation of Aboriginal and Torres Strait Islander Australians through strengthening the capability of both Indigenous and non-Indigenous components of the Indigenous health workforce and increasing Indigenous health researcher capacity.
- Faculty of Health Sciences: Associate Head of Faculty (Aboriginal and Torres Strait Islander Health). This position is occupied by the Poche Chair, Adelaide.

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

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

- An outline of your current Aboriginal and Torres Strait Islander Employment Strategy including details on its current status, who has responsibility for its implementation, how is progress measured, how and when is progress reviewed or evaluated.
- Information on your strategies for increasing numbers of Aboriginal and Torres Strait Islander staff employed at your University. (Please provide a link to your Employment statement).
- The number of Indigenous-specific positions at your University, detailed by occupation and level.
- The current number of Aboriginal and Torres Strait Islander staff at your University and their roles across the University (including numbers in academic and non-academic roles, and by level).

The University's Aboriginal and Torres Strait Islander Employment Strategy aims to:

1. Encourage and foster Indigenous Australian employment and participation at all levels of work activity (Representation)
2. Maximise staff development along with the transfer of job skills and information in order to increase Indigenous knowledge, independence, remuneration, job security and self-sufficiency (Participation)
3. Facilitate and encourage the direct involvement of Indigenous Australian staff members in determining their own career strategies, goals and objectives (Retention).

The Employment Strategy for Indigenous Australians (ESIA) Advisory Committee has responsibility for monitoring and advising on the operation of the ESIA.

The Flinders Indigenous Engagement Framework outlines key actions, for which the Vice-Chancellor, ESIA Committee, Dean: Indigenous Strategy & Engagement, Faculty Executive Deans and the Director: HR have

responsibility for that include:

- Developing a range of entry-level positions, via cadetships, traineeships, student employment, graduate development and work experience programs
- Providing career opportunities for existing staff through academic promotion and preferential lateral transfer where qualified
- Developing training and mentoring programs that assists Indigenous staff to achieve academic promotion

The ESIA is accessible at: <http://www.flinders.edu.au/employment/ESIA>

Progress is monitored through the ESIA committee and quarterly reports to the University's Consultative Committee. At the end of 2015 there were 42 Indigenous staff members at the University (see Table 1) comprising:

- 30 academic staff: 8 permanent, 19 fixed-term and 3 casual part-time teachers.
- 12 professional staff including: 4 permanent, 7 fixed term and 1 casual.

The University has four Indigenous-specific positions which includes:

- two Poche Chair positions, one located in Adelaide and one in Alice Springs;
- one Elder on Campus positions located in the Northern Territory Medicine Program, Darwin, and
- Indigenous Employment Coordinator.

Table 1 – Permanent positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Portfolio of Deputy Vice-Chancellor (Academic)		
Office of Indigenous Strategy & Engagement (OISE)	Academic Level D+	Dean
OISE	Academic Level D	Associate Dean: Tjilbruke Teaching & Learning
OISE	Academic Level C	Associate Dean: Yunggorendi Student Engagement
OISE	Academic Level C	Senior Lecturer
OISE	Academic Level B x 2	Lecturer
OISE	Academic Level A x 2	Associate Lecturer
OISE	Professional HEO5	ITAS Coordinator
OISE	Professional HEO4	Administrative Officer
OISE	Professional HEO4	Receptionist/Admin Assistant
Portfolio of the Vice-President (Corporate Services)		
Library	Professional HEO2	Library Assistant
Total	12	

Table 2 – Fixed-term positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Portfolio of Deputy Vice-Chancellor (Academic)		
OISE	Academic Level B	Lecturer
OISE	Academic Level A	Associate Lecturer
Faculty of Nursing, Medicine and Health Sciences		
School of Medicine, Flinders NT	Professional HEO4 x 2	Administrative Assistant
School of Medicine, Flinders NT	Professional HEO5 x 3	Community Engagement Officers/Administrative Officers
School of Medicine, Flinders NT	Professional HEO6	Elder on Campus, Flinders NT
School of Medicine, Flinders NT	Professional HEO9	Manager, Flinders NT
School of Medicine, Flinders NT	Academic Level A	Associate Lecturer

School of Medicine, Flinders NT	Academic Level B x 5	Lecturer
School of Medicine, Flinders NT	Academic Level C	Senior Lecturer
School of Medicine, Flinders NT	Academic Level D	Associate Professor
Nutrition & Dietetics	Academic Level B	Clinical Placement Coordinator
Flinders Health Care & Workforce Innovation	Academic Level A x 2	Associate Lecturer
	Academic Level B x 2	Lecturer
	Academic Level D x 2	Associate Professor
	Academic Level E	Professor/Poche Chair
Faculty of Education, Humanities and Law		
School of Education	Academic Level A	Associate Lecturer
Total	26	

Table 3 - Casual positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Faculty of Nursing, Medicine and Health Sciences		
School of Health Sciences, Centre for Remote Health	Professional HEO4	Administrative Assistant
Faculty of Education, Humanities and Law		
Archaeology	Academic Level A	Part-time teacher
Faculty of Social and Behavioural Science		
School of Social and Policy Studies	Academic Level A	Part-time teacher
Faculty of Science and Engineering		
Chemical and Physical Sciences	Academic Level A	Part-time teacher
Total	4	

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 2015 (access rate) as compared to 2014 (please provide an all student comparison).
- **Programmes run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your University**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up of available scholarships.
- **Indigenous Education / Support Unit's role**.

Commencing Aboriginal and Torres Strait Islander students

	2014	2015
Aboriginal and Torres Strait Islander students	101	113
Non Aboriginal and Torres Strait Islander students (Domestic students only):	9399	8675

The basis of admission for Indigenous students in 2015 was as follows:

Higher Education Course	44
Mature Age	11
Indigenous Admission Scheme	29
Secondary Education	24
TAFE Award	5

Programs to improve access

Program Name	Target Audience	Outline of Program	Outcome
Indigenous Admissions Scheme (IAS)	Indigenous non-school leavers over the age of 18 and students who have completed their SACE but not achieved a sufficient ATAR score for entry into their chosen degree	Applicants must complete an application form and be interviewed by a representative from the faculty, the community and OISE, prior to being made an offer.	29 students gained entry into their first preference course through the IAS
Indigenous Entry Scheme (IES)	Indigenous graduates seeking to gain access to the Doctor of Medicine program	The IES provides an alternative to sitting for the Graduate Medical Schools Admissions Test (GAMSAT). If selected students are required to successfully undertake the Preparation for Medicine Program (PMP) and FUELS program prior to gaining admission.	1 student gained entry to the Doctor of Medicine in 2015
Northern Territory Medical Program (NTMP)	Indigenous and non-Indigenous NT residents	The establishment of the NTMP enables NT residents to complete an entire medical program without travelling interstate. The program has a strong focus on attracting Indigenous Australian students.	Currently, the NTMP has 11 Indigenous students across years 1-4. Three Indigenous doctors have graduated from the NTMP since establishment.
Doctor of Medicine (MD) sub-quota for Indigenous students	Indigenous graduates seeking to gain entry to the MD course	A sub-quota of 4 positions in South Australia and 10 positions in the Northern Territory for Indigenous students applying through the GAMSAT process.	One Indigenous student gained entry to the medical course however it was through the IES rather than through the GAMSAT sub-quota.

Yunggorendi Student Engagement (within the OISE) operationalises the Indigenous Admissions Scheme and provides support to the Northern Territory Medical Program and the Indigenous Entry Scheme. Yunggorendi academic staff work closely with professional staff in the Student Recruitment Office to facilitate recruitment activities and to support alternative enrolment pathways.

Development of an alternative Indigenous postgraduate entry scheme with a strong focus on the recognition of prior knowledge, including community engagement, is being finalised with an anticipated commencement in 2016.

Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
Life in the Uni Lane (LITUL) Jointly coordinated by Yunggorendi Student Engagement, Community Partnerships @ Work, Creative Connections PACE Project, Department of Education and Child Development, Independent Schools SA and Catholic Education SA	Year 8 – 10 Indigenous students attending across 13 public, Independent and Catholic schools	The 2015 program provided students the opportunity to experience Flinders University through an exciting and practical program which focussed on Humanities with 3 focus sessions on Law, Screen & Film and Creative Writing through Rap and Hip Hop	112 students and support staff attended.

<p><i>"Actually, I Can"</i> SACE Aboriginal Pathways Conference</p> <p>Held at Adelaide University as a tri-University program rotating through the 3 SA Universities</p>	<p>Year 10 – 12 Indigenous students attending public, Independent and Catholic schools</p>	<p>Designed to inspire students to continue to engage in their SACE through exposure to a range of Aboriginal role models and leaders from diverse industry pathways. Under the banner <i>Actually I Can</i> the program focussed on Economics Science. Video highlights are available at: https://www.sace.sa.edu.au/news/events/aboriginal-student-pathways-conference-2015</p>	<p>150 students and 40 teachers attended. The overall feedback from students and teachers was that the day was beneficial.</p>
<p>Student Recruitment including University Open Days, community events (inc NAIDOC), school visits and one-on-one prospective student enquiries</p>	<p>Senior secondary students in SA and NT</p>	<p>Staff from Yunggorendi Student Engagement and the Office for Student Engagement visit senior secondary school students in metropolitan, regional and remote schools to discuss university pathways and courses. Yunggorendi Student Engagement also hosts students from various secondary schools in tours of the campus. This includes the Polly Farmer Program (Port Augusta). University Open Days also include information for prospective Indigenous students, and access to Yunggorendi Student Engagement staff at the open days.</p>	<p>Staff spoke with approx. 200 Indigenous students, either through school visits by University staff or through student attendance at the University Open Days.</p>
<p>Flinders NT</p>	<p>Indigenous year 12 scholarships</p>	<p>In 2015 Flinders NT has funded year 12 scholarships to assist Indigenous students interested in studying medicine to sit the UMAT. The scholarship covers the cost of the UMAT and provides funding for tutoring to assist the year 12 students to prepare for UMAT or their end of year exams.</p>	<p>Increase in the success rates for Indigenous students gaining admissions into medicine in the NT.</p>

Scholarships details

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Access	Government	1	5,000	1	
A Taylor	Private	1	750	1	
Erica Jolly	Private	1	500	1	
FFYECB	Government	15	2500	1	
Fij Miller	Private	1	1,000	1	
Indigenous Access	Government	8	4,823	6	
Indigenous CAS	Government	4	5,087	3	
Indigenous CECS	Government	8	2,543	4	
Indigenous ENACC	Government	1	2,,543	1	
Indigenous ENEDU	Government	1	1,271	1	
Michael Kidd	Private	1	750	1	
NTMPATSI	Government	1	2,000	1	
NTMPICCSS	Government	1	25,000	1	
Ross Kalucy	Private	1	750	1	
Sophia Fund	Private	2	500	2	
Poche Scholarship	Private	2	25,000	1	

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 2015, compared to 2014 (please provide an all student comparison).
- Details of your Universities' **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education / Support Unit's role.**

The total number of Aboriginal and Torres Strait Islander student enrolments for 2014 and 2015 is as follows:

	2014	2015
Aboriginal and Torres Strait Islander students:	264	285
Non Aboriginal and Torres Strait Islander students (Domestic students only):	21,473	21,469

Strategies to address participation

Strategy	Outline of strategy	Constraints	Outcome
Yunggorendi Orientation Program	This program is offered to commencing students in February and July of each year and provides students with an opportunity to explore their cultural identity, orientate themselves with the University and connect with fellow students and Yunggorendi Student Engagement staff. The program is delivered via lectures, tutorials, academic skills sessions, field trips and creative activity including a tile painting workshop. The completed artwork is displayed on the outside of the building and represents our student history and provides students with an enhanced sense of place.	This program can be done either for credit or as an activity external to the student's degree. Negotiations have been undertaken with various degree areas to determine whether this topic can be done for credit however many of the degrees have set core topics and therefore cannot accommodate this topic as an elective.	In 2015 15 students participated in the program, with 4 credited as part of their degree. Further feedback from students and information on the event: http://blogs.flinders.edu.au/flinders-news/tag/indigenous-orientation/
Student counselling aligned to the Indigenous Admissions Scheme (IAS)	Yunggorendi Student Engagement and the relevant course coordinator provide academic, course and student counselling to students aligned to the Indigenous Admissions Scheme (IAS),		Assists incoming students in understanding the choices, options and resources available to them to set them up for success as they commence their university journey.
Yunggorendi Student Engagement (YSE)	Academic staff continue to provide ongoing academic support and advocacy for Indigenous students. The community of practice model used aligns academic advisers to specific disciplines in their field of expertise. This enables staff to build strong, ongoing relationship with academic staff, in particular with the School based designated Directors of First Year Studies. This connection provides students with a mentor, contact in the		Indigenous students continue to access the services provided by Yunggorendi Student Engagement on an ongoing basis.

	faculty and contributes to building an environment of cultural safety for students.		
Poche Centres, Adelaide and Alice Springs	In conjunction with the Indigenous Transitions Pathways Unit in Darwin the Poche Centres continue to offer pastoral and cultural support and scholarships for mature students.	Distance and remoteness can sometimes be an inhibiting factor.	Enrolments have more than tripled in the past decade, with more than 100 Indigenous students now enrolled in the faculty in SA and the NT.
Indigenous Tutorial Assistance Scheme (ITAS)	The ITAS program, funded by the Commonwealth, is coordinated through Yunggoendi Student Engagement and is available to Indigenous students across all campuses of the University.	The ITAS guidelines are restrictive in terms of the use of ITAS particularly in relation to post-graduate students.	In total, 75 students accessed tutoring under the ITAS scheme which also employed 8 Indigenous tutors.
Yunggoendi Aboriginal and Torres Strait Islander Student Online Hub , through Flinders University's <i>Flinders Learning Online</i> (FLO) platform	Established in 2013 the Hub provides an online reference point for all the resources available to Aboriginal and Torres Strait Islander students to assist with their studies at Flinders. The Hub contains information about the services and staff at Yunggoendi Student Engagement, and more broadly the Office of Indigenous Strategy & Engagement. The FLO site links to other resources across the University, providing information on developing study skills, using Flinders Learning Online (FLO), submitting assignments, technical support, useful contacts and University/student services, all in one location.		Improved access by Indigenous students to 24 hours information and resources.
Financial support	OISE has allocated funding for students to access. The funding is designed to support study/student related activities including conferences, work placements and the Indigenous University games.	Limited budget.	In 2015 5 students were supported in professional development activities, including a number attending the National Indigenous Students Conference, providing an opportunity for students to network and develop mentoring relationships with other Indigenous students and scholars across the Nation.
Regular contact with at risk or students with current inactivity	Yunggoendi Student Engagement, working with the Transition Office, regularly contacts students who have identified as being at risk, or who are currently inactive with their University students to understand any issues they may be experiencing and encourage them with their education journey.	Limited staff resources	In 2015 YSE contacted over 50 Indigenous students who were at risk or currently not engaged in their studies. Through this contact a number of students were able to be supported in issues they were experiencing and re-engage in their University program.
Cadetships	Yunggoendi Student Engagement works with a range of government and non-government services to provide Cadetship opportunities		Opportunities for students to link students with employment opportunities, both during their University journey and beyond.

	for students, including Career Trackers and APS Indigenous cadetships.		
Flinders NT Elders on-campus	Flinders NT employs an Elder on campus who provides cultural and pastoral support for Indigenous and non-Indigenous students.		Students gain immense benefit from being able to talk with an Elder, both personally and academically and really value this opportunity.
Flinders NT Provision of resources	Provision of text books, laptops/iPads/tablets to students who do not have access including purchasing a range of software programs for student use.	Limited budget	Students are able to more actively engage with their studies from various locations when they have access to technology which they could not otherwise afford.

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 2015, compared to 2014 (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.**

	2014	2015
Aboriginal and Torres Strait Islander students: (Higher Degree)	9	12
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	1,751	1,851
Aboriginal and Torres Strait Islander students: (Other postgraduate)	6	8
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	1,353	865
Aboriginal and Torres Strait Islander students: (Bachelor degree)	23	21
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	2,690	2,739

Support mechanisms

Support mechanisms	Description	Constraints	Outcome
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Support mechanisms

In addition to the general student support services and strategies listed under Section 4, the Office of Indigenous Strategy & Engagement through Yunggorendi Student Engagement (YSE) provides advice, support and assistance directly to Indigenous students. These services include:

- academic support and tutoring
- advocacy support, ie extensions and negotiation with lecturers around academic policies, procedures and assessments
- assistance with personal matters, including accommodation and financial services
- referrals to other University services (including Flinders Living, Student Learning Centre and Health, Counselling & Disability Services).
- provision of a culturally safe space which includes a student common room with kitchen facilities, a computer room with printer, access to photocopying and scanning services, 24-hour building access and tea and coffee.
- Indigenous tutorial assistance scheme (ITAS) which provides students with one-on-one or group tutoring support from qualified tutors to assist students in reaching their educational goals.

Other mechanisms in place to support Aboriginal and Torres Strait Islanders students to complete their study include:

1. Students Success Program

The Student Success Program has been operating since 2014 to help address retention and the student experience

at Flinders. The SSP conducts peer-to-peer phone-call communication primarily with first-year students who have elevated predicted probabilities of attrition. Indigenous students identified are referred to Yunggoreni Student Engagement for contacting. The information provided allows YSE to provide localised retention and transition activities for at risk students the provision of academic counselling where a range of strategies are outlined to assist students to improve their academic performance.

2. Online Resources

The University has developed a number of hints, strategies and referrals available online through the Flinders web site to support students to engage with university life and become successful students.

3. Flinders University Student Association

Staff in FUSA are available to provide students with information, support and assistance on academic, administrative and welfare issues that have an impact on student life including: help in navigating the University's assessment policies and procedures; how to apply for a re-mark or appeal against a final grade; 'show cause' letters' advocating for issues regarding academic integrity, etc. The Student Association also has an Indigenous representative on the Student Council.

4. Flinders Indigenous Student Association (FISA)

FISA was formed in 2012 under the provisions for University Clubs and Societies. Yunggorendi provides financial support to FISA to enable them to undertake social activities including movie nights and involvement in student focussed activities and events. The Association also raises money through membership and fund raising activities. FISA plays an integral role in supporting students to connect socially and has, for the last two years, coordinated a team of students to participate in the Indigenous University Games.

5. Student leadership forum

Yunggorendi FNC delivered a forum to students on leadership and governance providing a range of perspectives including community, senior leadership and student associations. The aim of the forum was to provide students with an opportunity to hear diverse views and qualities of leadership and consider their role as current or future leaders. Speakers from FUSA, the Dean: Indigenous Strategy and Engagement and the Director Yunggorendi presented at the forum.

6. Student tutoring rooms

With additional demand on student space in the Bedford park campus heightened by the building works in 2015, space in both the central Flinders University and the Office of Indigenous Strategy & Engagement was identified with a primary purposes for tutoring / study space for Indigenous students. .

7. Working with external agencies to support students' needs

Yunggorendi Student Engagements works with both external agencies (Wyatt Trust – emergency financial support, Indigenous Youth Mobility Program – housing) in referring students to access support services and resources.

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

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

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

Flinders University continues to support the many initiatives that endeavour to provide all Australian students with an understanding and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures including:

- the continuing support for the Flinders Indigenous Engagement Framework,
- promotion of the Cultural Diversity and Inclusivity Package as a teaching tool,
- encouraging Aboriginal welcome an acknowledgement to country at official events, and
- offering a range of Indigenous studies and topics across the curriculum at both the undergraduate and

postgraduate level. Aboriginal elders and communities members are actively engaged in delivering lectures to students alongside Indigenous academic staff and a number of field trips are incorporated into topics.

- continuing to promote a conscious commitment to working collaboratively with Indigenous communities to ensure that the institution is an inclusive, responsive and welcoming place for Indigenous peoples, and that it delivers innovative, high quality, community-engaged research and teaching programs.

Work Integrated Learning

Work-integrated learning (WIL) is recognised as a strategic priority at Flinders University. The University aims to provide all students with access to a WIL opportunity during the course of their studies, through more 'traditional' placements, practicums and field studies, or simulated workplace settings and assessment activities.

Through this program the University facilitates a number of placements, particularly in the areas of education and health sciences into Aboriginal communities including those in remote and regional areas.

Cultural Safety

The Poche Centre, Alice Springs continues to deliver workshops, lectures and introductions on cultural safety for the Alice Springs Hospital, the Northern Territory Medical Program and other health organisations across the Territory and Australia. The program aims to raise the awareness of new and/or existing staff of the cultural needs of clients and partners; provide strategies to develop internal policy, documentation and to review existing methodologies. This work has resulted in the development of the Flinders NT Cultural Safety Policy.

Highlights of this work include:

- Lead in the creation of educational and clinical resources for Indigenous people, both through training and education in health literacy for over 230 staff and students and through providing advice and expertise to the development of resources targeting Indigenous consumers.
- Conducted research important to Aboriginal people using methods that respect both Indigenous and non-Indigenous ways of working.
- Supported Indigenous people wanting to work in the health sector with over \$75,000 worth of scholarships, practical support, mentoring and supervision resulting in the graduation of two Indigenous doctors and the near completion of an Indigenous PhD candidate in 2015.
- Strengthened our community engagement and national profile through strong brand identification, presentations at conferences and workshops and representation on a diverse range of committees and boards relevant to an holistic view of Indigenous health

The Office of Indigenous Strategy & Engagement works collaboratively with student services to deliver cultural awareness workshops for volunteer peer mentoring students involved in the University's Inspire Mentor Program. The program connects university students with primary and secondary students with the aim of empowering mentees to consider higher education as an option for their future. Many of the mentors have placements in local schools with high Indigenous student numbers.

Professor McDermott, of the Adelaide Poche Centre for Indigenous Health and Well-Being was successful in winning grant funding from the Australian Government Office for Learning and Teaching to develop a new framework for Aboriginal health care and training. The framework aims to provide guidelines for a 'culturally safe' system for educating doctors, nurses and also patients in the system and to help to improve Indigenous health. Titled '*Having the hard conversations – A good practice framework to reduce resistance to Indigenous health and cultural safety,*' the good-practice framework is set to be approved by accreditation organisations around Australia. Flinders sees itself as a leader in this area, and is seeking to incorporate the principles of such a commitment to culturally safe faculty environments into the national accreditation processes for all doctors, nurses and midwives.

Orientation Program 2015

Students engaged in tile painting activity. Previous year's artwork displayed on building columns.



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 2015, 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 2015 provided under section 19-10 of *Higher Education Support Act 2003*, please provide reconciliation.

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

SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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

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

University Officer	Indigenous Unit's Officer
Professor Andrew Parkin	Professor Daryle Rigney
Deputy Vice-Chancellor (Academic)	Dean: Office of Indigenous Strategy & Engagement
8201 2992	08 8201 5329
dvcaoffice@flinders.edu.au	daryle.rigney@flinders.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. The documents are required to be externally accessible to the public. Please provide PM&C with a link to these statements.



Australian Government

Department of the Prime Minister and Cabinet

FINANCIAL ACQUITTAL

Organisation	The Flinders University of South Australia		
Postal Address	GPO Box 2100, Adelaide 5001, South Australia		
Contact Person	Kay Chesney	Title	Associate Director, Budgets Accounting and Treasury
Phone	08 8201 5904	Fax	
		E-mail	Kay.chesney@flinders.edu.au

Financial Acquittal		
This financial acquittal proforma is designed to acquit all ISP Funds provided in 2015, including all interest or royalties/income derived from ISP Funds during 2015.		
Attachment		Checklist
1	Indigenous Support Program (ISP)	<input type="checkbox"/>
<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

Certification

Complete this certification after you have completed the Financial Acquittal for any ISP funding which you have received in 2015 and after you have entered all relevant information in the Assets Register.

ISP FUNDING RECIPIENT'S CERTIFICATION	
I, <input type="text" value="Kay Chesney"/>	<small>(print name of chief officer or equivalent)</small>
<input type="text" value="Associate Director Budgets Accounting and Treasury"/>	<small>(print position title)</small>
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 <i>Higher Education Support Act 2003</i> ;	
(iii) any interest earned or royalties/income derived from these Funds was expended on activities to advance the objects of the <i>Higher Education Support Act 2003</i> ; 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 <i>A New Tax System (Goods and Services Tax) Act 1999</i> ; and	
(i) it is an offence under the <i>Criminal Code Act 1995</i> to provide false or misleading information.	
Signed: <input type="text" value="K. Chesney"/>	Date: <input type="text" value="23/05/2016"/>

Privacy Notice

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

ATTACHMENT 1 - Indigenous Support Program

Provider Name: The Flinders University of South Australia

For the 2015 funding year (1 January - 31 December 2015).

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

1. If applicable, GST received by you in 2015 as part of the Indigenous Support Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$ 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: \$ 0 Date remitted: / /	Amount remitted: \$ 0 Date remitted: / /	Amount remitted: \$ 0 Date remitted: / /

PART B - Acquittal Summary Details (excluding GST):

INCOME

1. Unexpended Indigenous Support Programme funds from 2014 which were committed for expenditure prior to 31/12/2014.	\$ 0
(+) 2. Unexpended and uncommitted Indigenous Support Programme funds from 2014 which were approved for expenditure in 2015.	\$ 796
(+) 3. Indigenous Support Programme funds provided in 2015. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$ 664,204
(+) 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2015.	\$
(=) 5. Total Indigenous Support Programme funds to be acquitted in 2015.	\$ 665,000

EXPENDITURE

6. Total Indigenous Support Programme expenditure in 2015, <u>excluding any GST</u> .	\$ 665,000
(+) 7. Unexpended Indigenous Support Programme funds which were committed for expenditure prior to 31/12/2015.	\$ 0
(+) 8. Requested carryover into 2014 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2015 – written approval date /.../2015. ¹	\$ 0
(=) 9. Total Indigenous Support Programme funds which by 31/12/2015 were fully expended and/or committed for expenditure.	\$ 665,000
10. Returns of 2015 Indigenous Support Program Funds by 31/12/2015.	\$ 0
11. Balance of Funds for 2015 (Unexpended/uncommitted Indigenous Support Programme funds to be returned or recovered from 2014 entitlements).	\$ 0
12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2015.	\$ 0

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

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

Salaries (Academic & Non Academic)	\$ 640,922
Student services	\$ 4,088
Teaching and research	\$ 558
Buildings and grounds	\$ 1,717
Administration, communication and travel	\$ 17,715
Miscellaneous equipment	\$
Indigenous Scholarships in Other Funds	\$
Other	\$
(=) Total 2015 ISP Program Expenditure	\$ 665,000

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

Salaries (Academic & Non Academic)	\$ 2,091,518
Student services	\$ 47,941
Teaching and research	\$ 517,171
Buildings and grounds	\$ 6,787
Administration, communication and travel	\$ 311,514
Miscellaneous equipment	\$ 10,395
Indigenous Scholarships in Other Funds	\$ 337,570
Other	\$
	\$
	\$
(=) Total of 2015 Non-ISP expenditure	\$ 3,322,895

If your Institution lists items such as staffing costs, travel costs, services rendered, please provide a detailed description in the below table. Content of table below is an example only.

STAFFING COSTS

Position	Indigenous Centre/Faculty staff	Cost
Associate Dean: Yunggorendi Student Engagement	Office of Indigenous Strategy & Engagement (OISE)	\$137,435
Academic Advisers x 5	OISE	\$354,120
ITAS coordinator	OISE	\$65,350
Administrative support	OISE	\$57,169
Casual staff to support IES initiatives	OISE	\$26,848
		\$640,922

TRAVEL COSTS

Description	Destination & details	Cost
Support for two students to attend ATSI student conference	Sydney, airfares and accommodation	\$890
Student Recruitment	Darwin, NT: airfare, accommodation	\$2,655
Student Recruitment	Riverland, SA	\$1,190
Student Recruitment	Metropolitan SA	\$893

SERVICES RENDERED

Description	Internal/external cost	Cost
Student lockers	External	\$2,590
Marketing material	Brochures, pamphlets, promotional material and advertisements	\$6,645
Orientation programs	February and July for new ATSI students	\$1,065
Graduation celebrations	April and September for students and families includes gifts, catering, graduation boards and photography	\$1,890
General expenses	Office expenses, student lunches, catering for student visits etc	\$6,260