



INDIGENOUS EDUCATION STATEMENT - OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to the 2016 outcomes and future plans to meet their 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 has, in the past, been used to determine University's eligibility for Indigenous Support Programme (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A Universities must demonstrate to PM&C that they:

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

Universities in receipt of ISP funding during 2016 are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2016 ISP funds is included within this document. Please provide as much information as possible.

The certification page is required to be signed by the University's most senior financial manager. This page does not require an external auditor's certification.

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

In accordance with the Guidelines, the Indigenous Education Statement is **due** to be submitted and accepted by the Department **on or before 31 May 2017**. Please allow sufficient time for follow up discussions between PM&C and the University to avoid any possible delay to 2017 ISSP progress payments.

Please note that from 2017, the ISP will be included in the Indigenous Student Success Program (ISSP). ISSP reporting for 2017 funding will occur in 2018 via a similar reporting process as the ISP Indigenous Education Statement. Further information will be circulated during 2017.

Please submit signed electronic documents by email to: ISSP@pmc.gov.au

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FORMAT FOR INDIGENOUS EDUCATION STATEMENT

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

The Flinders University of South Australia

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Office of Indigenous Strategy & Engagement

SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2016 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 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.

Senior Indigenous staff are represented on the following committees of the University:

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 ATSI Health Advisory Committee, 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 directly 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.
- Deputy Director, **Poche Centre for Indigenous Health & Well-Being**, Darwin, reports directly to the Associate Dean in the College of Medicine and Public Health, Northern Territory Medical Program. The vision of the Poche Centre Northern Territory is to contribute to the improved health outcomes of Aboriginal and Torres Strait Islander people in remote communities of the Northern Territory and Australia, through conducting high quality research, education, and training. Further to this the position is also responsible for improving Aboriginal and Torres Strait Islander health through the recruitment, support and graduation of Aboriginal and Torres Strait Islander doctors, and other health professionals. This is achieved by providing a comprehensive vertically and horizontally integrated and stand alone Aboriginal and Torres Strait Islander Health curricula that seeks to develop an effective and culturally safe and secure workforce.

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 is committed to implementing its Employment Strategy for Indigenous Australians (ESIA) consistent with its strategic objectives and operational needs. The aim of the ESIA is to improve the representation, participation and retention of Indigenous Australian staff members within the University by:

- Encouraging and fostering Indigenous Australian employment and participation at all level of work activity;
- Encouraging and facilitating Indigenous Australia staff members' participation in professional development opportunities and development of their own career strategies and goals; and
- Convening the ESIA Advisory Committee, which monitors and advises on the operation of the ESIA.

The ESIA Advisory Committee is chaired by the Deputy Vice-Chancellor (Academic) and membership comprises Dean: Indigenous Strategy & Engagement, member from the Office of Indigenous Strategy & Engagement, faculty representation, Manager; Equal Opportunity & Diversity, Manager: Professional Development Unit, Indigenous staff member nominated by the University's Consultative Committee and a community representative.

A number of initiatives are under consideration including:

1. Reconciliation Action Plan
2. Cultural awareness programs for staff
3. Appointment of an Indigenous employment officer
4. Celebration and promotion of Indigenous community events, ie NAIDOC, Reconciliation Day
5. The employment of Indigenous staff in key areas, such as student recruitment
6. Review of HR procedures to ascertain whether it is appropriate to include special measures for Indigenous employment, eg selection committee processes and search plans.

Progress is monitored through the ESIA committee and quarterly reports to the University's Consultative Committee. At the end of 2016 there were 43 Indigenous staff members at the University comprising:

- 34 academic staff: 8 permanent, 17 fixed-term and 9 casual, and
- 9 professional staff including: 4 permanent, 3 fixed term and 2 casual.

The University has three Indigenous-specific positions which includes:

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

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+	Professor and Dean
OISE	Academic Level D	Associate Dean: Tjilbruke Teaching & Learning
OISE	Academic Level C	Associate Dean: Yunggorendi Student Engagement
OISE	Academic Level C x 2	Senior Lecturer
OISE	Academic Level A x 2	Associate Lecturer
OISE	Professional HEO5	ITAS Coordinator
OISE	Professional HEO5	Administrative Officer
OISE	Professional HEO4	Receptionist/Admin Assistant
Faculty of Medicine, Nursing & Health Sciences	Academic Level B	Lecturer in Indigenous Health
Faculty of Science & Engineering	Professional HEO4	Mechanical Support Technician
Total	12	

Table 2 – Fixed-term positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
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Portfolio of Deputy Vice-Chancellor (Academic)		
OISE	Academic Level B	Lecturer
OISE	Academic Level A	Associate Lecturer
Faculty of Medicine, Nursing and Health Sciences		
Poche Centre, NT	Academic Level C	Deputy Director
	Academic Level B	Lecturer
Poche Centre, Adelaide	Academic Level E	Poche Chair
	Academic Level A	Associate Lecture Indigenous Health
Flinders NT	Professional HEO9	Manager
NT Clinical School	Professional HEO5	Administration Officer
	Professional HEO5	Community Engagement Officer
	Academic Level B	Lecturer Indigenous Health
	Academic Level B	Research Fellow
Centre for Remote Health	Academic Level B x 2	Lecturer Mental Health
	Academic Level B	Indigenous Research Officer
Southgate Institute	Academic Level C	Senior Research Fellow Indigenous Health
Flinders Rural Health, SA	Academic Level A x 3	Associate Lecturer in ATSI Health
Nutrition and Dietetics	Academic Level B	Clinical Placement Coordinator
Faculty of Education, Humanities and Law		
School of Education	Academic Level A	Associate Lecturer in Teacher Education
Total	20	

Table 3 - Casual positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Faculty of Medicine, Nursing and Health Sciences		
School of Health Sciences	Academic x 3	Part-time teacher
	Professional HEO3	Administrative Assistant
Flinders NT	Professional HEO6	
Pro-Vice-Chancellor International	Academic	Part-time teacher
Faculty of Social & Behavioural Science	Academic x 3	Part-time teacher
Faculty of Science & Engineering	Academic x 2	Part-time teacher
Total	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 2016 (access rate) as compared to 2015 (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.**

Whilst the number of Indigenous applicants who received offers in South Australia in 2016 declined by 0.6% Flinders recorded positive growth (DET, 2016 Undergraduate Applications, Offer and Acceptances 2016)

Commencing Aboriginal and Torres Strait Islander student enrolments:

	2015	2016
Aboriginal and Torres Strait Islander student enrolments	111	132
Non Aboriginal and Torres Strait Islander student enrolments (Domestic students only):	8,563	8,494

Source: Flinders Business Analytics at 1/5/17

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 submit an application and attend an interview with staff members from OISE and a representative from the faculty in which they are enrolling. If successful the applicant is offered a place in their first preference course.	A total of 44 students were interviewed in 2016, 26 for semester 1 entry and 7 for mid-year entry. Of these students 10 received SATAC offers based on their ATAR, 2 were offered internal transfers, 15 offers were made through the IAS and 7 were made offers through alternative pathways. The remaining students were counselled into foundation studies or TAFE programs.
Indigenous Entry Scheme (IES)	Indigenous graduates seeking to gain access to the Doctor of Medicine program	The IES provides Aboriginal and Torres Strait Islander people with an alternative entry pathway into the Flinders medicinal program, as opposed to sitting for the Graduate Medical Schools Admissions Test (GAMSAT). If selected, students are required to successfully undertake an interview, the Preparation for Medicine Program (PMP) and Flinders University Extended Learning (FUEL) program prior to gaining admission.	3 Aboriginal students (2 in the NT and one in SA) 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.	11 Indigenous students were enrolled in the NTMP in 2016
Doctor of Medicine (MD) sub-quota for Indigenous students	Indigenous graduates seeking to gain entry to the MD course	An aspirational recruitment sub-quota exist with 1 position in South Australia and 12 positions in the Northern Territory for Indigenous students.	This sub-quota provides additional opportunities for Indigenous entry

Inspire Peer Mentor program	Primary and secondary school students	This is a long running support program that engages current university students as mentors for primary and secondary school students. The aim of the program is to assist students in aspiring to university study and to provide information regarding pathways and access. Inspire is provided to students across a variety of platforms including: <ul style="list-style-type: none"> • Face to Face (individual and group) • E-Mentoring (using technology to overcome barriers of distance) • Flash Mentoring (small group sessions involving multiple mentors from wide ranging study areas) 	600 students receive mentoring through the scheme
Wiltja Program – tour of the University	Wiltja Secondary College, senior school campus for students from the APY lands	Staff from the OISE facilitated a guided tour of the campus, students participated in the Flinders Chase and attended an information session.	20 students and staff attended
Indigenous student ambassadors		Trained by the University student ambassadors are employed to guide student groups on tours of the campus and are involved in recruitment, expo and open day activities.	Five students are trained Ambassadors

Article from the Flinders NT News – NTMP student wins Indigenous Student Doctor of the Year

Attracting Indigenous applicants is a major focus on Flinders’ NTMP. The [Indigenous Entry Stream](#) is available to Aboriginal or Torres Strait Islander graduates who want to study medicine in either Adelaide or the NT.

Flinders Northern Territory medical student Ian Lee has won the Australian Indigenous Doctors’ Association (AIDA) Indigenous Student of the Year Award.

The third-year student at Flinders’ Darwin medical program was recognised for his contribution to encouraging Aboriginal and Torres Strait Islander participation in training to become remote doctors via the University’s NT Medical Program and other programs.

Mr Lee commenced studying medicine in 2011 as a mature student in order to support health outcomes for people in rural and remote areas of the NT. “I’ve already got my eye on a few remote communities I’d like to go to work once I’m finished,” he says, adding he enjoys also being chair of the AIDA Student Representative Committee and a director on the AIDA Board.

“I like to encourage any Indigenous person who wants to study medicine. I have encouraged a lot of people to apply to do it, including my niece, and then encourage them to continue on.



We are hoping that as more come through, then more will stay in the Territory and not interested in going anywhere else.

“Many of our students do an [internship at Alice Springs](#) and look at different communities they’d like to work.”

Ian, who previously completed an information technology degree at the University of Canberra, moved back to his Larrakia homelands in order to be close to his family and roots.

“I needed to return to country in Darwin and my sister told me about the opportunities for Indigenous people through the [NT Medical Program](#),” Ian says.

Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
Life in the Uni Lane	Year 8 – 10 Indigenous students from public, independent and Catholic schools	Students participate in a number of group activities. 2016 focused on science based activities including Cooling Gases; Robotics; Crime Scene investigation	Over 70 students and support staff attended the day
STEM	Year 11 – 12 students from all sectors in regional and metropolitan South Australia.	Science, Technology, Engineering and Mathematics pilot program run in conjunction with the Flinders Admissions and Parsons Brinckerhoff. The 3 day intensive provided students with the opportunity to have hands on involvement in civil engineering, robotics, computer programming and chemistry and to meet with industry members, attend all campuses and discuss potential career pathways. The SA Minister for Aboriginal Affairs attended the opening of the event and met with the students.	The hands on nature of the STEM program ensured that students were actively engaged and able to explore study pathways in these areas. Twenty-two students attended the three day program.
STEM Program Video: https://www.youtube.com/watch?v=Sx0InGi590E&feature=youtu.be Evaluation report attached.			
Drama Workshop	Community members interested in pursuing further study in performing arts	Funded through Flinders University OISE and Drama Centre, Arts SA and Act Now Theatre Group. The program comprised 3 outreach workshops as a lead in to the 3 day intensive program run at Flinders. Included in the program were workshops on: acting for television, monologue and movement. Participants were involved in cultural activities and were provided with information on how and skills for preparing for an audition for entry into a Creative Arts degree.	9 Indigenous community members attended.
Drama Workshop Video Reflections: https://www.facebook.com/ActNowTheatre/videos/vb.112632582139441/1120507524685270/?type=2&theater			
Attendance at Expos	Indigenous students and community	Stalls at various expos including Windsor Gardens Vocational College Career Expo; Alice Springs and Darwin Careers Expo and	Through participation and attendance at the expos academic staff are

		the Power Cup. Staff from the Office are available to speak with potential students about university as a possibility including the range of courses that are available	able to chat with students about pathways to further education including university.
SACE Pathways Conference	Year 10 -12 Indigenous students from public, independent and Catholic schools	Jointly hosted by the 3 South Australian universities the Conference provided students with information on pathways to university,	Approximately 100 students attended.
Student Recruitment including University Open Days, community events (inc NAIDOC), school visits and one-on-one prospective student enquiries	Senior secondary students in SA and NT	Staff from Yunggoendi Student Engagement (YSE) and the Office for Student Engagement visit senior secondary school students in metropolitan, regional and remote schools in South Australia and the Northern Territory to discuss university pathways and courses. YSE 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 YSE staff at the open days.	Staff spoke with approx. 200 Indigenous students, either through school visits by University staff or through student attendance at the University
Flinders NT	Indigenous year 12 scholarships	Flinders NT funds a number of 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 and their end of year exams.	



Life in the Uni Lane students and staff, Student Hub steps

Scholarships details

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
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Annually there over to 170 scholarships available for which Indigenous students are eligible. Thirty two of these are specifically for Indigenous students. Of those 32, 23 are Flinders specific as outlined below:

Name	Government/ Private/University	Tenure	Amount	No. allocated	No Awarded
Advanced Focus Scholarship for Rural Students in Engineering	Private	4 years	\$1,250	1	0
Australian Executor Trustees Scholarship for Indigenous Student Achievement – Creative Arts	Private	1 year	\$4,000	1	1
Australian Executor Trustees Scholarship for Indigenous Student Achievement – Medicine, Nursing and Health Sciences	Private	1 year	\$4,000	1	1
Australian Executor Trustees Scholarship for Indigenous Student Achievement – Medicine, Nursing and Health Sciences	Private	1 year	\$4,000	1	1
Austin Taylor Indigenous NT Medical Program Scholarship	Private	1 year	\$750	1	0
Erica Jolly Indigenous Bursary	Private	1 year	\$500	1	0
Fij Miller Indigenous Bursary	Private	1 year	\$1,000	1	1
Flinders First Year Education Cost Bursary	University	1 year	\$2,500	30	0
Flinders University Access Scholarship	University	1 year	\$5,000	160	3
Indigenous Access Scholarship	Government	1 year	\$4,904	7	7
Indigenous Commonwealth Accommodation Scholarship	Government	4 years	\$5,199	2	1
Indigenous Commonwealth Education Cost Scholarship	Government	4 years	\$2,599	8	7
Indigenous Enabling Commonwealth Accommodation Scholarship	Government	4 years	\$5,199	1	0
Indigenous Enabling Commonwealth Education Cost Scholarship	Government	1 year	\$2599	1	0
NT Medical Program Bursary	Commonwealth	4 years	\$20,000	2	2
Poche Scholarship	Private	5 years	\$25,000	2	1
Lowitja O'Donoghue Indigenous Student Postgraduate Research Scholarship	University	3 years	\$31,561	1	1
Professor Michael Kidd AM Scholarship	Private	1 year	\$750	1	1
Professor Ross Kalucy Indigenous Well-Being Scholarship	Private	1 year	\$750	1	1
Research Preparation Scholarship for Indigenous Students	University	1 year	\$26,288	1	0
Sophia Fund Indigenous Bursaries	Private	1 year	\$500	2	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 2016, compared to 2015 (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 is as follows:

	2015	2016
Aboriginal and Torres Strait Islander student enrolments:	283	326
Non Aboriginal and Torres Strait Islander student enrolments (Domestic students only):	21,184	21,600

Source: Flinders Business Analytics at 1/5/17

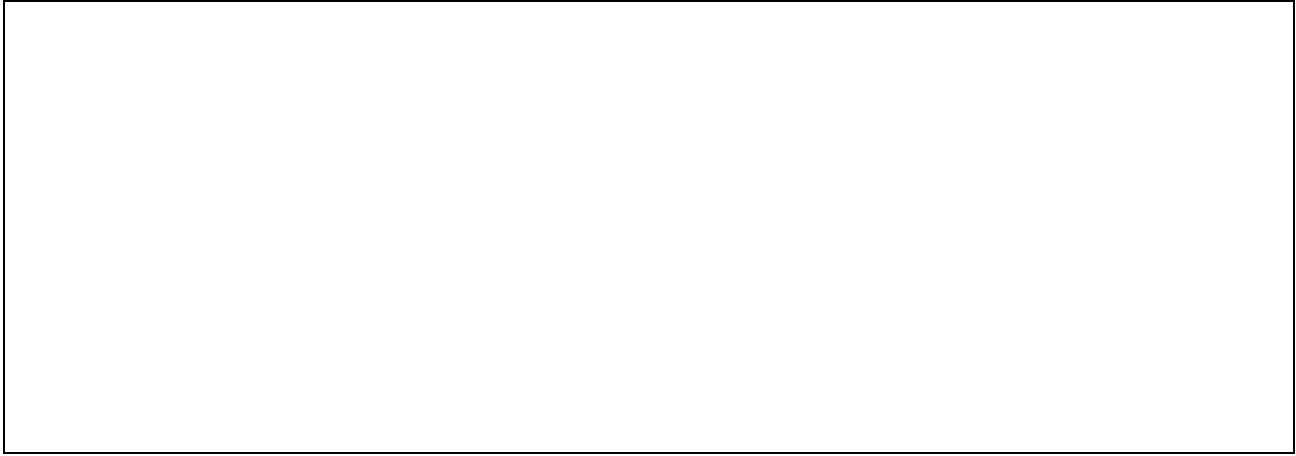
Strategies to address participation

Strategies	Outline of strategies	Constraints	Outcome
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Orientation programs	Offered to commencing students in February and July of each year this program provides students with an opportunity to explore their cultural identity, orientate themselves with the University and connect with fellow students and Yunggoorendi 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.	Fourteen students attended the program.
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Focus on first year students	YSE staff continue to have a strong involvement and focus on 1 st year students as the attrition rate can be up to 20% and students can require intensive support to make the transition into university.	As adult learners students are encouraged to take responsibility for their own learning outcomes. As such, often they do not seek help from staff until they are at crisis point.	When students access the support and referral services available their results often improve as issues impacting on their study can be resolved.
Study Skills sessions	YSE staff run a number of study skills sessions throughout the year with specific focus on academic skill development.	Attracting students to the sessions can prove to be difficult as students often have many responsibilities including study (formal contact time in lectures, tutorials/ seminars/labs and ITAS; work; and family.	On average 4 – 6 students attend each session depending on the study topic offered.
Student Forums and BBQ	BBQs and student forums are offered throughout the year, normally once per term, as a	Attendance is dependent on student commitments.	On average, 10 – 15 students attend.

	way of bringing students together to network with staff and other students. External agencies are invited on occasion to talk about employment opportunities.			
Flinders Indigenous Student Association	FISA membership comprises of Indigenous students enrolled at Flinders. FISA is a register group under Clubs and Societies. The group hosts student events and participates in community activities such as NAIDOC @ Flinders, Reconciliation Week and Community Day.	Students have full study loads and often work	Activities occur throughout the year and are supported by staff in YSE.	
Students at risk intervention	YSE, working with the Transition Office, regularly contacts students who have been identified as being at risk, or who are currently inactive with their University studies to understand any issues they may be experiencing and encourage them with their educational journey.	Limited staff resources	YSE contacted approximately 20 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 Studies.	
Indigenous Law Student Mentoring program	Aims to work with the 3 SA university Law Schools to improve engagement with Indigenous law students.	The program is reliant on sponsorship by Adelaide Brighton Cement, Beach Energy and the Australian Executive Trustees without which, the program would not continue.	Provides law students with the opportunity to network with members of the profession; establishes mentoring relationships, supports student attendance at conferences, facilitates the transition of law students from the tertiary environment to legal practice and educates the legal profession generally about the potential contribution Indigenous law graduates make to the profession and beyond.	
Indigenous Tutorial Assistance Scheme (ITAS)	The ITAS program, funded by the Commonwealth, is coordinated through YSE and is available to Indigenous students across all campuses of the University.		Over 4000 hours of tutoring were provided to 86 students throughout the year	
NTMP	NTMP and Poche support the students taking a lead role in particular pivotal students events that relate to medicine or health.	.	A number of Indigenous student actively participate in NAIDOC and Sorry Day	



5. Enable Aboriginal and Torres Strait Islander students to attain the same completion 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 2016, compared to 2015 (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.**

ATSI Course Completions – domestic students only

	2015	2016
Aboriginal and Torres Strait Islander student course completions: (Higher Degree)	10	12
Non Aboriginal and Torres Strait Islander student course completions:: (Higher Degree)	806	793
Aboriginal and Torres Strait Islander student course completions:: (Other postgraduate)	8	8
Non Aboriginal and Torres Strait Islander student course completions:: (Other postgraduate)	803	952
Aboriginal and Torres Strait Islander student course completions:: (Bachelor degree)	21	25
Non Aboriginal and Torres Strait Islander student course completions:: (Bachelor degree)	2,331	2,586

Source: Flinders Business Analytics at 1/5/17

Support mechanisms

Support mechanisms	Description	Constraints	Outcome
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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. 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.

2. 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 has an Indigenous Officer who is a member of the Student Council.

3. Flinders Indigenous Student Association (FISA)

FISA was formed in 2012 under the provisions for University Clubs and Societies. OISE provides financial support to FISA to enable them to undertake social activities, coordinate Reconciliation and NAIDOC events and support students.

4. 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.

5. Working with external agencies to support students' needs

Yunggoendi 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.**

2016 saw Flinders University celebrate its 50th year and launch its new state of the art Student Hub. As part of the development the University commissioned artwork by internationally acclaimed Aboriginal artist, Judy Watson. Conceived as sentinels to watch over and protect the campus, the nine steel-fabricated feathers comprising **yara** honour the Kurna Ancestor Spirit Tjilbruke - the glossy ibis - and pay tribute to the traditional owners of the land on which Flinders University was founded. The plume-like forms located across the plaza are linked by strings of poetic text gifted by Kurna Elder Uncle Lewis Yerloburka O'Brien.

Purlirna kardlarna ngadluku miyurnaku yaintya tikkiarna.

Wardlipari is the homeriver in the Milky Way.

The stars are the fires of people living there.

Yurarlu yurakauwi truku-ana padninthi Wardlipari.

Yurakauwi the rainbow serpent goes into the dark spots in the Milky Way.

Ngaiyirda karralika kawingka tikainga yara kumarninthe.

When the outer world and the sky connect with the water the two become one.

Reaching upward and evoking the meeting of earth and sky expressed in the text, the feathers also recognise the legacy of the University's namesake Matthew Flinders, as seen in the maps of the South Australian coastline chartered by the navigator and applied in the treatment of the work. These maps, made aboard *The Investigator* (1801 - 1803), are overlaid with Kurna words as a gesture to the layering of history and cultural memory at this site. When viewed as quills, the feathers are also emblems of scholarship and knowledge, reflecting the University's

role in teaching, learning and research. *yara*, the title of the work, refers to Kurna ideas of reciprocity and 'two way' learning that takes place in a shared space.

The work, fabricated by Urban Art Projects, was created in consultation with Uncle Lewis O'Brien, Flinders students and staff through the Office of Indigenous Strategy and Engagement and the hub's Art Advisory Panel.



Indigenous perspectives in curriculum

Flinders has a number of key policy considerations that must be accommodated in curriculum development, one of which is the commitment to the incorporation of Indigenous knowledges and perspectives. When developing new curriculum staff are required to indicate whether Indigenous knowledges and perspectives are relevant to their curriculum and, if so, how they have incorporated them.

Students enrolled at Flinders in the Bachelor of Arts, Bachelor of Education and Bachelor of Media are able to undertake a minor in Indigenous studies as part of their degree program. There are also a number of Indigenous specific topics offered as part of the Bachelors of Medicine, Nursing and Primary Health.

Cultural competency

Flinders NT has in place a Cultural Safety Policy incorporating the Poche Centre, Alice Springs; the Northern Territory Medical Program and the Centre for Remote Health. All staff and students are required to familiarise themselves with the principal components and expectations implicit in this policy as well as their responsibilities. The policy is underpinned by the principles that there is no single Aboriginal and Torres Strait Islander culture, just as there is no single non-Indigenous culture. The Flinders NT interactions and practices acknowledge the diversity of Indigenous and other cultures, locally, nationally and internationally.

The University is currently exploring options in relation to the delivery of cultural competency workshops more broadly to staff and students.

Involvement with Indigenous community

Staff from the Office of Indigenous Strategy & Engagement have been involved in the delivery of Aboriginal Nation Building curriculum on behalf of the Department of State Development, Aboriginal Affairs and Reconciliation to three key sites in South Australia, Ngarrindjeri, Far West Coast and Adnyamathanha. The aim of this program is to provide Aboriginal community groups with the foundations for informing and furthering robust Aboriginal self-governance and sustainable governing institutions.

Indigenous Education / Support Unit's role

Staff in the OISE are a main point of contact for advice on culturally appropriate practices including Welcome to Country, Acknowledgment of Country and engagement with appropriate community groups. The Office has developed a key contacts list and Acknowledgement of Country for this purpose. The university as a component of its academic profile expects and encourages its academic staff to be community engaged. It supports this aim by allowing staff time to attend community events and provide their skills and services to Aboriginal communities and service organisations.

At the broader level staff provide advice to academic staff undertaking research that impacts or involves Indigenous Australian people, supervise honours, masters and PhD's in various areas of Indigenous studies, deliver guest lectures on Indigenous topics in various degree programs, and participate in forums and panels as part of Reconciliation Week, NAIDOC and community events.

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 2016, noting that a breakdown of expenditure is required (eg salary and travel breakdown). Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2016 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 Education Support Unit Officer
Name: Professor Clare Pollock	Name: Professor Daryle Rigney
Position Title: Acting Deputy Vice-Chancellor Academic	Position Title: Dean, Office of Indigenous Strategy & Engagement
Phone Number: -08 8201 2992	Phone Number: 08 8201 3033
Email: clare.pollock@flinders.edu.au	Email: 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.