



## INDIGENOUS EDUCATION STATEMENT

### OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to the 2014 outcomes and future plans to meet ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

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

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

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

Universities in receipt of ISP funding are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2014 ISP funds is included within this document.

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

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

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

Please submit signed electronic documents by email to: [scholarships@pmc.gov.au](mailto:scholarships@pmc.gov.au)

#### PM&C contact officers:

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## FORMAT FOR INDIGENOUS EDUCATION STATEMENT

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

**University of Newcastle**

**The Wollotuka Institute (Wollotuka)**

### **SECTION 1      ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2014 AND PLANS FOR FUTURE YEARS**

Please provide evidence of:

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

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

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

2014 welcomed the appointment of the first Dean of Aboriginal and Torres Strait Islander Education and Research, Professor Peter Radoll, to the University.

Peter's appointment as Dean will play an integral role in the leadership and ongoing development of Indigenous education, research and collaboration contributing to the strategic directions of the University. From a Wollotuka perspective Peter also joins the team of Directors (as Director of Academic and Research) ensuring that Wollotuka continues to promote a strong community that is committed to providing a culturally affirming and intellectually enriching environment. The four Directors work in collaboration in making decisions that continue to complement this environment and ensure the best interest of Wollotuka and its community.

Wollotuka's Cultural Standards define and guide our operations as well as defining our space within the Academy with our Nguraki (Elders, wise person) ensuring the Standards are implemented.

The University continues to value the cultural integrity of Wollotuka where, in collaboration with the Local Awabakal Aboriginal Land Council, Wollotuka arranged a traditional smoking ceremony to cleanse the earth before the first turning of the soil in the new University city space. These cleansing ceremonies are an important practice for Wollotuka to welcome significant visitors and to commence the new University year which also ensures our community (Nguraki, knowledge holders, students, staff and visitors) feels grounded and safe.

Moving towards global leadership in the area of Indigenous education, Wollotuka has taken another step closer to international accreditation with the renowned World Indigenous Nations Higher Education Consortium (WINHEC) where the presentation of our Kotabunbilla Self Study received overwhelming approval from the WINHEC Accreditation Board at their annual general meeting in Hawaii during May. The next step in the process will be a site visit in 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 **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.

Our Nguraki pave the way and guide us through our governance and leadership structures providing valued input and advice, which is honoured and respected, by the whole University community, particularly those within Wollotuka.

In 2014 a number of Nguraki were appointed on a casual or part time basis with respect to their life commitments and circumstances thus allowing them to balance their personal, family and wider community commitments. Aunty Bronwyn Chambers also continues her employment as Elder in Residence and Ray Kelly as Cultural advisor/Cultural Standards Coordinator. These appointments span various Aboriginal nations bringing numerous cultural and spiritual customs and beliefs adding to the vibrancy of cultures open to staff, students and community.

A Board of Aboriginal and Torres Strait Islander Education and Training (BATSJET) provides high level advice to the Vice-Chancellor of the University. BATSJET is chaired by Conjoint Professor Bob Morgan, an eminent leader in Indigenous education both nationally and internationally. Its membership includes all-Aboriginal and Torres Strait Islander community representation (including our Nguraki) with high level skills and expertise in Indigenous educational and community matters. This consultation with Indigenous communities is integral to the University's approach to supporting Indigenous education furthering our Bula Wiyawiyelli (Inter-Institutional Relationships) cultural standard. A review of BATSJET will take place in 2015 ensuring the continuation of this expert advice.

Wollotuka's unique director management structure (four Directors) based on a traditional collaborative leadership perspective forms a dynamic decision making process that is achieving outstanding results in Indigenous education locally, nationally and internationally. The Directors share responsibility for strategic planning, evaluating, budgeting and managing resources. Each Director drives a specific portfolio within their areas of expertise actively negotiating and engaging with staff, students and community both inside and outside of the University to achieve outstanding results.

- Professor John Lester – Director, Academic and Research (with Professor Peter Radoll moving into the position in September 2014)
- Leanne Holt – Director, Indigenous Engagement, Employment and Collaboration
- Associate Professor Peter O'Mara – Director, Indigenous Health
- Professor John Maynard – Director and Chair of Indigenous History

This successful approach has been endorsed and supported by the University's senior management team who continually work in collaboration with the Directors to strengthen the University's understanding of Indigenous education.

The governance and leadership structure of Indigenous education at the University guarantees strong Aboriginal and Torres Strait Islander community participation in the setting of key directions and priorities to advance Wollotuka's goals and provide an environment where our Cultural Standards are respected, realised and celebrated.

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

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

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

The University of Newcastle is a national leader in Aboriginal and Torres Strait Islander employment in higher education, with Aboriginal and Torres Strait Islander staff making up 2.52% of our staff. The University's New Directions Strategic Plan 2013-2015 incorporates a 'Future Workforce Plan' which outlines a clear strategy to 'attract, retain and develop academic and professional Indigenous staff'. This strategy is further reinforced through the 'Reconciliation Action Plan 2011-2015' and bold Key Performance Indicators (KPI) linked to the University, Divisions and Faculties Aboriginal and Torres Strait Islander employment outcomes.

Early 2014 saw the launch of [Maligagu Aboriginal and Torres Strait Islander Employment Strategy 2014-2016](#) which focuses on attracting quality applicants for academic and professional positions at all levels of the University and an internal environment that promotes professional and personal growth for Aboriginal and Torres Strait Islander staff with strong community collaboration. Maligagu means 'to shine', in the language of the Darkinyung people, and the University, through this strategy, will provide an environment and opportunity which empowers all our Aboriginal and Torres Strait Islander staff and communities to do just that. The development of the plan was coordinated by the Indigenous Employment Coordinator with input and consultation by Faculties and Divisions, all Indigenous staff, Nguraki, BATSJET and community organisations.

### Indigenous Employment Committee Progress

The University's Director, People & Workforce Strategy in 2014 established a committee that will first meet in 2015 and support Indigenous employment outcomes after finalising the Terms of Reference. The committee will provide regular reports to every meeting of BATSJET. The committee's key role is to move forward on the Senior Executives' Indigenous employment KPIs and linking those to the strategies and targets of the ATSIES;

- Increase Aboriginal & Torres Strait Islander staff from 2.52% to 3.9% of total University staff by 2015 (minimum Headcount FTE 120)
- Increase number of Aboriginal & Torres Strait Islander staff employed at levels above an Academic Level B and HEW 6 (3 new positions each year for 3 years)
- 'Maligagu Cadetship Program' 2014, target of 40 Aboriginal and Torres Strait Islander cadets 2014 and 2016 across the UON

### UON Indigenous Employment Benchmarking

The University of Newcastle has been chosen as a benchmarking candidate owing to its great reputation for being a leader in the sector. As such we are being approached to provide advice and input into employment strategies. Current involvement in this area with:-

- James Cook University – review of their Indigenous Employment Strategy
- University of Adelaide - hosted a benchmarking visit on 24-25 November 2014 with Kelly Maxwell, Senior Project Officer
- Presentation at Central Queensland University 'Indigenous Employment in Universities Seminar'- Rockhampton

## Staff Achievements

**Dr. Joe Perry**, Worimi man and Lecturer at Wollotuka graduated at the April 2014 ceremony with his Doctor of Philosophy (Aboriginal Studies). Joe's thesis titled "'Mission Impossible': Aboriginal survival before, during and after the Aboriginal Protection Era" focuses on the history of the small Aboriginal mission at Karuah where he was raised. He undertook this important study for his family, local Worimi Community and wider community.

**Associate Professor Stephanie Gilbert** received the Faculty of Education & Arts Award for RHD Excellence 2013 Commendation at their awards ceremony in August. This was in recognition of the outstanding quality of her RHD thesis.

**Professor John Maynard** has been honoured by his peers with his election as a Fellow of the esteemed Academy of the Social Sciences in Australia (ASSA). The honour recognises his outstanding achievements promoting the advancement of the social sciences, through his work in Indigenous history.

**Karen Moran**, Indigenous Education Coordinator, Port Macquarie Campus was awarded the Faculty of Health & Medicine External Professional Staff Award. Karen has been working extensively with the faculty staff and her work has assisted in the development and strengthening of relationships between Aboriginal and Torres Strait Islander students and faculty staff at Port Macquarie campus.

**Cheryl Newton**, Senior Administrator at Wollotuka, was one of five University staff awarded with the Vice Chancellor's Award for Professional Staff Excellence in recognition and appreciation of outstanding performance and contribution to the University and in particular her work associated with Wollotuka's WINHEC accreditation process.

**Denise Emmerson, Lillian Eastwood and Deirdre Heitmeyer** were recognised for 15 years of service under the University's Staff Service Recognition Awards in April 2014.

**Table 1 – Permanent positions**

Faculty/Institute/Section	Academic / Non-Academic	Position title
Academic Division	Professional	Administrative Assistant
Academic Division	Professional	Project Support Officer
Faculty of Science and Information Technology	Professional	Administrative Assistant
Academic Division	Academic	Lecturer
Research and Innovation Division	Professional	Technical Officer
Academic Division	Academic	Associate Professor
Academic Division	Professional	Elder in Residence
Academic Division	Professional	Administrative Assistant
Academic Division	Academic	Indigenous New Career Academic
Academic Division	Professional	Indigenous Faculty Engagement Officer
Faculty of Education and Arts	Academic	Lecturer
Academic Division	Professional	Indigenous Employment Coordinator
Academic Division	Professional	Prospective Student Advisor
Academic Division	Professional	Community Engagement Coordinator
Resources Division	Professional	Computing Officer
Academic Division	Academic	Lecturer
Academic Division	Professional	Indigenous Alumni Officer
Academic Division	Professional	Administrative Assistant
Resources Division	Professional	Communications Officer
Academic Division	Academic	Indigenous New Career Academic
Faculty of Education and Arts	Academic	Lecturer

Faculty of Education and Arts	Academic	Professor
Research and Innovation Division	Professional	Grants Officer
Academic Division	Professional	Administrative Assistant
Academic Division	Academic	Associate Professor
Vice-Chancellor's Division	Professional	Data Entry Officer
Faculty of Health and Medicine	Professional	Workshop Staff
Faculty of Health and Medicine	Professional	Personal Assistant
Academic Division	Professional	Community Engagement Officer
Academic Division	Professional	Success and Collaboration Officer
Academic Division	Academic	Associate Professor
Academic Division	Professional	Executive Officer
Faculty of Health and Medicine	Professional	Senior Coordinator-Indigenous Projects
Academic Division	Professional	Project Officer
Faculty of Health and Medicine	Professional	Senior Technical Officer
Academic Division	Professional	Indigenous Prospective Student Advisor
Faculty of Health and Medicine	Academic	Lecturer
Academic Division	Professional	Director
Academic Division	Professional	Project Officer
Academic Division	Professional	Research Study Centre Coordinator
Academic Division	Professional	Cultural Standards Coordinator
Academic Division	Professional	Administrative Officer
Faculty of Health and Medicine	Professional	Administrative Assistant
Academic Division	Professional	Indigenous Student Engagement Team Leader
Academic Division	Academic	Indigenous New Career Academic
Academic Division	Academic	Lecturer - Aboriginal Studies
Faculty of Health and Medicine	Academic	Research Fellow
Resources Division	Professional	Unix Systems Officer
Academic Division	Academic	Professor
Vice-Chancellor's Division	Professional	Risk Officer
Faculty of Health and Medicine	Professional	Personal Assistant
Academic Division	Academic	Lecturer
Academic Division	Professional	Indigenous Education Coordinator
Academic Division	Professional	Senior Administrator
Faculty of Health and Medicine	Academic	Associate Professor
Academic Division	Professional	Administrative Officer
Academic Division	Professional	General Library Assistant
Resources Division	Professional	Administrative Assistant
Academic Division	Academic	Lecturer
Academic Division	Academic	Lecturer
Academic Division	Professional	Indigenous Student Engagement Officer

Academic Division	Academic	Dean ATSI Education & Research
Resources Division	Professional	Management Accountant
Faculty of Health and Medicine	Professional	Project Assistant
Faculty of Health and Medicine	Professional	Research Assistant
Resources Division	Professional	Senior Client Services Officer
Academic Division	Professional	ITAS Coordinator
Academic Division	Academic	Indigenous New Career Academic
Academic Division	Academic	Associate Lecturer
Faculty of Health and Medicine	Professional	Senior Project Officer
Faculty of Engineering and Built Environment	Academic	Research Associate
Faculty of Education and Arts	Professional	Administrative Assistant
Faculty of Science and Information Technology	Professional	Technical Officer
Faculty of Health and Medicine	Academic	Senior Lecturer
Faculty of Health and Medicine	Professional	Research Coordinator
Faculty of Health and Medicine	Academic	Clinical Supervisor
<b>Total 75</b>	<b>Academic 24</b>	<b>Professional 51</b>

**Table 2 - Casual positions**

<b>Faculty/Institute/Section</b>	<b>Academic / Non-Academic</b>	<b>Position title</b>
Vice-Chancellor's Division	Professional	Casual Project Assistant
Vice-Chancellor's Division	Professional	Casual Student Ambassador
Resources Division	Professional	Casual Security Officer
Faculty of Education and Arts	Academic	Casual Academic
Faculty of Health and Medicine	Professional	Simulated Patient
Faculty of Health and Medicine	Professional	Simulated Patient
Academic Division	Professional	Portfolio Representative
Faculty of Education and Arts	Academic	Casual Academic
Academic Division	Professional	Portfolio Representative
International and Advancement Division	Professional	Orientation Assistant
Faculty of Education and Arts	Professional	Casual Research Assistant
Faculty of Health and Medicine	Professional	Project Assistant
<b>Total</b>	<b>Academic - 2</b>	<b>Professional - 10</b>

2014 UON ATSI Staff Listing, Accessed: HR System 26/5/2015



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

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

- **Commencing Aboriginal and Torres Strait Islander student** numbers for 2014 (access rate) as compared to 2013 (please provide an all student comparison).
- **Programmes run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, including and attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your University**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.
- **Indigenous Education / Support Unit's role**.

**Commencing Aboriginal and Torres Strait Islander students**

	<b>2013</b>	<b>2014</b>
Aboriginal and Torres Strait Islander students	457	483
Non Aboriginal and Torres Strait Islander students (Domestic students only):	13690	14420

Source: UoN, Management Information System 14/5/2015

“The University of Newcastle is the preferred study destination for Indigenous students in NSW and ACT topping the state in Indigenous student preferences from UAC. In 2014, the University received 343 first preferences from Indigenous students more than double the number of the next ranked University of 166. At 1,390 total preferences the University received 74% more preferences from Indigenous students than the next ranked institution (801)(Source: Universities Admission Centre)”

Staff, students and community work together to ensure that future generations feel pride in their culture in an ever changing and adapting contemporary world environment

Community engagement staff work with schools and local community to ensure that our school-based programs are presented to ensure that future generations feel pride in who they are as Aboriginal and/or Torres Strait Islander people enabling strong characters to enter university study. Current university students are also employed as Portfolio representatives and assist staff to present these programs. This also provides Portfolio representatives with strong leadership abilities. Programs and activities highlighted below:

**Programs/Outreach activities to improve access**

<b>Program Name</b>	<b>Target audience</b>	<b>Outline of Program</b>	<b>Outcome</b>
S2U Program	Yr 7 – 12 high school	See below	Higher education as an informed choice
ATSI entry program	ATSI applicants	See below	Access to higher education
Yapug program	ATSI people	See below	Preparation for higher education
Community engagement	ATSI community	See below	Promote higher education

**School to University (S2U) Program**

S2U is a strength based program that provides further understanding of opportunities and pathways available to Aboriginal and Torres Strait Islander students transitioning from secondary study to tertiary education. The program also contributes to the development of key attributes that are valuable at a tertiary level, including cultural, emotional, social and academic.

A high proportion of our current first and second year students have participated in the S2U program prior to entering the tertiary environment and our outcomes and transition rates are evidence of the success of our programs.

### Outcomes

- Since the programs beginnings in 2007 school engagement and participation with S2U has increased from **43** schools in 2008 to **89** schools in 2014 which is a **106.9%** increase over 6 years. On average the S2U program has 600 student participants throughout each calendar year and this number is expected to increase further through increased rural and remote engagement.
- From June 2007 to June 2014 the S2U program engaged with an average of **1000** students throughout the school year primarily through the Year 10 Insight Day component and the Year 11 and 12 UAC Talks therefore we have engaged with in excess of **7000** Aboriginal and Torres Strait Islander students in Years 10-12 since the inception of the S2U program.
- For the 12 month period between June 2013 and June 2014 iBelieve has been delivered in **76** of the **89** schools Wollotuka currently engages with. In the past 12 months **1320** Year 7 and Year 8 secondary students across the footprint areas of Newcastle, Central Coast and Port Macquarie have successfully completed iBelieve.
- In 2013 across the Wollotuka footprint areas S2U staff engaged with **220** Year 12 Aboriginal and Torres Strait Islander students enrolled. At the end of 2013 UAC data indicated that **164** school leaver entrant's applied to study through Wollotuka in 2014 which is **74.5%** of the participants who engaged in Wollotuka's UAC workshops.

As a direct result of our continual engagement with Year 11 and Year 12 secondary students through S2U, this age group continues to have the highest entrance program enrolments (*see table A*) with overall commencing student enrolments continuing to rise.

Table A – Commencing Program enrolments by age (Source: University's Management Information System, February 2015)

	<b>2012</b>	<b>2013</b>	<b>2014</b>
Age in Years Group			
20 and under	164	178	166
21-24	100	110	128
25-29	59	68	72
30-39	38	54	62
40 and over	42	46	56
<b>Total</b>	<b>403</b>	<b>456</b>	<b>484</b>

### Aboriginal and Torres Strait Islander Entry Program

This program provides opportunity for students to gain entry to University in conjunction with the Universities Admission Program (UAC). Once an applicant has indicated their Aboriginal and/or Torres Strait Islander status on UAC admission they are contacted by Wollotuka and invited to participate in this program whereby they are interviewed to ascertain if their educational experiences coupled with individual future aspirations may meet the criteria for entry in addition to their tertiary ranking index.

### Miroma Bunbilla (permit ...take care of) Indigenous Pre entry to Medicine Program

A separate entry program was established for medical programs due to the rigorous entry procedures.

This week long program is designed to give Aboriginal and Torres Strait islander applicants to Medicine hands on experience of the University's Joint Medical Program. Applicants have the opportunity to gain an invaluable understanding of the commitment required to complete the program, the methods of teaching and learning, and group-based learning. Applicants will also gain experience and learn about the kind of skills required to be successful in the Joint Medical Program.

In 2014 15 students were offered a place into Medicine through this program bringing the total of students in Medicine to 55.

Performance during the week does not contribute to admission into the program, however it assists applicants in preparing for the program if successful in gaining entry.

## **Yapug Aboriginal and Torres Strait Islander Enabling Program**

Enrolments into this program remain steady with 78 commencing the program in 2014, although as with other enabling programs, success rates remain low (39.3% in 2014). It should be noted that 81.3% of completions to enrol in undergraduate study the following year.

An Indigenous Student Engagement Officer was recruited in 2014 to track the progress of students within Yapug and other University enabling programs with a decision being made to review the program and the position in 2015.

### **Community Engagement Activities**

#### *Bro Speak*

Wollotuka prospective student advisor has been invited to be a mentor for Gorokan High School's Bro Speak program for Terms 1 and 2. Participation in this program will not only provide valuable mentoring to young Aboriginal students at the high school but also facilitates another networking opportunity to promote the value of participating in the S2U program.

#### *Careers Day Workshops*

We participated in these workshops held at Muswellbrook High School targeting students in Year 9-12, parents, teachers and support staff. Small group information sessions were delivered throughout the day with a total of 48 Aboriginal and Torres Strait Islander prospective students making enquiries and seeking further information about tertiary study options.

#### *NAIDOC*

This is an eventful week for Indigenous Communities across Australia including ourselves. We held promotional stalls at a number of Community events in Newcastle, Central Coast and Lake Macquarie.

A number of events were also held at the University including a flag raising at Wollotuka, a cultural day at the Bar on the Hill and screen showing of "The Sapphires".

#### *The 2014 Koori Knockout*

This annual event took place at Raymond Terrace over the October long weekend and again Wollotuka were bronze sponsors of the event. Staff representatives from the Community Engagement team at Wollotuka were in attendance for the entire weekend holding an information stall designed to raise awareness of Wollotuka and the University to the wider community and possible prospective students. Staff engaged with a large number of community members and received 250 enquiries.

#### *Acknowledging Country signage – Ourimbah Campus*

Historically the land on which the Ourimbah Campus is situated has always been a meeting place and place of learning and teaching for Aboriginal people of the Central Coast and neighbouring communities. On 8 August 2014 the University formally recognised the rich culture of the land and its traditional custodians the Darkinung people by the unveiling of an acknowledgement sign.

The sign is an initiative of the Central Coast Aboriginal and Torres Strait Islander Focus Group (CCATSIFG) which includes representatives from Wollotuka, the University, Hunter TAFE and Central Coast Community College.

#### *Culture on the Coast*

On 16 October UoN Services held a community engagement cultural festival on the Ourimbah campus called 'Culture on the Coast'. Wollotuka was invited to participate and design a culturally engaging experience for students, community and staff attending the event. Wollotuka's Elder in Residence facilitated educationally enriching cultural walks highlighting the native plants and bush foods on campus along with history of the local area. Across the course of the day we had 50 participants take part in the walks. We also held a cooking demonstration using Aboriginal bush foods which was really well received and complimented this with an information stall with Aboriginal artefacts, plants, fruits, berries and local herbs and spices.

Aboriginal students from Kanwal Public School also performed on the day and entertained the crowds with the Yidaki. Local Aboriginal artist Brett Parker also participated in the day created a mural to represent the day to be hung on campus.

#### *Native Bee Workshop*

In collaboration with the Tom Farrell Institute at the University Wollotuka hosted two native bee workshops at Birabahn on 9 October 2014. Both workshop were attended by 40 people where they learned about the Australian native

stingless bee's (*tetragonula carbonaria* or in the language of the local Aboriginal people *Gapayn*) habits and habitats. Participants were shown how to split hives and extract honey as well as using the bees to pollinate their garden. Wollotuka also shared knowledge of traditional use of native bees. Wollotuka has purchased a hive with the aim to introduce more native bees into the surrounding environment. The value being more for conservation and pollination rather than honey production.

#### *Caring for our Country Cultural Event*

In collaboration with Wetlands Care Australia Wollotuka held a cultural event on 6 November 2014 as part of a Caring for our Country grant to revitalize bushland areas surrounding the Callaghan campus of the University. Wollotuka plays a key role in the Indigenous capacity component of this grant. The day was attended by 60 people and included University staff, students, local community, and students from nearby Waratah West public school. Participants enjoyed taking part in campfire stories, dance workshops as well as a bush tucker walk and talk around the grounds of the Birabahn building concluding with a delicious and social luncheon.

### Scholarships

#### Scholars Breakfast

Wollotuka's annual scholars breakfast was held on 15 September as a celebration and recognition event for all of our Aboriginal and Torres Strait Islander scholars with 30 students attending to receive their certificates.

Donors presented students for scholarships such as Indigenous Commonwealth Scholarships, Friends of the University Scholarship, Hunter New England Health Indigenous Medical Scholarship, Hunter New England Health Indigenous Allied Health Scholarship and Koiki Eddie Mabo Scholarship.

Scholarship details	Government/ Private/Uni	No. Allocated	Cost	No. Awarded (to Indigenous Students)	Comments
CAS - Indigenous Enabling	Government Funded	21	94,715.00	15.5	All scholarships listed are NEW offers in 2014 & do not include students continuing on scholarships from earlier offer years. All values are for the benefit paid in 2014, not the overall scholarship for duration.
CECS - Indigenous Enabling	Government Funded	24	64,792.00	5	
CAS - Indigenous	Government Funded	27	109,670.00	9.5	
CECS - Indigenous	Government Funded	49	129,584.00	28.5	
Indigenous Access Scholarships	Government Funded	37	178,676.00	37	
Aboriginal and Torres Strait Islander (ATSI) Newcastle Business School Student Scholarship	Faculty Funded	2	6,000.00	2	
Delta Electricity Undergraduate Scholarship for Aboriginal and Torres Strait Islander Students	Donor Funded	1	2,500.00	1	
Co-op Bookshop Central Coast Campus 1st Year Indigenous Student Textbook Scholarship	Donor Funded	1	500.00	1	
Koiki Eddie Mabo Scholarship	Donor Funded	1	5,000.00	1	
Aboriginal and Torres Strait Islander (ATSI) Scholarship	Donor Funded	1	10,000.00	1	
Hunter New Engalnd Health	Donor Funded	4	20,000.00	4	
Hunter Local Land Service Aboriginal Scholarship 2014	Donor Funded	3	15,000.00	3	
Faculty of Health and Medicine High Achiever Indigenous Student Award	Faculty Funded	1	2,000.00	1	
Friends of the University Scholarship for Studies in Education	Donor Funded	1	2,000.00	1	Merit based with competitive application process/ Not specific to Indigenous Education initiatives/ support
University of Newcastle Undergraduate Scholarship	Univeristy Funded	NA	4,000.00	1	Merit based with competitive application process/ Not specific to Indigenous Education initiatives/ support
Faculty of Education and Arts Scholars Program High Achiever Undergraduate Scholarship	Faculty Funded	NA	6,000.00	3	Merit based with competitive application process/ Not specific to Indigenous Education initiatives/ support

Coal & Allied Community Development Fund Scholarship	Donor Funded	12	7,500.00	2	Merit based with competitive application process/ Not specific to Indigenous Education initiatives/ support
Equity Scholarships Scheme	University Funded	NA	24,000.00	8	
Tertiary Music Scholarships	University Funded	3	2,000.00	1	Merit based with competitive application process/ Not specific to Indigenous Education initiatives/ support
Norman Bushman Scholarship for Studies Relating to Voice	Donor Funded	1	15,000.00	1	Merit based with competitive application process/ Not specific to Indigenous Education initiatives/ support
John Lambert Friends of the University Open Foundation Undergraduate Scholarship	Donor Funded	1	2,000.00	1	Merit based with competitive application process/ Not specific to Indigenous Education initiatives/ support
Residential Equity Scholarship	Donor Funded	8	500.00	1	Merit based with competitive application process/ Not specific to Indigenous Education initiatives/ support
Zonta Club of Port Macquarie Inc. Scholarship	Donor Funded	1	1,500.00	1	Merit based with competitive application process/ Not specific to Indigenous Education initiatives/ support
Port Stephens Veterans and Citizens Aged Care Undergraduate Scholarship in Nursing	Donor Funded	2	1,000.00	1	Merit based with competitive application process/ Not specific to Indigenous Education initiatives/ support

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

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

- The **total number** of Aboriginal and Torres Strait Islander student **enrolments** for 2014, compared to 2013 (please provide an all student comparison).
- Details of your Universities' **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education / Support Unit's role.**

**The total number of Aboriginal and Torres Strait Islander student enrolments for 2013 and 2014 is as follows:**

	2013	2014
Aboriginal and Torres Strait Islander students:	880	954
Non Aboriginal and Torres Strait Islander students (Domestic students only):	30563	31810

Source: UoN, Management Information System 14/5/2015

The University is moving closer to 1,000 Aboriginal and Torres Strait Islander student enrolments with 2014 enrolments standing at 954, a marked increase on the 2013 total of 880. The University of Newcastle figure of 2.8% is significantly higher than the national average of 1.1%. This outstanding statistic maintains the University's national leadership role in Aboriginal and Torres Strait Islander Higher Education.

The collaborative efforts of Wollotuka, in particular the Student Engagement and Experience Team, and the University have ensured that the Aboriginal and Torres Strait Islander student experience is positive contributing not only to our students being strong in their own cultural knowledge, heritage and identity but also to the University's national leadership status in this area.

Our engagement officers work with students from entry to University through to their graduation. This one on one contact with students creates an awareness of cultural and academic opportunities Wollotuka has on offer and is also a contributing factor to the increase in Aboriginal and Torres Strait Islander **student success** (the proportion of all load that is passed in a given academic year), which increased from 80.2% in 2013 to 82.3% in 2014. (*Source: University Management Information System, February 2015*)

### **Strategies to address participation**

#### **Indigenous Tutorial Assistance Scheme (ITAS)**

ITAS continues to be one of the key programs to enhance learning outcomes for Aboriginal and Torres Strait Islander students studying at the University. In 2014, 224 students received tutoring for various degrees across Callaghan, Ourimbah and Port Macquarie with 80% success rates. 153 tutors were employed to assist with these tutoring needs.

This program also directed to students who are flagged to 'at risk' and students who notify the University of adverse circumstances. Engagement officers also provide a high level of monitoring to these students.

#### **Pital Tarkin<sup>1</sup> Mentor Program**

This program is managed by the Indigenous Health Unit and continues to provide Aboriginal and Torres Strait Islander medical students with opportunity to meet experienced and accomplished health professionals to build professional networks through relationship building and mentor/mentee relationships. Four events were held in 2014 and were well attended and received by students and mentors alike.

#### **Men's Business/Women's Business**

*Yaama Binghi* (meaning 'welcome brothers') *Men's group* - This group meets on a fortnightly basis and is made up of Aboriginal and Torres Strait Islander students, staff and community providing the opportunity to engage and share cultural and kinship relations.

This year a group of men attended a regional men's health forum at Port Macquarie where a large number of men from surrounding regions shared ideas to improve health, education, employment and cultural outcomes for Aboriginal men. Associate Professor Peter O'Mara also provided an inspiration health presentation. A stall was also set up promoting information on the University.

*Wollotuka Women's group* - This group also meets on a fortnightly basis to provide a forum to share information and coordinate activities to develop the cultural safety of Aboriginal and Torres Strait Islander women enrolled at the University as well as increase self-esteem, health and well-being and leadership capacity for our women.

#### **Social Events** such as

- Welcome to 2014 event at Bar on the Hill
- Weekly bbq luncheons at Birabahn and Ourimbah campus
- Parade of Nations at the University
- Octoberfest
- RUok day
- End of Year 'Hawaiian Night' at Bar on Hill

#### **Student Stories:**

##### *Journey of a lifetime for Indigenous University of Newcastle student*

Ren Allan embarked on the 2104 Aurora Indigenous Scholars International Study Tour. Along with 17 other high achieving Indigenous students from around Australia, Ren experienced what postgraduate study would be like at a prestigious overseas institution. Ren Allan is a Kamilaroi woman of Tamworth and is in her final semester of a Bachelor of Social Science, majoring in Aboriginal Studies, Community Welfare and Human Services.

The Study Tour will enable Ren to meet personally with academics at each institution to discuss courses and current research happening in her area of interest.

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<sup>1</sup> In the language of the Awabakal meaning "happy/friendly face"

"There are lots of initiatives overseas for Indigenous people that I think we can learn from so I'm looking forward to seeing what programs and policies these universities have in terms of equity and what successes they've had. I'm also excited to meet the other Indigenous students and find out what kind of experiences they've had growing up," said Ren.

When recipients return home they have the opportunity to apply for postgraduate study at the institution of their preference and apply for a range of supporting scholarships offered by the Aurora Project.

#### *Dreamtime Stories inform Flood Research*

Four years ago Alex Devlin applied for a new scholarship for Indigenous students funded by resource company Coal & Allied. Alex, who was studying civil engineering, was awarded the scholarship and undertook industry placements with Coal & Allied throughout his degree.

On top of his scholarship he was also awarded the prestigious Ron Yates Award in October 2014. The award recognises leadership skills as part of the University's Industry Scholarship Program.

As part of his studies Alex learned that flood records are important to engineers but that records in the Hunter only date back to 1820. Alex commented on the importance of recognising and including Aboriginal peoples' knowledge. This became the focus of his recently completed research thesis as part of his final year project. Alex's research in using Aboriginal knowledge opens the door to future application for engineers all over Australia.

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

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

- The **total number** of Aboriginal and Torres Strait Islander student **completions** at Bachelor level and above in 2014, compared to 2013 (please provide an all student comparison).
- **Support mechanisms** you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
- **Indigenous Education / Support Unit's role.**

	2013	2014
Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	2	2
Non Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	150	127
Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	21	13
Non Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	1570	1684
Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	79	91
Non Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	3633	3664

Source: UoN, Management Information System 14/5/2015

The successes of our research higher degree students is notable, with three research higher degree students graduating in 2014 ceremonies:-

**Dr. Joe Perry**, Worimi man and Lecturer at Wollotuka graduated at the April 2014 ceremony with his Doctor of Philosophy (Aboriginal Studies). Joe's thesis titled *"Mission Impossible": Aboriginal survival before, during and after the Aboriginal Protection Era* focuses on the history of the small Aboriginal mission at Karuah where he was raised. He undertook this important study for his family, local Worimi Community and wider community.

**Dr. (Aunty) Laurel Williams**, Biripai Woman and Wollotuka Nguraki graduated at the October 2014 ceremony with her Doctor of Philosophy (Education). Laurel's thesis titled *"People Places and Pathways in NSW Aboriginal Education"* focuses on the impact of Aboriginal Community on education provision in NSW.

**Dr James George** also graduated at the October 2014 ceremony with his Doctor of Philosophy (Aboriginal Studies). James' thesis titled *"Cuzzies: The Interface Between Aboriginal People and Maori/Pacific Islander Migrants to Australia"*

### Support mechanisms

Support mechanisms	Description	Constraints	Outcome
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#### Success and Leadership Program

This program supports continuing students, particularly final-year students, to attend leadership and professional development activities such as conferences, leadership workshops and international student exchange programs. These opportunities provide students with valuable cross cultural experiences not only learning from other world Indigenous cultures but strengthening their own cultural knowledge base. Whilst students are in their final-year they are encouraged to develop graduate attributes that will enhance employment opportunities after graduation and are also introduced to postgraduate study options.

- *National Indigenous Tertiary Education Student Games, Perth, September 2014.* These annual games continue to promote and celebrate culture, unity, health, fitness and well-being for our students. During the week-long event we supported a team of 15 students to attend and compete in the games which were hosted by the University of Western Australia. More than 25 universities participated. Our students making the quarter-finals for volleyball, netball and basketball. It is usual for the overall winners to host the following year's competition but with next year being the 20 anniversary of the games and, as Wollotuka hosted the inaugural games it was announced that University of Newcastle will host for 2015 – another important event for UoN 50 celebrations.
- *Congress for Aboriginal and Torres Strait Islander Nurses (CATSIN) Conference, Perth, 23-25 September, 2014.* This conference was attended by two staff, Vicki Holliday and Jenelle Hammond, who accompanied four of our first year nursing students, Amy Thompson, Lisa Leslie, Joshua Paulson and Imelete Tavete. These students jointly presented a paper titled "Using Talking Circles to develop identity and resilience with first year university students" which was well received by the audience. The students were also the 2014 trivia winners.
- *Australian Indigenous Doctors Association 2014 Conference, Melbourne, 1-4 October 2014.* The theme was 'Science and Traditional Knowledge: Foundations for a Strong' with the eight medical students who attended expressing that they had an engaging, empowering and practical experience. Sheree Enderby also did a fantastic job presenting at the conference on "Our kids' kidneys -A ticking time bomb?"
- *National Indigenous Women's Conference, Cairns, 13-15 October 2014.* Rhonda Smith, Bachelor of Developmental Studies student, attended this conference which provided a platform for Indigenous Women to celebrate their



achievements in their home, family, community and workplace.

- *Shohoku College Study Tour in Japan*, December 2014. Belinda Prestwich, Bachelor of Nursing student, was selected and participated as part of the University's study abroad team on this tour

### **Graduation Program**

Graduation is the most important event in our yearly calendar. It is a chance to showcase the great achievements by our students. This is also a time for staff at Wollotuka to feel a great sense of achievement for their work with graduation numbers steadily increasing from 155 in 2013 to 158 in 2014. A formal dinner/cocktail function is held at the Birabahn building on our Callaghan campus where the majority of our students graduate and is attended by students, staff, families and community.

*"Just want to say thanks for the work you all do to promote and support indigenous students. I am the mother of Erin Lay, nursing student who graduated from the Port Campus ... it is very pleasing to me to see Aboriginal students getting through university. Just want to say how proud I am of all of you and the great job you are doing to support your students."* Thanks again, Gail Lay

### **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.**

The priority area for developments in the Teaching Quality and Development portfolio in 2014 is:

*The development of learning spaces that are constructed to embody culturally safe teaching, learning and sharing practices.*

### **Aims**

The enactment of excellence in teaching, valuing all knowledges brought to the learning space, sharing knowledges between participants and always prioritising Indigenous knowledges.

The following excerpt from the Cultural Standards show some of the standards in the academic area which are being focused on in 2014.

- Knowledge is acquired through a culturally responsive and embedded process;
- The knowledge and wisdom of Elders and Cultural Mentors is incorporated throughout the curriculum and within classroom teaching contexts;
- Aboriginal and Torres Strait Islander knowledge is applied to privilege and celebrate Aboriginal and Torres Strait Islander wisdom;
- Standards of excellence are applied by integrating language and culture into our academic programs to strengthen cultural awareness and understanding;
- Staff are provided with continued professional development opportunities to maintain the highest levels of teaching and research standards;
- Individual and diverse learning styles are included within epistemologies (knowledges) and pedagogical (teaching) practices

### **Bachelor of Aboriginal Professional Practice (BAPP)**

The offerings within BAPP such as ABOR1370: Working with Aboriginal communities has benefited from the input of our involvement with partners such as Barnardos and The Family Action Centre, as we create reflective teaching practices for the benefit of both students of the University and staff of our partner employers. Lecturers within BAPP continue to build on their expertise including in local, national and international forums. We also provide on a fee for service basis specific learning experiences for employees of community agencies such as Barnardos to equip those workers with skills to enable them to stream directly into the BAPP.

We create and maintain relationships with industry and agencies for students enrolled in the core Aboriginal Professional Experience (ABOR3999) where participants undertake 210 hours of a work-based placement in the associated workforce related to the student's major studies. Such placements maximise Aboriginal related experiences in a cross-cultural work environment as a minority worker.

#### *Work Integrated Learning (WIL) collaboration*

A WIL opportunity is being investigated between the University, Wollotuka and the First People's House of Learning, University of Victoria. It would provide the opportunity of a student exchange based on programs that have a practical component (such as BAPP). Currently the logistics are being explored before further progress is made.

We also continue to form close partnerships with local and mid north coast TAFE as these students could be potential BAPP students. 22 students visited from the Community Services course delivered at Tighes Hill. This is the second year we have had a cohort visit. Michelle O'Brien, the TAFE teacher that facilitated the visit, sent an email expressing 'a huge thank you for hosting our recent TAFE visit .... and for sharing Indigenous knowledge and experience. The students thoroughly enjoyed the day and have taken a huge amount of learning from the experience.'

### **Inclusive curriculum**

To ensure the strategic goal of the University to embed Indigenous curriculum into programs across the University continues to be a commitment an Indigenous staff member or community representative with relevant experience is represented on all program review committees.

A strategy is being developed that will ensure the invitation of faculties to discuss their recommendations and related reports to ensure that the consultation and expertise is continued past the panel representation. Part of this strategy is the establishment of an Indigenous teaching and learning committee to oversee these recommendations.

### **Revitalisation of Aboriginal Languages**

Wollotuka continues to take the view that the revival and maintenance of Aboriginal language and culture strengthen sense of identity, self-esteem and links to country.

Lingo lunches commenced this year whereby staff meet in an informal session and discuss different aspects of their own language and languages from surrounding areas and how the language can be integrated into everyday life including the working environment. From these sessions Aboriginal language has been displayed on signage within our buildings and different words have been displayed throughout offices. Some staff have also commenced acknowledging country in language.

### **Reconciliation Scholarship Ball**

The Wollotuka Institute Reconciliation Week 2014 celebrations culminated with the **Annual Reconciliation Scholarship Ball** held on 14 June at Newcastle Panthers. The Ball brought 210 guests together which is a glowing testament to the community and corporate support for the work The Wollotuka Institute is doing in the higher education sector.

The University and Wollotuka target of \$1 million for the Aboriginal and Torres Strait Islander Scholarship (ATSI Scholarship) fund saw the 2014 event raise \$8,000 on the night.

### **Immersion – a Cultural Celebration**

On the evening of 21 August this collaborative event between Wollotuka and the School of Creative Arts saw 250 people converge on the grounds around the Birabahn Building immersing themselves in song, dance, drum and stories whilst yarning with friends, enjoying good food and warming themselves by the fires. The University Choir, Aboriginal and Torres Strait Islander dance groups, a yidaki and drum group and singers entertained the crowd with Wollotuka staff and students providing significant spoken word around our Aboriginal stories.

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

Please use the financial acquittal template attached to report on the expenditure of your University's ISP grant for 2014, noting that a breakdown of expenditure is required. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2014 provided under section 19-10 of *Higher Education Support Act 2003*, please provide a reconciliation.

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

## SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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

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

University Officer	Indigenous Engagement and Collaboration
Name: Professor Andrew Parfitt	Name: Leanne Holt
Position Title: Deputy Vice-Chancellor (Academic)	Position Title: Director, Engagement and Collaboration
Phone Number: 02 49215114	Phone Number: 02 4921 7088
Email: Andrew.Parfitt@newcastle.edu.au	Email: Leanne.Holt@newcastle.edu.au

## SECTION 4 PUBLICATION OF THE STATEMENT

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



**Australian Government**

**Department of the Prime Minister and Cabinet**

### FINANCIAL ACQUITTAL

<b>Organisation</b>	The University of Newcastle		
<b>Postal Address</b>	The Chancellery, University Drive, Callaghan NSW 2308		
<b>Contact Person</b>	Jo Saccasan	<b>Title</b>	Accountant
<b>Phone</b>	02 4921 7722	<b>Fax</b>	
		<b>E-mail</b>	Jo.Saccasan@newcastle.edu.au

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

## Certification

Complete this certification after you have completed the Financial Acquittal for any ISP funding which you have received in 2014 and after you have entered all relevant information in the Assets Register.

### ISP FUNDING RECIPIENT'S CERTIFICATION

I,   
(print name of chief officer or equivalent)

(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:

#### Privacy Notice

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

## ATTACHMENT 1 - Indigenous Support Program

**Provider Name:**

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

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

1. If applicable, GST received by you in 2014 as part of the Indigenous Support Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$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: \$ / /	Amount remitted: \$ / /
Date remitted: / /	Date remitted: / /

**PART B - Acquittal Summary Details (excluding GST):**

**INCOME**

1. Unexpended Indigenous Support Programme funds from 2013 which were committed for expenditure prior to 31/12/2013.	\$0
(+) 2. Unexpended and uncommitted Indigenous Support Programme funds from 2013 which were approved for expenditure in 2014.	\$0
(+) 3. Indigenous Support Programme funds provided in 2014. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$2,246,000
(+) 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2014.	\$26,072
(=) 5. Total Indigenous Support Programme funds to be acquitted in 2014.	<b>\$2,272,072</b>

**EXPENDITURE**

6. Total Indigenous Support Programme expenditure in 2014, <u>excluding any GST</u> .	\$2,272,072
(+) 7. Unexpended Indigenous Support Programme funds which were committed for expenditure prior to 31/12/2014.	\$0
(+) 8. Requested carryover into 2014 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2014 – written approval date /.../2014. <sup>1</sup>	\$0
(=) 9. Total Indigenous Support Programme funds which by 31/12/2014 were fully expended and/or committed for expenditure.	<b>\$2,272,072</b>
10. Returns of 2014 Indigenous Support Program Funds by 31/12/2014.	\$0
11. Balance of Funds for 2014 (Unexpended/uncommitted Indigenous Support Programme funds to be returned or recovered from 2014 entitlements).	\$0

<b>12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2014.</b>	<b>\$0</b>
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<sup>1</sup> The Department will only approve the rollover of unspent funds in exceptional circumstances.

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

Salaries & Oncosts	\$2,017,412
Non-Salary Expenses including: Course Program Marketing, Travel & Accommodation, Student Support, Equipment Leasing & Consumables	\$254,660
	\$
	\$
	\$
	\$
	\$
	\$
	\$
<b>(=) Total 2014 ISP Program Expenditure</b>	<b>\$</b>

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

	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
<b>(=) Total of 2014 Non-ISP expenditure</b>	<b>\$</b>