Australian Government

Department of the Prime Minister and Cabinet

INDIGENOUS EDUCATION STATEMENT

OVERVIEW

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

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

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

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

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

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

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

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

PM&C contact officers:

Danny Howard; Director
Indigenous Tertiary Programs
Phone: 02 6152 3193
Email: **scholarships@pmc.gov.au**

Marissa Booth, Assistant Director
Indigenous Tertiary Programs
Phone: 02 6152 3194
Email: **scholarships@pmc.gov.au**

Tony Cross, Program Officer
Indigenous Tertiary Programs
Phone: 02 6152 3196
Email: **scholarships@pmc.gov.au**

Julia Kaczmarek, Program Officer
Indigenous Tertiary Programs
Phone: 02 6152 3197
Email: **scholarships@pmc.gov.au**

FORMAT FOR INDIGENOUS EDUCATION STATEMENT

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

University of Wollongong

Woolyungah Indigenous Centre

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

Please provide evidence of:

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

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

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

The University of Wollongong campuses sit amongst the traditional lands of the Wadi Wadi, Wandandian, Walbunga, Djirrangani, Gandangara and Gadigal peoples who share kinship across several Nations and language groups including Yuin, Dharawal and Eora, the recognised traditional owners and custodians of these lands. The University is committed to ensuring it continues to contribute to greater value and appreciation of Aboriginal and Torres Strait Islander peoples' experience and to implement practical measures to support Commonwealth priorities such as COAG's Closing the Gap priorities, the National Indigenous Higher Education Workforce Strategy and recommendations outlined in the Review of Higher Education Outcomes for Aboriginal and Torres Strait Islander People.

The University has developed Indigenous specific programs and/or has Indigenous staff located within the Faculties of: Business; Engineering and Information Sciences; Law, Humanities and the Arts; Science, Medicine and Health and; Social Sciences. The Woolyungah Indigenous Centre (WIC) works closely with all Faculties and with other professional Units including the Equal Employment and Diversity Unit (EED), the Scholarships Office, UniAdvice student recruitment, and the Managers of the University's regional campuses. These relationships ensure coordinated and culturally effective practices across the University.

The Woolyungah Indigenous Centre (WIC) is the primary focus for Indigenous higher education support at the University of Wollongong. WIC is a constituent Unit in the portfolio of the Deputy Vice-Chancellor (Education). WIC provides the central hub for Indigenous student access and support activities, recruitment of Indigenous students, as well as a visible centre for University engagement with local (Illawarra, South Coast, Southern

Highlands and Sydney), regional and national Indigenous communities and organisations.

WIC aims to continuously improve student support services to Aboriginal and Torres Strait Islander students at the University. WIC provides advice and support in all areas relating to student's progress and success, ensuring improved outcomes by providing high quality academic support and advice. WIC engages with all stakeholders to promote the University as a key site for Indigenous tertiary education.

The current University of Wollongong Strategic Plan 2013-2018 includes goals that encompass Indigenous related matters including:

Goal 3: Connecting Communities

3.2 Embed our framework for Social Inclusion, aligned with clear student targets and support mechanisms, including our Indigenous Education Strategy

3.3 Play an active role in advancing and championing social, cultural, environmental and economic developments for our regional communities

Goal 4: Staff & Culture

4.8 Promote and celebrate inclusion, based on equity, diversity and reconciliation, and embed our people values and the principles of ethical action in our Code of Conduct and all that we do

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.

- Seven influential committee membership positions are held by Aboriginal people including those on the University Academic Senate, University Education Committee, University Research Committee and University Equal Employment and Diversity Committee.
- An Aboriginal woman is the Chair of the Social Sciences Human Research Ethics Committee.
- There are also a number of senior leadership roles currently held by Aboriginal men and women including the Pro Vice Chancellor (Inclusion & Outreach), Director Financial Operations and Senior Manager Woolyungah Indigenous Centre
- Educational decision making within faculties also benefit from the participation of Aboriginal and Torres Strait Islander academic senior lecturers and lecturers, as detailed in Table 1 below.

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

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

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

The University of Wollongong Indigenous Employment Strategy (IES) 2013-2018 is available at http://staff.uow.edu.au/eed/ies/index.html and provides a clear vision statement and strategy to increase the number of Aboriginal and Torres Strait Islander staff across the Institution. The Indigenous Employment Strategy outlines the actions in place to work towards re-dressing the disadvantage Aboriginal and Torres Strait Islander people have experienced regarding employment. This document was authored by the UOW Indigenous Employment Officer, the Director Equal Employment and Diversity and the Recruitment Manager. The Equal Employment and Diversity Committee was consulted and provided valuable feedback.

The Employment Equity and Diversity Committee is the Steering Committee for the Indigenous Employment Strategy. This committee structure includes: Pro Vice Chancellor (Inclusion & Outreach) as Chair; Director Employment Equity & Diversity; Director Personnel Services; two Deans Nominees; Senate Representative; NTEU representative; CPSU representative; Indigenous Employment Officer and five staff members from equity groups.

The UOW Employment Equity and Diversity Management Strategy and Employment Equity and Workforce Diversity Policy support the over-arching IES. These documents are available at:

http://www.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow158386.pdf and

http://www.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow157844.pdf

Strategies for increasing the number of Aboriginal and Torres Strait Islander staff include:

- Optimising "sourcing pipelines" to attract the attention of, and applications from, Aboriginal and Torres Strait Islanders through information and media targeting equity groups, targeting of alumni from equity groups and information and advertising for Aboriginal and Torres Strait Islander networks, forums and agencies.
- Conducting of competitive recruitment workshops for people from equity groups
- Workforce planning strategies that include annual review of faculty, division or unit demographic structure and comparison to relevant targets
- Workforce planning also includes succession planning for key positions with promotion and secondment opportunities identified and consideration given to Aboriginal and Torres Strait Islander groups where workforce diversity gaps are present.
- Indigenous Traineeship Program is a structured three year fixed term arrangement that provides full-time employment and part-time study as a combination of TAFE and/or on the job training. See http://staff.uow.edu.au/eed/indigenouscadetship/index.html

All the staff positions at the Woolyungah Indigenous Centre are identified as Indigenous specific, details are included in tables 1 and 2 below.

Table 1 – Permanent positions + limited term

Faculty/Institute/Section	Academic / Non-Academic	Position title
Faculty of Business	Academic	Senior lecturer
	Academic	Research Fellow
	Non-Academic	Administrative Assistant
	Non-Academic	Administrative Assistant
	Non-Academic	International Officer
Faculty of Engineering and Information Sciences	Academic	Research Fellow
	Non-Academic	Administrative Assistant
Faculty of Law, Humanities & the Arts	Academic	Lecturer
	Academic	Senior Lecturer
	Academic	Lecturer
	Non-Academic	Administrative Assistant
Faculty of Science, Medicine & Health	Academic	Professor
	Academic	Visiting Professorial Fellow
	Academic	Lecturer
	Academic	Senior Lecturer
	Non-Academic	Trainee Student Service Officer
	Non-Academic	Indigenous Project Officer
	Non-Academic	Administration Trainee
	Academic	Academic Leader
Faculty of Social Sciences	Academic	Associate Lecturer
	Academic	Lecturer
	Academic	Part-time Teacher
	Non-Academic	Administrative Assistant
Woolyungah Indigenous Centre	Non-Academic	Senior Manager
	Non-Academic	ITAS Coordinator
	Non-Academic	Administrative Assistant
	Non-Academic	Student Support Recruitment Adviser
	Non-Academic	Student Support Recruitment Adviser
	Non-Academic	Student Support Recruitment Adviser
	Non-Academic	Administrative Assistant
Deputy Vice -Chancellor Education portfolio	Academic	Professor
	Non-Academic	Academic Quality & Standards
	Non-Academic	Library Client Services Trainee
	Non-Academic	Student Support Officer
	Non-Academic	Indigenous Administrative Assistant
Finance Services	Non-Academic	Business Continuity
	Non-Academic	Accountant
	Non-Academic	Director
Vice- Chancellors Unit	Non-Academic	Indigenous Employment Project Officer
Research Institute	Non-Academic	Administrative Assistant
Human Resources	Non-Academic	Administrative Assistant
Accommodation Services	Non-Academic	Garden Labourer
Total	**15/27**	

Table 2 - Casual positions

Faculty/Institute/Section	Academic / Non-Academic	Position title
Woolyungah Indigenous Centre	Academic	Tutor
Science, Medicine & Health	Non-Academic	Administrative Assistant
Total	**1/1**	

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

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

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

Commencing Aboriginal and Torres Strait Islander students*

	2012	2013
Aboriginal and Torres Strait Islander students	112	127
Non Aboriginal and Torres Strait Islander students (Domestic students only):	5,170	5,549

Note: 2012 figures extracted from HEIMS

Programs to improve access

Program Name	Target audience	Outline of program	Outcome
Alternate Admission Program (AAP)	ATSI students who have not been admitted via the ATAR driven processes.	WIC encourages people to apply for the AAP if they have not completed secondary school, are not receiving an ATAR or did not obtain the required ATAR for their preferred course. For more details see http://www.uow.edu.au/wic/futurestudents/altadmissionprogram/index.html	28 students admitted to UOW and 3 referred to TAFE
Djinngi	School students	This is a school based traineeship program aimed at helping Indigenous students complete a Cert III in Education and successfully start their journey to become teachers.	82% of first cohort gained entry to UOW

Outreach activities

Outreach activity	Target audience	Outline of program	Outcome
Australian Indigenous Mentoring Experience (AIME)	Indigenous school students years 7-10.	A mentoring program where UOW students mentor Indigenous high school students from years 7-10 to increase year 10 and 12 completion rates and encourage university admission.	28 high schools engaged in program 278 Indigenous students completed the program 72% completion rate
UNIque Experience Days	School students in year 9 & 10	School students from local areas came on campus for a 'taste' of university life including an Indigenous strand that provides students with information to succeed in their senior studies and aspire to higher education	501 students participated 35 students attended the WIC/AIME student support sessions 80% of attendees indicated it was easier for them to imagine themselves engaging in higher education
Illawarra Flame Trees	Local Indigenous community	Illawarra Flame Trees is a community engagement initiative that aims to strengthen leadership capacity of young Indigenous students through a range of educational programs based on traditional and contemporary learning through the vehicle of performing arts. Cultural mentors also participated.	Phase 1 undertaken in 2013. 12 Indigenous students participated in meetings, dance rehearsals, performances, public speaking opportunities,

			media engagement.
Indigenous/Rural Travelling Technology Roadshow	High school students in rural/remote areas of NSW	This roadshow includes a selection of engineering equipment and hands on experiential activities that are transported to regional and remote areas of NSW. Encourages understanding of the engineering and related degrees.	36 schools attended events 726 high school students attended including Indigenous students

Scholarships details

Scholarship details	Government/ Private/ University	No. allocated	Cost	No. awarded	Comments
Aunty Mary	Private	1	$4,000	1	
Graduate School of Medicine Scholarship for Indigenous Students	Private	1	varied	0	Only one applicant and they were deemed ineligible
I CECS	Government	16		7	9 returned to the govt
I CECS enabling	Government	7		0	7 returned to the govt
I CAS	Government	3		3	
I CAS enabling	Government	5		5	
IAS	Government	16		6	5 returned to the govt

In 2013 Commonwealth and other Scholarships were promoted to Indigenous students through targeted information sessions. In 2013 the UOW Scholarships Office developed a communications strategy aimed at the wide dissemination of information to eligible students. There is evidence that this strategy is having an impact on increasing the number of applicants to Commonwealth scholarships. Low take up rate may be due to lodgement of late applications and students overwhelmed by the paperwork involved. WIC has been more proactive in supporting students through these processes more recently.

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

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

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

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

	2012	2013
Aboriginal and Torres Strait Islander students:	279	305
Non Aboriginal and Torres Strait Islander students (Domestic students only):	17,787	17,330

Note: 2012 figures extracted from HEIMS

Strategies to address participation

Strategies	Outline of Strategies	Constraints	Outcome
Indigenous Tutor Assistance Scheme (ITAS)	An academic support initiative where Indigenous students are teamed with a mentor to assist with academic material in subjects currently studied by the student.	Availability of suitable tutors with subject content knowledge and skill in mentoring Indigenous students Lack of Indigenous cultural awareness amongst ITAS tutors.	101 students were supported in 2013 Positive student feedback received, for example: "ITAS helps me prioritise my workload for the study session"
iStart@Woolyungah	Orientation program developed and delivered by current Indigenous students to commencing students.	Availability of current Indigenous students particularly at regional campuses	38 commencing Indigenous students participated in 2013
Career development and employability strategies for Indigenous students	The focus of this strategy was on developing Indigenous students sense of purpose underpinning tertiary studies. Specifically through the development of context and culturally sensitive career and employment resources.	Resource and staff funding constraints	Production of a package of strategic materials targeting Indigenous student needs including: -Overall strategy document -Career resources -Website materials -Clear identification of career support needs for Aboriginal and Torres Strait Islander students
Learning Development Immersion Days for Indigenous students	Introduces Indigenous students to essential academic skills required to complete studies at tertiary level.	Staffing resources limit the number of academic skill development immersion days that can be offered to Indigenous students. Challenges associated with offering at multiple regional campuses	Positive feedback from 15 participants and request to offer more frequent academic skills development opportunities at both Wollongong and regional campuses
Indigenous Health Student Clinical Placement Program	Operating within the Graduate School of	Identification of suitable placements	6 students were identified and placed.

	Medicine this initiative is aimed to identify clinical placements for Indigenous and low SES students in the Illawarra Division of General Practice/Medicare clinical/In2Careers network.		

In 2013 the Woolyungah Indigenous Centre provided UOW Indigenous students with:

- Academic advice and mentoring
- Learning and leisure facilities
- Indigenous Tutorial Assistance Scheme
- Cultural and social support
- Scholarships, career and cadetship information and assistance
- Student leadership opportunities
- Cultural safe environment
- Celebrating students success
- Fundraising
- Events

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

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

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

	2012[1]	2013
Aboriginal and Torres Strait Islander students: **(Higher Degree)**	4	1
Non Aboriginal and Torres Strait Islander students: **(Higher Degree)**	627	224
Aboriginal and Torres Strait Islander students: **(Other postgraduate)**	11	13
Non Aboriginal and Torres Strait Islander students: **(Other postgraduate)**	546	2791
Aboriginal and Torres Strait Islander students: **(Bachelor degree)**	45	46
Non Aboriginal and Torres Strait Islander students: **(Bachelor degree)**	2,779	3,868

Note: Figures extracted from both HEIMS and 2013 IES.

Support mechanisms

Support mechanism	Description	Constraints	Outcome
Forum for Indigenous Research Excellence (FIRE)	This initiative focuses on facilitating and fostering research with and for Indigenous communities including UOW students. Specific aims include: • Building Indigenous student research capacity and capability by supporting emerging researchers and providing pathways for Indigenous students to Higher Degree Research • Providing a research environment that supports the development and application of Indigenous knowledge to address contemporary challenges and opportunities • Partnering with National Indigenous Research and Knowledge Network (NIRAKN) to increase the number of Indigenous HDR students at UOW • UOW Indigenous staff member Professor Kathleen Clapham is one of 20 Chief Investigators	Staff resourcing and research funding	FIRE hosted Indigenous scholar led seminars including those led by: • Assoc Prof Blaze Kwaymullina from the Palyku and Nyamal peoples of the Pilbara • Prof John Maynard a Worimi man, ARC research fellow and Director of Wollotuka Institute for Aboriginal Studies at Uni of Newcastle • Dr Sandy O'Sullivan a Wiradjuri woman, ARC Senior Indigenous researcher

[1] UOW 2012 data indicates values of: 0, 212,7,3100,33,3888 for these metrics

	with NIRAKN		
Seed funding for Indigenous Multi-Disciplinary Health Research Coalition.	Brings together Indigenous HDR students and Indigenous researchers across the three faculties of Business; Science, Medicine & Health; and Social Sciences. Key objectives include development of collaborative research relationships with regional Aboriginal communities.	Preliminary stages undertaken in 2013 with funding provided in 2014	Successful launch – further outcomes to be reported in 2014

The Woolyungah Indigenous Centre (WIC) provides quiet study spaces and community spaces to meet the diverse needs of both undergraduate and postgraduate students on the Wollongong Campus. All Indigenous students are welcome to make use of the computing, printing and other facilities available at WIC. The centre is staffed by Indigenous employees who are available for drop-in, informal engagement and more formalised engagement. Many students have commented on the sense of connectedness and welcoming nature of the WIC environment. Indigenous Alumni are encouraged to maintain a connection with WIC following graduation. Current strategic initiatives are targeting improved engagement and communication with Aboriginal and Torres Strait Islander students following graduation.

WIC aims to continuously improve student support services to Aboriginal and Torres Strait Islander students at the University. WIC provides advice and support in all areas relating to student's progress and success, ensuring improved outcomes by providing high quality academic support and advice. WIC engages with all stakeholders to promote the University as a key site for Indigenous tertiary education.

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

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

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

An Indigenous Studies Unit is located within the Faculty of Law, Humanities and the Arts. This Unit undertakes teaching and research, engaging with many aspects of the contemporary Indigenous landscape including:

- The politics of contemporary Indigenous identities
- Indigenous communities and new digital technologies
- The relationship between Indigenous knowledge, customary laws and social practices and the Western science of ecology
- The ethical challenges of working and/or for Indigenous communities; Indigenous political activism and resistance.

Current offerings of subjects with a strong Indigenous content across the University include:

- 47 subjects including those relating to history, relationship with the land, politics, health, culture and art
- Three majors that can be included in a number of degrees
- An undergraduate degree in Health Sciences and Indigenous Health Studies
- Postgraduate studies in Indigenous Health and Honours, Masters by Research and Doctoral studies within the Arts, Social Sciences and Health Disciplines.

The University is undertaking a large scale review of its curriculum through which opportunities are provided for students and staff to engage in cultural awareness study, including gaining a deeper understanding of Indigenous histories. The current proposal includes a set of core subjects delivered in online and blended formats. The Indigenous Unit is developing the first of these subjects to be ready for delivery in 2015.

The Woolyungah Indigenous Centre takes in lead in influencing cultural awareness amongst the broader UOW community. Examples of engagement include (but are not limited to):

- Outreach Video Launch involved UOW community and the wider community along with Indigenous students
- Trails Event partnership with the Faculty of Science Medicine and Health and the Illawarra Aboriginal Corporation (IAC)
- During Reconciliation Week UOW and TAFE worked in partnership the event will take place in 2014.
- Nyirripi Artist in residence partnership with Creative Arts
- Global Communicators partnership with PASS Students involved in support and peer learning

Woolyungah Indigenous Centre continued to have a prominent role in promoting Indigenous protocol within the University by providing Acknowledgments to Country at appropriate functions and celebrations. EED (Employment, Equity & Diversity) worked with WIC in implementing this policy which has been very positive across UOW. Refer to guidelines and protocol at http://www.uow.edu.au/about/policy/UOW151341.html.

WIC is the central University hub for Indigenous student access and support activities, as well as being the visible centre for University engagement with local (Illawarra, South Coast, Southern Highlands and Sydney), Regional and National Indigenous communities and organisations.

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

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

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

SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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

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

University Officer	**Indigenous Education Support Unit Officer**
Name: Professor Eeva Leinonen	Name: Michelle Rush
Position Title: deputy Vice Chancellor Education	Position Title: Manager Woolyungah Indigenous Centre
Phone Number: (02)4221 3962	Phone Number: (02) 4221 3907
Email: Leinonen@uow.edu.au	Email:mrush@uow.edu.au

SECTION 4 PUBLICATION OF THE STATEMENT

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

The statement will be published on the Woolyungah Indigenous Centre website see

http://www.uow.edu.au/wic/index.html

Australian Government

Department of the Prime Minister and Cabinet

FINANCIAL ACQUITTAL

Organisation	University of Wollongong				
Postal Address	Northfields Avenue Wollongong NSW 2522				
Contact Person	Hayley McCarrol			**Title**	Budget Accountant
Phone	0242213460	**Fax**	0242213477	**E-mail**	hayleymc@uow.edu.au

Financial Acquittal

This financial acquittal proforma is designed to acquit all ISP Funds provided in 2013, including all interest or royalties/income derived from ISP Funds during 2013.

Attachment		Checklist
1	Indigenous Support Program (ISP)	☐

For each Attachment:

- Part A seeks information on the GST component of funding provided to you under that element, if applicable.
  - If GST is paid to you, the amount of GST funding which is included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. You must state whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
  - If GST is *not* paid to you, *do not complete Part A*.

- Part B seeks information about the funding received and expenditure and commitments, exclusive of any GST. Do not include the GST component of any expenditure in this part.

Certification

Complete this certification after *you have completed the Financial Acquittal for any ISP funding which you have received in 2013 and after you have entered all relevant information in the Assets Register.*

ISP FUNDING RECIPIENT'S CERTIFICATION

I, Matthew Wright
(print name of chief officer or equivalent)

Director Financial Operations
(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: [signature] Date: 13/6/14

Privacy Notice

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

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

ATTACHMENT 1 - Indigenous Support Program

Provider Name: University of Wollongong

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

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

1. If applicable, GST received by you in 2013 as part of the Indigenous Support Program funding under the *Higher Education Support Act 2003*. This amount is stated on your Recipient Created Tax Invoices (RCTIs).	$0.00
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	$0.00

Amount remitted: $ Date remitted: / /	Amount remitted: $ Date remitted: / /	Amount remitted: $ Date remitted: / /

PART B - Acquittal Summary Details (excluding GST):

INCOME

1. Unexpended Indigenous Support Program funds from 2012 which were committed for expenditure prior to 31/12/2012.	$0.00
(+) 2. Unexpended and uncommitted Indigenous Support Program funds from 2012 which were approved for expenditure in 2013.	$0.00
(+) 3. Indigenous Support Program funds provided in 2013. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	$973,000
(+) 4. Interest, royalties and other income derived from Indigenous Support Program funds in 2013.	$0.00
(=) 5. Total Indigenous Support Program funds to be acquitted in 2013.	$973,000

EXPENDITURE

6. Total Indigenous Support Program expenditure in 2013, excluding any GST.	$973,000
(+) 7. Unexpended Indigenous Support Program funds which were committed for expenditure prior to 31/12/2013.	$0.00
(+) 8. Requested carryover into 2014 of unexpended Indigenous Support Program funds which were not committed for expenditure by 31/12/2013 – written approval date /.../2014.[1]	$0.00
(=) 9. Total Indigenous Support Program Funds which by 31/12/2013 were fully expended and/or committed for expenditure.	$973,000
10. Returns of 2013 Indigenous Support Program Funds by 31/12/2013.	$0.00
11. Balance of Funds for 2013 (Unexpended/uncommitted Indigenous Support Program funds to be returned or recovered from 2014 entitlements).	$0.00

12. Balance of provider's Indigenous Support Program bank account or cost centre as at 31/12/2013.	**$0.00**

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

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

Salaries	$841,692.67
Computer Expenses	$20,434.96
Equipment	$4,336.00
Motor Vehicle Expenses	$14,324.71
Printing & Publications	$12,758.72
Postage	$1,418.90
Stationery	$3,480.96
Stipends	$5,000.00
Telephone	$3,967.79
Travel Expenses	$9,912.35
Advertising	$14,248.08
Repairs	$2,462.33
Staff Appointment & Training	$4,739.39
Other	$34,223.14
(=) Total 2013 ISP Program Expenditure	**$973,000.00**

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

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