



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 2014**. 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 2014.

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

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FORMAT FOR INDIGENOUS EDUCATION STATEMENT

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

Batchelor Institute of Indigenous Tertiary Education

The Institute does not have an Indigenous Unit as the whole organisation is focussed on Indigenous education, research and training outcomes.

The Institute is constituted under the *Batchelor Institute of Indigenous Tertiary Education Act* and has the specific purpose of being:

**“an educational institution for the tertiary education of
Indigenous people of Australia”.**

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.

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

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

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

The number of Aboriginal and Torres Strait Islander Australians involved in institutional decision-making processes

- The Council of the Institute is made up of ten members the majority of which are Indigenous, including the Chairperson.
- The Institute has an Aboriginal and Torres Strait Islander Staff Committee in place that reports to the Director; and with direct communication protocols to the Council and Indigenous Advisory Board if required. The committee provides feedback and comment on educational, cultural, staffing and policy matters.
- In August 2014 the Director, Mr Adrian Mitchell submitted his resignation. This resulted in the Council undertaking a wide recruitment for his replacement. The successful candidate to replace Mr Mitchell as the Director and Chief Executive Officer of the Institute was an aboriginal man Mr Robert Somerville AM. Mr Somerville is a highly experienced educator with over 30 years in leadership positions over most of Western Australia and will take up the position of Director and Chief Executive Officer in February 2015.
- In 2014 the collaborative partnership with Charles Darwin University (ACIKE) continued which is aimed at increasing both the participation and success of Indigenous people in Higher Education.
- The Indigenous Advisory Board, which is established under the *Batchelor Institute of Indigenous Tertiary Education Act*, has a membership of six, all of whom are Indigenous. The board members represent a broad range of Indigenous community interests and all members have a demonstrated knowledge and understanding of cultural and social issues affecting Indigenous people. Through its membership, the Board provides feedback to the Institute Council on Indigenous vocational education and training, research and higher education.
- Some positions in the Student Support Unit are identified as being available to Indigenous people only.
- The following Institute boards/committees include a requirement for the inclusion of at least one Indigenous member:
 - (i) Academic Board (3 members)
 - (ii) Teaching & Learning Panel
 - (iii) Graduation Organising Committee
 - (iv) Scholarships & Special Achievement Committee
 - (v) Selection panels must include at least one Indigenous staff member. The level the position determines the seniority of the Indigenous panel member.

The roles and responsibilities of Aboriginal and Torres Strait Islander leaders within the institution

In recognition that Indigenous participation in the organisation's workforce has declined slightly in recent years, particularly in senior management positions, the Institute continues to develop and refine an Indigenous Employment Strategy. A key focus of this new strategy will be 'innovative' recruitment methods that do not necessarily align to contemporary HR practices and thinking.

Already much simpler advertisements just calling for expressions of interest in particular vocations without identifying that the organisation operates as a Statutory Authority are attracting a lot more enquiries.

Through the CRN there are three Indigenous lecturers being supported to complete Higher Degree by Research qualifications.

The Indigenous Cultural Advisor position is now well established and one of the roles of this position is to ensure the working environment, policies and procedures have a strong focus on Indigenous issues to increase the interest from potential applicants. The Cultural Advisor position has been moved to the Human Resources section to increase the focus on Indigenous employment and workplace issues, and to deliver the Cultural Awareness Program that all staff are required to attend.

The Learning and Engagement Unit:

- Developed a Moodle site for the Institute Cultural Awareness Program,
- Organised "both-ways" seminars for internal and external participants, and
- Provided lecturers and trainers with classroom assistance in the "both-ways" delivery methodology

The Institute has significantly improved its relationships with the Warrai and Kungrakan people on whose land the Batchelor Campus is located. A campus building has been renovated to develop a multi-purpose facility and can be used for purposes such as - artist in residence, display student art, promote Batchelor Press language publications and for the building to be used by the Warrai and Kungrakan people as a base for local economic activity and to showcase culture.

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).

2014 Indigenous Staff – Casual, Contract and Permanent

<i>Section</i>	<i>Occupation Type</i>	<i>Academic/Non-Academic</i>	<i>Casual</i>	<i>Contract</i>	<i>Permanent</i>	<i>Grand Total 2014</i>
Academic Teaching Areas	Administrative Support	Non-Academic		4	7	11
	Teaching Staff	Academic		10	7	17
Corporate & Strategic Services	Administrative Support	Academic			1	1
		Non-Academic		2	7	9
	IT Support	Non-Academic			2	2
	Residential Staff	Non-Academic		1	7	8
	Student Support	Non-Academic			5	5
Office of the Director	Administrative Support	Non-Academic		1	2	3
	Cultural Advisor	Non-Academic			1	1
	Human Resources	Non-Academic			2	2
	Student Operations	Non-Academic			3	3
	Student Support	Non-Academic			4	4
		Academic		1		1
Research	Administrative Support	Non-Academic		1	1	2
	Teaching Staff	Academic			3	3
Grand Total			1	19	52	72

When compared to 2013 the number of Indigenous staff employed in 2014 has reduced by 19. This has Not been an actual drop in Indigenous staff employed by the Institute and has resulted from:

- The Australian Centre for Indigenous Knowledges and Education (ACIKE) is a partnership between the Institute and Charles Darwin University. In 2014 staff (Indigenous and non-Indigenous) were transferred from the Establishment of the Institute to ACIKE, and
- A number of tutors have been previously employed under the Indigenous Tutorial Assistance Scheme (ITAS). While they were still on the establishment of the Institute they had not undertaken any employment hours. This was corrected in 2014 when the establishment was adjusted.

Aboriginal and Torres Strait Islander Employment Strategy

The Aboriginal and Torres Strait Islander Career Pathway Policy has continued to serve the Institute well with a number of Aboriginal staff working within the career framework to gain both experience and qualifications for their chosen pathways. Of the 30% Aboriginal and Torres Strait Islander staff approximately 25% are engaged in further training and development. In particular there has been an increased number of administration staff undergoing training in Further Education delivery and gaining TAE qualifications in their areas of employment. These successes are attributed to the embedding of goals and objectives into the Staff Professional Development Policy, the Selection and Recruitment Policy, a new Both ways Workforce Action Plan and the Code of Conduct.

As previously reported the Strategies adopted by the Institute focused on four (4) Goals and 16 Objectives. While the goals have not changed over the year they have been flexible enough to allow new thinking in line with changes to recruitment, integration and advancement that takes sets more ambitious targets and subsequently demands no and improved objectives. The Goals are :

- The establishment of benchmarks and targets for Indigenous employment will provide a basis for monitoring the Institute's performance against the strategy.
- Effective and appropriate recruitment, selection and appointment practices will ensure that the Institute attracts Indigenous staff at all levels.
- A supportive and satisfying workplace environment which provides opportunities for active participation in all aspects of Institute life and support for success in a challenging environment will enhance the recruitment, retention and professional advancement of Aboriginal and Torres Strait Islander staff.
- Through the development of professional development plans in conjunction with performance management agreements and appraisal, Aboriginal and Torres Strait Islander staff will have direct input into their career development.

The Policies are available on My Share through the policy library as well as within the PD and HR unit web pages.

During 2014 the HR team improved the advertising reach for Aboriginal and Torres Strait Island applicants by targeting indigenous employment agencies and news outlets. The use of local radio (Institute Station, Radio Rum Jungle) through the ABC service was a major success and improved applications.

Another success in the recruitment program in 2014 was the appointment of an Aboriginal Director to take over the Chief Executive role.

We continue to have success in attracting excellent Indigenous Researchers and Lecturers for projects as well as VET training. The Institute continues to actively increase its Indigenous academic workforce standing at 20% at the end of 2014. Through the CRN there are three Indigenous Lecturers being supported to pursue doctoral qualifications.

The Cultural Advisor is still an important role within the organisation and has bridged gap in cultural matters across our campuses strengthened our commitment to the Both Ways concept of learning. This role continues to have impact in a wide range of learning and cultural activities within the organisation. This has been particularly noticeable in the development of effective practical applications of the Both Ways concept and is due to be rolled out within the new Workforce plan that will see much more emphasis placed on all staff participating in a both ways approach to working at the Institute.

Strategies for increasing numbers of Aboriginal and Torres Strait Islander staff

The Institute's commitment over the past three years to addressing reducing numbers of Aboriginal and Torres Strait Island staff has been successful and we have seen the percentage of staff increase steadily over the period. The Institute is proud of its achievement in this area and has over 30% of the staff identified as Aboriginal or Torres Strait Islander. Not to rest on the success of the past the institute has revised the target under our new recruitment strategy of "Priority Consideration" and will seek to improve the percentage from its current 30% to 50% within three years.

Part of the process of encouraging Aboriginal and Torres Strait Islanders to apply for positions at Batchelor is being able to demonstrate the organisational commitment to protect and develop the cultural environment of the workplace. In recognising this, the Institute placed energy and resources into identifying the key factors/elements that contribute to a culturally safe environment. This process has led to the development of a "Both Way" in practice Workforce action plan to influence the organisation through practical ways for staff to engage in a culturally safe way. More participation in decision making (collective), an elders program, regular Both Ways forums, and encouragement to use languages in daily communications are all part of the plan. In 2015 we are intending to roll out more of the practical changes to staff and enable to concept of Both Ways to become the way we live.

The Enterprise Agreement negotiations are in their final stages of completion and a number of specific commitments have been made to improve and acknowledge our Aboriginal and Torres Strait Island heritage. The first has been to agreement that future recruitment specialists will be drawn from Aboriginal and Torres Strait backgrounds.

The agreement has also recognised two very important areas for indigenous staff and these are the provision for financially recognising employees who use indigenous languages as part of their employment; able to speak the local language and secondly the use of broad banding provisions for employees working within the "Physical" Employment streams to encourage meaningful advancement through attainment of Certificate qualifications.

As a final note the new EBA will also provide specific provision for staff impacted by Domestic Violence and will recognise paid leave for this purpose.

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

	2013	2014
Aboriginal and Torres Strait Islander students	0	4
Non Aboriginal and Torres Strait Islander students (Domestic students only):	Nil	nil

Programs to improve access

The primary focus of the Institute is on Indigenous education and training. As such the majority of programs, marketing and recruitment strategies are designed to improve the access of Indigenous Australians to VET and Higher Education.

The Institute now only enrolls students in the Post Graduate Higher Degree by Research (HDR) space with all enabling, graduate and post graduate enrolments being with Charles Darwin University (CDU), who own the courses through the Australian Centre for Indigenous Knowledges and Education (ACIKE) which is partnership between CDU and Batchelor Institute. Workshops for these courses are conducted at both the Batchelor and Alice Springs campuses of Batchelor Institute.

Examples of programs/initiatives aimed at improving access include:

- a) Preparation for Tertiary Success programs. This is enabling program offered through ACIKE and is aimed at students that have not completed year 12 secondary studies to gain entry into Higher Education. Students are assessed prior to entry and complete either 6 or 12 months of PTS studies to gain entry into an undergraduate program. This program is gaining considerable momentum and already there are examples of students progressing into undergraduate studies at both ACIKE and other HEP providers such as the University of Newcastle.
- b) Induction is provided at the first on-campus workshop to all enabling, undergraduate and research students. Induction includes a cross cultural awareness program, Welcome to Country, studying in workshop mode including online learning, and generic information about scholarships and HECS.
- c) Common units – seek to provide academic literacy and establish foundations skills for academic success.
- d) The Institute also provides on-going support for students through the Indigenous Tutorial Assistance Support (ITAS) to provide tutorial assistance outside of workshop hours.
- e) Improved VET pathways through the Education Support and Aboriginal and Torres Strait Islander Health Worker programs

- f) A substantially increased remote VET in Schools program was negotiated for 2013 and 2014 and relationships with schools have significantly improved
- g) The Institute has developed collaborative relationships with Job Service Providers and CDEPs to put in place pathways in remote communities to Higher Education
- h) The Institute has an Academic Advisor to specifically provide pastoral and academic support to Higher Education students. The Institute can also utilise additional external support if appropriate.
- i) Students are not charged enrolment fees in the VET space and there are no additional administration charges of any description for Higher Education students (HDR)
- j) As soon as course completions for VET have been processed, graduands the majority of whom are in employment are referred to further pathway options into higher level VET, Enabling and Bachelor courses. All graduands are encouraged to contact an Academic Advisor to assist them to choose further study options, and are assisted by staff to submit applications for credit transfer into the new course
- k) The Institute's Library provides ongoing information and support programs out of hours to students to assist them with their academic endeavours.

Outreach activities

The Institute undertakes the vast majority of its VET delivery in remote communities and pathways to Higher Education through ACIKE are being actively promoted to all completing VET students at AQF Level III to transition into the Enabling Program PTS, and for AQF level IV and V to pursue direct entry into Higher Education.

The Community Engagement team continues to be responsible for developing positive working relationships with government departments, local shires, Aboriginal organisations, industry and Aboriginal communities in order to establish strong partnerships that achieve learning outcomes and livelihood pathways for Aboriginal clients.

2014 saw closer alignment with all Top End Remote Jobs in Communities Program (RJCP) providers with a key focus on:

- Additional remote service delivery
- Provision of educational pathways utilising foundation skills, literacy and numeracy and employability skills
- Quality collaborative partnerships
- Employment
- Closer links to industry based training in remote and urban settings leading to employment opportunities
- More efficient methods of planning for training in remote Aboriginal communities to meet regional demand.

The Institute provided an abundance of training in the Katherine region working closely with the Roper Gulf Regional Council, Vic-Daly Shire Council and Alawa Aboriginal Corporation delivering VET programs aimed at positioning people to take advantage of/transition in to employment opportunities that are available; and also increasing pathway options to Higher Education for Indigenous people.

The Institute continues to support several study/ learning centres whereby providing an effective service to Aboriginal and Torres Strait Islander people's in the following locations; Angurugu, Arlparra, Borroloola, Gunbalanya, Lajamanu, Maningrida, Ngukurr, Nyirripi, Wadeye and Willowra.

Scholarships details

As from 2012, all Commonwealth Scholarships were transferred to Charles Darwin University for continuing and commencing undergraduate and enabling students.

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:	16	14
Non Aboriginal and Torres Strait Islander students (Domestic students only):	1	2

Strategies to address participation

A position of Online Learning Specialist is in place to assist lecturers and students to adopt new technologies in the delivery of Higher Education and VET.

A senior lecturer in the area of Literacy and Numeracy (Foundation Skills) has been in place since 2013 to coordinate best practice in student support, and to assist with the embedding of literacy and numeracy in the delivery of units. The particular focus for this position is to develop strategies for delivery to students that have previously experienced significant educational disadvantage.

The Teaching and Learning Committee is a committee of the Academic Board. The Training, Teaching and Learning Plan, which has been developed, managed, monitored and reviewed by the Institute Teaching and Learning Committee, provides a medium term plan for training, teaching and learning at the Institute. It guides the Institute in general and it's training and teaching staff specifically in their practice. It is a public document which is available to Institute students, partners and government agencies to highlight the strategic directions of Batchelor Institute training, teaching and learning.

The Training, Teaching and Learning Plan supports the further strengthening of Batchelor's research capacity in conjunction with a range of research partnerships, and develops a stronger alignment between Higher Education teaching and VET training programs.

The Preparation for Tertiary Success Program is actively promoted to all employers to assist in their Indigenous workforce development strategies as the first step for existing staff in putting in place pathways to management and professional roles. A recent example is the Northern Land Council.

Division of Higher Education and Research

Across 2014 the Institute's Division of Higher Education and Research oversaw implementation of a range of strategies which are outlined in the Institute's Research Plan 2012-2015. The Research Plan sets a framework for concentrating the research focus at the Institute and for

continuing with the quality and success-building projects within the Institute. It talks specifically about the importance of partnerships in the Institute's research development trajectory and outlines detailed strategies for implementation over the life of the Plan, under each of the following six objectives:

1. Focusing research activity and building profile Through a range of strategies outlined under this objective, the Institute has determined to focus on, and increase research activity and impact in, the identified Field of Research (FoR) Codes of Division 19—Creative Arts, Division 13—Education and Division 20—Language and Linguistics. In addition to these concentrated areas of research, the Institute has supported the research of career researchers who work in select areas of significance for Indigenous Australian communities and livelihoods.
2. Building research capacity, expertise and resources Strategies under this objective facilitate researcher career development and build research capacity among staff which, in turn, will increase the pool of new researchers and postgraduate supervisors available within the Institute. Priority is being given to the recruitment and support arrangements for Indigenous researchers, Indigenous staff fellows and Indigenous Higher Degree by Research (HDR) candidates.
3. Strengthening the research culture of the Institute. Through a range of aligned and coordinated initiatives and a commitment to highly targeted research growth, the Institute implements strategies that enrich research culture within the organisation. An enhanced research culture at Batchelor Institute is key to supporting the long term research development of the Institute, and for contributing to collaborative ventures in ACIKE and with other research partner organisations
4. Building national and international networks and partnerships. Batchelor Institute has had a long history of working with other universities on research activities. At times these working relationships have been productive and supportive however there are many examples of the Institute in the past being invited into the research relationship at a late stage, well after a project had been designed and costed. The Institute has set in place stronger and more beneficial principles for collaborating with other research institutions. The strategies outlined in this Plan aim to enable the Institute to continue to build on existing research networks and relationships and further develop respectful, long term and mutually beneficial research collaborations.
5. Improving quality and performance in HDR outcomes. Indigenous Australians are poorly represented in both research training degrees and research employment throughout the nation. Batchelor is well placed to provide a safe and unique research training environment that supports Indigenous research practice and methodologies, which otherwise are not always well understood in the research community and accommodated in research studies. With this challenge overcome, the strategies for this goal are largely focused on improving quality and performance in HDR outcomes.
6. Increasing research income and output. Over the last five years Batchelor Institute has steadily increased its research output as well as broadened its research income base to include significant percentages of CRC and Industry HERDC categories of research funds. As a number of research staff will go 'off-line' to undertake HDR studies over the coming years, the Institute expects a net reduction in research income across the early period of this Plan. The Institute does however anticipate a rebound in income and a significant growth in research output over the Plan's total life, particularly as 'researchers in training' near completion of their candidature, build their publication portfolio and then target research funding.

An agenda of collaboration with a range of research organisations led to an expansion of the Institute's research networks and partnerships and an increase in the Institute's research activity and outputs. Two significant partnership programs were activated across 2011:

The Australian Indigenous Research Collaborations(IRC) whereby Batchelor Institute was awarded funding in 2011 under the Commonwealth Government's Collaborative Research Network (CRN) program to build staff and student researcher capacity at the Institute. The three year project is directly tackling a national need for; Indigenous research and researcher capacity building, researcher critical mass, and effective nodes and networks of collaboration across the Institute's existing areas of research concentration, namely the Creative Arts, Language and Linguistics and Education. The program is based on the establishment of a world leading research development partnership between Batchelor Institute, Monash University, Australian National University (ANU), Charles Darwin University (CDU) and the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS). It complements and strengthens the links between all partners nationally, and regionally, and provides additional resourcing and stimulus to the challenge of: Empowering Indigenous researchers for enduring leadership; Strengthening the research culture of the Institute; Establishing long term networks and partnerships; Developing and nurturing academic careers; Broadening Higher Degrees by Research (HDR) student access to supervisors; Increasing researcher access to research resources; increasing research output and growing research income.

While increasing research capacity, the IRC program narrowed the discipline areas of research at BI to focus on Field of Research areas of Indigenous Language and Linguistics, Creative Arts, and Education, while maintaining support for other areas of significance for Indigenous communities and livelihoods. Although the institute has not yet achieved sufficient volume of output to advertise a research ranking in any particular FoR, the process has been key in confirming areas of excellence in BI's research activity that can support a Higher Degree program and be sustainable.

The Cooperative Research Centre for Remote Economic Participation which the Institute contributes to as an Essential Partner through: Coordinating the education management and postgraduate support programs of the CRC; Leading the 'pathways to employment' research project. This project sets out to map pathways between formal education and employment and pathways that reflect a broader interpretation of learning, vocation and work through exploring the experiences and aspirations of Aboriginal and Torres Strait Islander people who reside in remote communities.

During 2013 the Master of Indigenous Knowledges and the PhD in Indigenous Knowledges were reviewed and reaccredited. The outcomes from the review and reaccreditation were implemented in 2014.

Graduate School in Indigenous Research

During 2014 there was confirmed the creation of a Graduate School in Indigenous Research. To better focus and provide a clear identity for the Institute's primary research functions in Indigenous research projects and Higher Degree by Research completions, a Graduate School for Indigenous Research and a Centre for Indigenous Research Collaborations (CIRC) have been formed at the Institute. These are not wholly new structures; the Graduate School is a formal recognition of the increasing HDR activity that includes academic coordinators and administrative staff. Formalising this activity with a Graduate School title not only provides an easier vehicle for promotion of the research training program; it assists in better positioning BI's higher degree program as separate from BI's undergraduate collaboration with CDU

through the Australian Centre for Indigenous Knowledges and Education (ACIKE). The Graduate School will also be responsible for working with Institute staff as supervisors; working with staff undertaking Higher Degrees by Research at other institutions in Indigenous education, languages and creative arts; and coordinating where needed with other research staff working at the Institute, including the Centre for Indigenous Research Collaborations.

Collaborative partnerships

Collaborative partnerships include:

- Charles Darwin University for ACIKE
- Northern Territory Public Service – delivery of the Preparation of Success program to support Indigenous people pursuing professional careers in the NT Public Sector that require HE qualifications
- JobFind - To promote Higher Education pathways to Job Services Australia Participants.
- The Education Support and Children’s Services teams across the NT in partnerships with the Department of Education and Children’s Services and local shires achieved greatly improved student outcomes evidenced by increased course completions from Certificate I through to Diploma level leading to increased articulation into the Teaching and Learning program

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: (Higher Degree)	0	2
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	0	0
Aboriginal and Torres Strait Islander students: (Bachelor Degree)	2	0

From 2014 onwards all completions will be in Higher degree courses, and some possible Alternative Exits at the Graduate Certificate/Graduate Diploma level from the Master of Indigenous Knowledges. In 2014 the Institute attained two students who attained a PhD..

Support mechanisms

The following support mechanisms are in place to assist Aboriginal and Torres Strait Islander students to complete their study:

a) Student Support team within Student Services

The team includes positions identified for indigenous people only. The team:

- (i) provides support to students with disabilities;
- (ii) Provides personal counselling services to students that have difficulties adjusting to being a student or being away from their families during workshops;
- (iii) Assists students with Abstudy issues they may encounter;
- (iv) Run orientation sessions for new students;
- (v) Ensure all students feel culturally safe, regardless of the community they may come from;
- (vi) Is a point of contact to discuss family and/or health issues that might prevent students from succeeding in their studies
- (vii) Deals with student concerns and is one of the first point of contacts for student complaints.

b) Student Travel team within Student Services

This team organises travel and accommodation for students that are scheduled to attend campuses for workshops.

c) ITAS within Student Services

The ITAS Coordinator's role is to contact all eligible students and encourage them to take advantage of ITAS tutors. Tutors are selected and matched to students' unit enrolments and needs.

d) Cultural Development Advisor

The Cultural Development Advisor's roles include:

- (i) Delivery of cross-cultural awareness program for all commencing students;
- (ii) Promotion of the Institute's both-ways philosophy;
- (iii) Assist Student Support staff with any cross-cultural issues they may need assistance with.

e) Academic Advisors

The Institute has an academic advisor to assist students with any questions relations to their enrolment, eligibility for credit transfer, progression and study plans. They liaise closely with teaching and administrative staff at the Institute and CDU.

There are also a number of support mechanisms in place in ACIKE that Batchelor Institute contributes funding to. These include a specific Recruitment Officer for potential ACIKE students.

There is an Indigenous Learning and Support Centre at ACIKE.

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 non-Indigenous market provides a unique opportunity for Batchelor Institute.

In the past it has delivered a Graduate Certificate in Indigenous Education to non-Indigenous school teachers to position them to be more effective when working in remote Indigenous communities. In moving into the ACIKE environment and the improved availability of on-line learning resources an increasing number of on-line students are non-Indigenous (eg Creative Writing, Indigenous Knowledges). There is also further opportunity to grow these enrolments into the future, particularly with the development of the right product, to provide mainstream Australians with an understanding and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

Batchelor Institute is also re-establishing its Cross Cultural Competency framework for delivery to employers so there is a better understanding of what is needed to support Indigenous employment strategies and make the workplace one where Aboriginal and Torres Strait Islander people are positioned to succeed.

Both-ways

'Both-ways' is a philosophy of education that brings together Indigenous Australian traditions of knowledge and Western academic disciplinary positions and cultural contexts and embraces the values of respect, tolerance and diversity.

At the heart of the 'both-ways' principles lies the recognition of the legitimate right of Aboriginal and Torres Strait Islanders to determine the nature of their engagement with various knowledge systems, in particular their own intellectual and social traditions and practices in the past, the present, and into the future.

This is part of the foundation for any effective form of self-determination, and includes learning practices in which students can apply thoughts and methodologies to their own story and the history and condition of their communities, be they urban, rural or remote.

This learning practice builds student identity on a personal and community level and allows them to gain ownership over their learning as members of their Indigenous and wider community. An important element in this process has been the use of e-learning, mobile and social media technologies to make the learning relevant and to develop digital literacy skills.

For staff, teaching and learning according to the 'both-ways' philosophy involve a professional as well as personal commitment to support students to achieve their learning goals. This is done through commitment to a shared learning journey with the underlying purpose of individual and group empowerment in social, cultural, professional and educational terms. This also increasingly involves the use of digital media and tools wherever possible and appropriate. Staff model lifelong learning in this respect, engaging students with technologies that many find more and more familiar. This is increasing both understanding and application.

Our staff value what they do and see it as contributing to the overall improvement of Aboriginal and Torres Strait Islander Australians. The Institute continues to place a significant emphasis on inter-cultural learning and working for staff and have incorporated such professional development into the induction process of all new staff.

Core Values

Batchelor Institute core values have been identified by Batchelor Institute staff and underpin all aspects of

Institute practice. These are:

- Integrity
- Quality
- Respect
- Relevance
- Leadership
- Sustainability
- Aboriginal and Torres Strait Islander cultures

Engagement with Indigenous Australians is fundamental to the vision, values, governance, operations and delivery functions of Batchelor Institute.

The daily operations of Batchelor Institute and the delivery of services are guided by a series of culturally specific strategies, plans, policies, procedures and frameworks of engagement with Indigenous peoples. These protocols are underpinned by the Institute strategic values as well as the 'both-ways' philosophy, and the principles of self-determination and empowerment. Cultural interaction and cross-cultural learning follow a 'both-ways' philosophy which enables exploration of Indigenous Australian traditions of knowledge and Western academic disciplinary positions and cultural contexts.

Pathways to Higher Education and Higher Degrees by Research, and specialist research in Indigenous perspectives, continue as primary focus areas. The Australian Centre for Indigenous Knowledges and Education (ACIKE) partnership which began in 2011 continues to strengthen, delivering Higher Education degrees for our students. The Institute continues to innovate in the delivery of its services and practices in a culturally appropriate way

Involvement with Indigenous communities

All Batchelor Institute staff continue to receive regular cultural training. Teaching staff receive training in 'both ways' philosophy and practice and in the Community Engagement Learning Framework that underpins the Institute Training, Teaching and Learning Plan and quality learning programs. The Institute currently maintains many strong partnerships with education providers, community, government, Aboriginal organisations, RJCP (Remote Jobs in Communities Program) providers and land councils.

The Institute continues to deliver vocational education and training with a strong focus on remote delivery, vocational areas aligned to remote community employment opportunities, and

foundation skills including work readiness. The majority of training continues to be undertaken in collaboration with other organisations to ensure that there is genuine employment or further education and training pathways for participants. 2014 has seen the introduction of a number of excellent industry and community relationships and programs that are achieving genuine employment outcomes.

Excellence in Remote Service Delivery

In 2014 Library and Information Services (LIS) closely aligned its strategic objectives to the Institute's and successfully provided innovative and accessible services to staff, students, community members and external stakeholders

- The Library continues to extend the reach and breadth of library and information services. The Library in Alice Springs has moved to the Desert Peoples Centre (DPC) to provide more effective and direct service to students and staff.
- The Library continues to improve its relationship and collaboration with the Community Learning Centres in remote areas of the NT, and is working with them to provide relevant and engaging resources. This has involved sending out circulating Community Boxes containing resources to aid in instruction of course work and to encourage literacy development in the remote centres.
- The Library continues to collaborate with other libraries to support students.
- During 2014 the Library conducted a review of online databases to more efficiently support staff and students with choices of online material.

Leadership in intercultural education and Aboriginal & Torres Strait Islander knowledges, language and scholarship

- In 2014 the LIS Learning and Research team conducted sessions and complimentary resources to: orientate students and staff to the Library and Information Services; to assist the Institute's goals of improving information literacy and research skills; to build IT skills; to help develop learner identity and learner confidence; and ultimately to help meet the Institute's strategic objectives of student retention and completion. In 2014 these sessions were also redeveloped and expanded using a practice framework for "both-ways" and overlaid with a teaching model and pedagogy (teaching through culture) that contributes to culturally safe, motivating, relevant, academically engaging and English as a Second Language (ESL) supportive environment that will be both on campus and online.
- The Library acquitted their Community Heritage Grant that they won in 2013 for the assessment of the Centre of Australian Languages and Linguistics (CALL) collection performed by an external contractor. A significant assessment was conducted and a report compiled by a specialist historian. This assessment is necessary for future funding.
- In 2013 the Library began a digitisation project to collate historical images to be used in Batchelor Institute's 40 year celebrations. This project was completed in early 2014.

Engagement & Participation

- The Library has increased the availability of library services to Batchelor area residents and Batchelor Area School students and staff by welcoming community visitors at all hours and by offering programs to engage them.
- In 2014 there have been significant updates to library physical spaces, at the Batchelor campus in particular, including new furniture and equipment. This included making significant steps towards the creation of D-Space, Kids Corner and the 24-hour access room which have all been completed in 2014. The idea behind D-Space is to provide a safe, enjoyable and attractive area for students and community members to learn digital literacy skills. The goal is power through engagement.

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.

<i>University Officer</i>	
Name	Mr Robert Somerville AM
Position Title	Director and Chief Executive Officer
Phone Number	(08) 8939 7222
Email:	robert.somerville@batchelor.edu.au

<i>Indigenous Education Support Unit Officer</i>	
Name:	Eike Pakeha
Position Title:	Manager Student Services
Phone Number	(08) 8939 7391
Email:	eike.pakeha@batchelor.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

Organisation

Postal Address

Contact Person **Title**

Phone **Fax** **E-mail**

Financial Acquittal		
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.		
Attachment		Checklist
1	Indigenous Support Program (ISP)	√
<p>For each Attachment:</p> <ul style="list-style-type: none"> Part A seeks information on the GST component of funding provided to you under that element, if applicable. <ul style="list-style-type: none"> If GST is paid to you, the amount of GST funding which is included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. You must state whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO. If GST is <i>not</i> paid to you, <i>do not complete Part A</i>. Part B seeks information about the funding received and expenditure and commitments, exclusive of any GST. Do not include the GST component of any expenditure in this part. 		

Certification

Complete this certification after you have completed the Financial Acquittal for any ISP funding which you have received in 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)

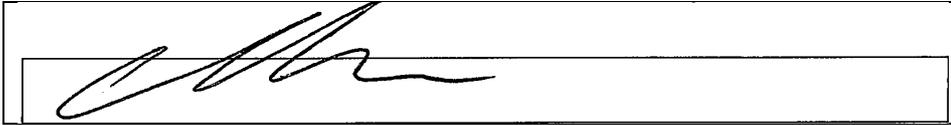
certify that:

- (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: Batchelor Institute of Indigenous Tertiary Education
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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: \$ / / Amount remitted: \$ / / Date 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.	\$2,776,000
(+ 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2014.	\$0
(=) 5. Total Indigenous Support Programme funds to be acquitted in 2014.	\$2,776,000

EXPENDITURE

6. Total Indigenous Support Programme expenditure in 2014, <u>excluding any GST</u> .	\$2,776,000
(+ 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. ¹	\$0
(=) 9. Total Indigenous Support Programme funds which by 31/12/2014 were fully expended and/or committed for expenditure.	\$2,776,000
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
12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2014.	\$0

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

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

1. Employee Expenses (salaries, superannuation, payroll tax, workers compensation, leave entitlements), including the following positions for Indigenous support services:	\$1,931,000
Student Support Officer (Batchelor & Alice Springs campus, 7 Staff)	\$450,000
Academic Advisor (Batchelor & Alice Springs campus, 2 Staff)	\$143,000
IT Client Services Coordinator (Batchelor campus, 1 Staff)	\$87,000
Community Engagement Officer (Batchelor & Alice Springs campus, 2 Staff)	\$283,000
Computer User Support (Batchelor campus and other locations, 1 Staff)	\$83,000
Cultural Development Advisor (Batchelor campus, 1 Staff)	\$106,000
Professional Learning & Development Advisor (Batchelor campus, 2 Staff)	\$95,000
Linguist (Higher Education Research) (Batchelor campus, 1 Staff)	\$57,000
Marketing & Communication Advisor (Alice Springs campus, 1 Staff)	\$119,000
Online & Learning Technologies (Batchelor campus, 1 Staff)	\$123,000
Post Graduate Support Officer (Batchelor campus, 1 Staff)	\$72,000
Resource Management Librarian (Batchelor campus, 1 Staff)	\$46,000
Student Operations Officer (Batchelor campus, 1 Staff)	\$150,000
Student Recruitment Officer (Batchelor campus, 2 Staff)	\$117,000
(+) 2. Communications and utilities	\$305,350
Student management system (Callista)	\$79,390
Telephone and internet services	\$91,610
Utility charges (electricity and water)	\$125,190
IT software and licence	\$6,110
Postage	\$3,050
(+) 3. Property management	\$148,240
Office and campus security	\$66,710
Office and campus cleaning	\$41,510
Office and student accommodation property maintenance (rates, fire protection, gardening, garbage collection, and general maintenance)	\$40,020
(+) 4. Non-capitalised equipment	\$80,060
Computers and IT equipment for computer labs	\$73,660
Non IT equipment for teaching & learning and community engagement	\$6,400
(+) 5. Travel expenses	\$311,350
Motor vehicles expenses (vehicle lease, fuel, and maintenance)	\$206,098
Airfares	\$48,519
Accommodation	\$31,079
Travel allowance	\$25,654
(=) 6. Total 2014 ISP Program Expenditure	\$2,776,000

NOTE:

All Batchelor Institute expenditure is Indigenous focused, representing the core values, vision, strategic objectives, and operation of the Institute.

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

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