



INDIGENOUS EDUCATION STATEMENT - OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from **Universities relating to their 2015 outcomes and future plans** to meet their ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

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

The Indigenous Education Statement 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 2015 ISP funds is included within this document. Please provide as much information as possible.

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

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

In accordance with the Guidelines, the Indigenous Education Statement is **due** to be submitted to and accepted by the Department of Prime Minister and Cabinet **on or before 10 June 2016**. Please allow 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 2016.

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 2015 AND PLANS FOR FUTURE YEARS

Please provide evidence of:

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

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

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

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

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

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

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 an Indigenous Advisory Board. The committee provides feedback and comment on educational, cultural, staffing and policy matters.
- The composition of the Council is also strengthened by having an Indigenous Student and Indigenous Staff member
- In August 2014 the previous Director submitted his resignation. This resulted in the Council undertaking a wide recruitment for his replacement. The successful candidate, and current occupant, as Director and Chief Executive Officer of the Institute is 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 took up the position of Director and Chief Executive Officer in February 2015.
- During 2015 the collaborative partnership with Charles Darwin University, the Australian Centre for Indigenous Knowledges and Education (ACIKE), continued which is aimed at increasing both the participation and success of Indigenous people in Higher Education. During 2015 both the CDU and Batchelor Councils discussed a range of issues in regard to ACIKE and have concluded that there are a number of very positive reasons for both Batchelor and CDU moving closer together with respect to making the partnership around undergraduate studies work better. A review was started which will conclude in 2016.
- 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.
- During 2015 the number of Aboriginal and Torres Strait Islanders who are members of the Corporate Executive increased from none at the beginning of 2015 to three out of the six members by the end of the year. Currently the Director/Chief Executive Officer; Deputy Director/Deputy Chief Executive Officer, and the Executive Director, Strategic and Shared Services are all Indigenous staff.
- 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
 - (iii) Graduation Organising Committee
 - (iv) Scholarships & Special Achievement Committee
 - (v) Selection panels must include at least one Indigenous staff member. The level of the position determines the seniority of the Indigenous panel member.

- A significant development during 2015 was the appointment of an Elder - Executive Advisor Academic and Cultural Leadership. The person appointed to this position is Dr Sue Stanton. Dr Stanton is a Kungarakan-Gurindji woman (the region in which the Batchelor campus of the Institute is located). This position will strengthen the integrity, quality and relevance of the Indigenous content of the courses offered by the Institute and assistance offered to students. Dr Stanton was previously Associate Professor in the School of History and Politics at the University of Wollongong and the recipient of a Fullbright Scholarship.
- During 2015 the Institute has shown an increase 'across the board' of Aboriginal and Torres Strait Islander staff being 37% of total staffing at 31st December.

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

- The roles, responsibilities and impact of Aboriginal and Torres Strait Islander leaders within the Institute increased significantly during 2015. As stated previously, the Director/Chief Executive Officer; Deputy Director/Deputy Chief Executive Officer, and the Executive Director, Strategic and Shared Services were appointed during 2015 and are all Aboriginal persons.
- During 2015 the proportion of senior administrative Aboriginal and Torres Strait Islander leaders at the Class 8 level increased to 36%. In addition, the two senior academics at the Academic D level are also Aboriginal and Torres Strait Islanders.
- The Institute has significantly improved its relationships with the Warrai and Kungarakan 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 Kungarakan people as a base for local economic activity and to show-case 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 current **Aboriginal and Torres Strait Islander Employment Strategy** including details on its current status, who has responsibility for its implementation, how is progress measured, how and when is progress reviewed or evaluated.
- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander staff employed at your University.
- 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).

*An outline of your current **Aboriginal and Torres Strait Islander Employment Strategy** including details on its current status, who has responsibility for its implementation, how is progress measured, how and when is progress reviewed or evaluated.*

- The adoption of special measures or more correctly “the priority consideration of Aboriginal and Torres Strait Islander applicants” has been in force for 12 months and has seen some significant improvements in our overall Aboriginal and Torres Strait Islander participation rates. At the end of December 2015 Aboriginal and Torres Strait Islanders made up nearly 37% of total Institute staffing; peaking in November 2015 at 40%.
- Special Measures is not about lowering standards. On the contrary special measures have been adopted to improve our selection processes and ensure that Aboriginal and Torres Strait Islander applicants are given a level playing field when it comes to recruitment. We believe in the saying “Talent is universal, Opportunity isn’t.” The introduction of Special Measures enables us to focus our search for talent and apply the existing affirmative action provision of our pathways policy. This does not detract from the process rather it adds strength to our unique status as a first nation provider.
- To summarise the key changes under Special Measures:
 1. Today we use a variety of networks and selective advertising to actively seek Aboriginal and Torres Strait Islander applications. These applicants are expected to provide the same level of written response to selection criteria as we would expect from non-indigenous applicants.
 2. Identified Aboriginal and Torres Strait Islander applicants are pooled together (in the policy - stage 1 pool). After the closing date the Panel is provided with these applications only. Non indigenous applications are kept at HR in the stage 2 pool (refer to process map attached to Policy document).
 3. The Panel is then expected to conduct an assessment of the applicants based on – to quote from the Merit Principle definition; “the person's aptitude for the discharge of the duties, their skills, qualifications and relevant experience, their capacity for development and their relevant personal qualities. In other words the same rigors that are applied to any selection process we undertake at the Institute.
 4. There is perhaps one exception to the above. Under the merit principle there is a requirement to consider the applicants capacity for development. This principle asked the Panel to look at a person’s past to see the potential for future growth. In the case of Aboriginal and Torres Strait Islander the Panel must also be mindful of its obligation under the Aboriginal and Torres Strait Islander employment & career pathway policy. Given this requirements the Panel must consider whether an applicant has aspirations to advance their qualifications and experience, demonstrate their potential for advancement, and achieve senior levels of responsibilities or expertise. If the Panel can see this potential then an applicant can be considered suitable for the position as long as they have achieved acceptable rating against the majority of essential selection criteria.
 5. Finally, if the Panel determines there is no one suitable in the Pool One list then the Chair of that Panel may request the Pool Two list of candidates. These will be released to the Panel only after the decision to reject the Pool one applicants has been scrutinised by a senior staff member of HR.

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 current strategies are outlined in our Recruitment and Selection Policy and Procedures.
- In addition, the new Enterprise Agreement 2015 – 2017 recognises two very important areas for Indigenous staff and these are the provision for financial recognition for 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 mentioned in our report for 2014 the new EBA provides specific provision for staff impacted by Domestic Violence and will recognise paid leave for this purpose.

The **number of Indigenous-specific positions at your University, detailed by occupation and level.**

- Refer above – under special measure All positions are given priority status for indigenous staff (provided they meet the selection criteria) until the level of Indigenous staff reaches the target of 50%.

The **current number of Aboriginal and Torres Strait Islander staff at your University (including numbers in academic and non-academic roles, and by level).**

Institute Staffing as at 31 December 2015 (including casuals, no ATAS)			
Listed positions	Aboriginal & Torres Strait Islander staff	Non Aboriginal & Torres Strait Islander staff	% Staff who are Aboriginal or Torres Strait Islander
Academic A	4	9	44%
Academic B	13	88	15%
Academic C	4	22	18%
Academic D	2	2	100%
Admin Officer 2	15	23	65%
Admin Officer 3	12	21	57%
Admin Officer 4	13	29	45%
Admin Officer 5	12	29	41%
Admin Officer 6	4	20	20%
Admin Officer 7	3	10	30%
Admin Officer 8	4	11	36%
Casual Lecturer BI	1	8	13%
Director	1	1	100%
Executive Officer 1		3	0%
Executive Contract	3	13	23%
Professional 1		1	0%
Professional 3	1	2	50%
Physical 1 BI	9	9	100%
Physical 2 BI	7	7	100%
Physical 2 BR	3	3	100%
Physical 3 BI	3	15	20%
Physical 3 BR	11	16	69%
Physical 4 BR	1	5	20%
Physical 5 BR	1	2	50%
Physical 6 BR	1	1	100%
Physical 7 BR		1	0%
Physical 8 BR	1	1	100%
Technical 1	1	1	100%
Technical 2	1	2	50%
Technical 3	1	3	33%
Grand Total	132	358	37%

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

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

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

Commencing Aboriginal and Torres Strait Islander students

	2014	2015
Aboriginal and Torres Strait Islander students	4	5
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 both 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) The Institute has developed collaborative relationships with Job Service Providers and CDEPs to put in place pathways in remote communities to Higher Education
- g) 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.
- h) Students were not charged enrolment fees in the VET space during 2015 and there are no additional administration charges of any description for Higher Education students (HDR)
- i) 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
- j) 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.

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.

The Institute has also been building its partnerships with the commencement of a number of new contracts with the Northern Territory Government's Department of Education and Department of Correctional Services and the Commonwealth Government's Department of Defence.

Scholarships details

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

However, during 2015 three Australian Postgraduate Scholarships Awards (APA) were awarded to Bachelor Institute Graduates.

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

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

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

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

	2014	2015
Aboriginal and Torres Strait Islander students:	14	15
Non Aboriginal and Torres Strait Islander students (Domestic students only):	2	1

Strategies to address participation

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

During 2015 the Institute's Division of Higher Education and Research continued the implementation of the range of strategies which are outlined in the Institute's Research Plan 2012-2015. During 2015 the draft Research Plan for 2016-2020 was developed with discussions occurring with the Academic Board and other stakeholders. 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 and consultation with a range of research organisations continued an expansion of the Institute's research networks and partnerships and an increase in the Institute's research activity and outputs.

Batchelor Institute Graduate School

The Graduate School provides research candidates and postgraduate students with the opportunity to engage in a robust, First Nations' approach to research and advanced learning. Our core areas of enrolment include Education, Languages, Creative Industries and Livelihoods. We adopt a model of Both-ways research, engagement and learning, and encourage career development, independent thought and meaningful knowledge transfer with Communities.

The Graduate School houses our PhD and Masters by Research programs focusing on Indigenous Perspectives. As the Graduate School develops, post-graduate coursework programs will be introduced across our research concentrations to reflect the core needs of our Communities and communities of practice. BI's higher degree program as separate from BI's undergraduate collaboration with CDU through the Australian Centre for Indigenous Knowledges and Education (ACIKE).

Centre for Collaborative First Nations' Research

With a focus on national and international partnerships, the Centre for Collaborative First Nations' Research (CCFNR) promotes innovation and agency through research in the Creative Industries, Education, and Livelihoods.

The Centre engages a collaborative approach to First Nations' research by leveraging our expertise across the areas of Creative Industries - studio arts and creative writing to curatorship and arts management, Education - early childhood to training and higher education, and Livelihoods - across community development, employment and industry.

The activities of the Centre include local, national and international research across our areas of expertise, comparative research programs, visiting scholars, fellowships, projects, and a series of themes and provocations. Through these activities, our First Nations' and non-Indigenous researchers work collaboratively with partners across Australia and internationally to undertake research that prioritises the perspectives of First Nations' Peoples.

Led by a First Nations' senior researcher, the Centre provides strategies that support research activity by First Nations and non-Indigenous scholars across the core areas of concentration. Working closely with our colleagues in the Batchelor Institute Graduate School, the Centre for Aboriginal Languages and Linguistics and research-invested staff across Batchelor Institute, we have developed an extensive network of Community, scholarly and industry partners in Australia and internationally. Essential to our collaboration work is the cultivation of research that enhances the lives of First Nations' Peoples.

Centre for Australian Languages and Linguistics (CALL)

The Centre for Australian Languages and Linguistics (CALL) focuses on the research, documentation and promotion of Aboriginal and Torres Strait Islander languages. For over 30 years, CALL has undertaken research, drawn together language resources, expertise, networks and knowledge from over 30 years of Institute collaboration with Communities. With significant funding from the Australian Government Indigenous Languages and Arts program, CALL's existing programs are fully funded to 2019, with work being carried out to develop these areas further in line with our institutional pillars of success.

Batchelor Press. Building on a proven record of publishing, CALL utilises Batchelor Press to produce culturally relevant and academically rigorous publications for multiple audiences, across a range of media.

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

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

- The **total number** of Aboriginal and Torres Strait Islander student **completions** at Bachelor level and above in 2015, compared to 2014 (please provide an all student comparison).
- **Support mechanisms** you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
- **Indigenous Education / Support Unit's role.**

	2014	2015
Aboriginal and Torres Strait Islander students: (Higher Degree)	2	1
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	0	1
Aboriginal and Torres Strait Islander students: (Bachelor Degree)*	0	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.

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:

- provides support to students with disabilities;
- Provides personal counselling services to students that have difficulties adjusting to being a student or being away from their families during workshops;
- Assists students with Abstudy issues they may encounter;
- Run orientation sessions for new students;
- Ensure all students feel culturally safe, regardless of the community they may come from;
- Is a point of contact to discuss family and/or health issues that might prevent students from succeeding in their studies
- 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. Academic Advisers can assist and counsel students and lecturers to make informed decisions with respect to students reaching their educational goals. In addition, there are a number of support mechanisms in place in ACIKE that the Institute contributes funding to. There is also 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.

Both-ways

Batchelor's Both-ways philosophy defines the way in which we work and teach. It is demonstrably a First Nations approach to teaching and interacting where Aboriginal and Torres Strait Islander ways of doing inform a Western educational system. The result is a culturally secure approach for both Aboriginal and Torres Strait Islanders and other peoples such that learning and achievement are synonymous.

Batchelor Institute's adoption of the Both-ways philosophy and approach has led to a highly successful capacity building capability. This capability along with its products and services enables the Institute to be a strong First Nations provider across Australia and internationally. In such an environment the need for a robust strategic approach and clear sense of values are critical to realise these opportunities.

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 outlined in the Strategic Plan 2015 -2020 which was launched during 2015. These are:

- Authenticity,
- Excellence,
- Agility,
- Dedication,
- Integrity,
- Team Work, and
- Respect.

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. To make the partner stronger and more relevant a review into the arrangement for the partnership was started in 2015 and implementation of any recommendations should start in 2016.

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, CDP (Community Development Program) and 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.

Library Services

The 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 is now located within 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.
- The Batchelor campus library is a joint use library with the primary role of an academic library to support the teaching and learning goals of the Batchelor Institute; and an additional role as a community library for Coomalie Community residents and for the Batchelor Area School.

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

Please use the financial acquittal template attached to report on the expenditure of your University's ISP grant for 2015, noting that a breakdown of expenditure is required. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2015 provided under section 19-10 of *Higher Education Support Act 2003*, please provide reconciliation.

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

SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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

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

<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:	Director, Performance Monitoring and Review
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. The documents are required to be externally accessible to the public. Please provide PM&C with a link to these statements.



FINANCIAL ACQUITTAL

Organisation	Batchelor Institute of Indigenous Tertiary Education		
Postal Address	Post Office Batchelor, NT 0845		
Contact Person	Cameron Wilson	Title	Chief Finance Officer
Phone	(08) 8939 7133	Fax	(08) 893 7125
E-mail	cameron.wilson@batchelor.edu.au		

Financial Acquittal		
This financial acquittal proforma is designed to acquit all ISP Funds provided in 2015, including all interest or royalties/income derived from ISP Funds during 2015.		
Attachment		Checklist
1	Indigenous Support Program (ISP)	√
<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 2015 and after you have entered all relevant information in the *Assets Register*.

ISP FUNDING RECIPIENT'S CERTIFICATION

I,

(print name of chief finance officer or equivalent)

(print position title)

certify that:

- (i) the details shown in this financial acquittal form and the accompanying pages - including the details of assets acquired and disposed of - represent a complete, true and correct summary of transactions that took place during the funding year under the Indigenous Education Program (ISP);
- (ii) Funds were spent on activities and initiatives to achieve the outcomes/targets indicated in the *Higher Education Support Act 2003*;
- (iii) any interest earned or royalties/income derived from these Funds was expended on activities to advance the objects of the *Higher Education Support Act 2003*; and

I understand that:

- (i) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (i) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Signed:



Date:

Privacy Notice

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

ATTACHMENT 1 - Indigenous Support Program

Provider Name:

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

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

1. If applicable, GST received by you in 2015 as part of the Indigenous Support Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$0
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$0
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /
	Amount remitted: \$ Date remitted: / /

PART B - Acquittal Summary Details (excluding GST):

INCOME

1. Unexpended Indigenous Support Programme funds from 2014 which were committed for expenditure prior to 31/12/2014.	\$0
(+) 2. Unexpended and uncommitted Indigenous Support Programme funds from 2013 which were approved for expenditure in 2015.	\$0
(+) 3. Indigenous Support Programme funds provided in 2015. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$2,791,000
(+) 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2015.	\$
(=) 5. Total Indigenous Support Programme funds to be acquitted in 2015.	\$2,791,000

EXPENDITURE

6. Total Indigenous Support Programme expenditure in 2015, <u>excluding any GST</u> .	\$2,791,000
(+) 7. Unexpended Indigenous Support Programme funds which were committed for expenditure prior to 31/12/2015.	\$0
(+) 8. Requested carryover into 2014 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2015 – written approval date /.../2015. ¹	\$0
(=) 9. Total Indigenous Support Programme funds which by 31/12/2015 were fully expended and/or committed for expenditure.	\$2,791,000
10. Returns of 2015 Indigenous Support Program Funds by 31/12/2015.	\$0
11. Balance of Funds for 2015 (Unexpended/uncommitted Indigenous Support Programme funds to be returned or recovered from 2014 entitlements).	\$0

12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2015.	\$0
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¹ The Department will only approve the rollover of unspent funds in exceptional circumstances.

STAFFING COSTS - eg

Position	Indigenous Centre/Faculty staff	Cost
APS 4 -marketing	Indigenous Centre	\$40,000
APS 5 – administration	Faculty staff assisting Indigenous Centre	\$25,000 pro-rata'd
Director	Indigenous Centre	\$90,000

TRAVEL COSTS – eg

Description	Destination & details	Cost
2 staff to attended Indigenous awareness course for 3 days at Wadeye	Wadeye – flight, accommodation, meals, course costs	\$2,000
Conference on Indigenous learning techniques	Sydney – hire car, course costs	\$500

SERVICES RENDERED – eg

Description	Internal/external cost	Cost
IT assistance – hotline	Internal expense	\$1,600
Room hire to hold 0-Week activities	Internal expense	\$250
Contractor to fix damages to centre	External expense	\$950
