



Batchelor Institute of Indigenous Tertiary Education

2016 Indigenous Education Statement

The Institute does not have an Indigenous Unit, as may be found in other Tertiary Institutions. 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”.

Background

The Batchelor Institute of Indigenous Tertiary Education sits uniquely in the Australian educational landscape as the only Aboriginal and Torres Strait Islander dual sector tertiary education provider. Under its ‘Both-ways’ philosophy, the Institute significantly provides an Aboriginal and Torres Strait Islander lens to a mainstream education system.

Through Batchelor Institute’s collaborative partnership with Charles Darwin University (CDU), The Institute delivers a purpose built Indigenous enabling program and a range of CDU-Batchelor Institute joint undergraduate degrees to Aboriginal and Torres Strait Islander students. Consequently, Batchelor offers students a learning pathway from foundation skills all the way to a Doctor of Philosophy, underpinned by the Institute’s highly regarded research program.

The Vision of the Batchelor Institute is to be:

Australia’s Leader in First Nations Tertiary Education and Research

The current Strategic Plan covers the period 2015 – 2020 and seeks to achieve the vision through the following five pillars or strategies that underpin the plan:

- *A Strategic, Sustainable, Innovative Aboriginal and Torres Strait Islander Business;*
- *A Demand Driven Organisation in Action;*
- *An Organisation where Excellence underwrites its work;*
- *An Aboriginal and Torres Strait Islander organisation that will contribute to Australia's National Identity; and*
- *Establish Batchelor Institute within the higher and further education sector at the National and International level.*

As the Batchelor Institute is an integrated Aboriginal and Torres Strait Islander education institution, including both Higher Education and Vocational Education and Training (VET), it is not possible to outline our role, operations and achievements in regard to Higher Education separately as outlined in the Sections below. As such, this statement needs to be considered as a whole, as many of the Achievements of the National Aboriginal and Torres Strait Islander Education Policy (AEP) goals for one section are integrated in the responses to other sections.

SECTION 1

ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2016 AND PLANS FOR FUTURE YEARS

Please provide evidence of:

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

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

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

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

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

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

The Council of the Institute is made up of ten members, the majority of whom are Aboriginal and/or Torres Strait Islanders, including the Chairperson and the Chief Executive Officer (CEO) of the Institute. The composition of the Council is also strengthened by having Indigenous Student and Indigenous Staff members.

The Institute has an Aboriginal and Torres Strait Islander Staff Committee in place that reports to the CEO; and with direct communication protocols to the Council. The committee provides feedback and comment on educational, cultural, staffing and policy matters.

The Corporate Executive group consists of the six most senior executives of the Institute, of which currently four are Aboriginal and/or Torres Strait Islanders. The Corporate Executive provides a forum for discussion regarding general direction in relation to strategic planning and implementation, corporate priorities and positioning of the Institute and its operations and business. Specifically, the role of the Corporate Executive includes:

- Oversight of the financial management and plans of the Institute (in coordination with the Finance and Risk Management Committee),
- Provision of strategic direction,
- Providing direction in regards to the development, interpretation and implementation of the Strategic Plan,
- Consider and provide direction on corporate priorities,
- Provide direction on positioning of the Institute within the Tertiary and Indigenous Education sectors,
- Provide direction on business and major emerging opportunities,
- Provide direction and/or instruction to the Senior Management Group, as appropriate, and
- Consider major strategic and operational matters for the Institute and provide advice or direction as necessary.

The Senior Management Committee (SMC) is the Institute's principal (operational) management committee. The SMC does not report to any other committee, but may take directions from the Corporate Executive and report to Council on particular matters through the CEO. Its functions include:

- Providing advice to the CEO on any matter as requested,
- Approval of Institute operational policies,
- Establishing, monitoring and maintaining delegations,
- Implementation and monitoring of the Strategic Plan,
- Management of major change,
- Matters referred by the Corporate Executive,
- Operational matter in regards to ASQA and TEQSA standards and registration (in coordination with the Academic Board),
- Implementation of risk management plans (in coordination with the Financial and Risk Management Committee), and
- Establish principles and practices through which the Institute will manage the sustainability, development and performance of its workforce.

The Academic Board, being the major committee overseeing the academic standards and operation of the Institute has a significant proportion of Aboriginal and/or Torres Strait Islander members. These currently include:

- The Chief Executive Officer,
- Up to three Representatives appointed from the Aboriginal and Torres Strait Islander full time Academic Staff, at least one from the Top End and one from the Central Region,
- The Deputy Chief Executive Officer,
- At least one or more up to a maximum of 3 Student Representatives appointed by the Student Body,
- The Director of the Graduate School, and the
- Elder/Executive Advisor: Academic and Cultural Leadership.

The participation and influence of Aboriginal and/or Torres Strait Islander people in the academic standards and operation of the Institute can be seen when the role of the Academic Board is considered. During 2016 new Academic Board Rules replaced the Academic Board 'By-Laws'. This change will allow the Institute and Council to be more flexible and adaptable, while maintaining high level academic governance. The role of the Academic Board as outlined in the Rules includes:

- Making recommendations and reporting to the Council or the Chief Executive Officer on strategic academic direction, policy, process, implementation, course design and delivery, assessment, course regulations and academic quality assurance.
- Approving academic policies and where appropriate subordinate policy documents.
- Making recommendations on academic objectives and goals of the Institute.
- Reviewing and making recommendations on the Institute's teaching and learning, and research strategic directions and plans. and
- Recommending to the Council academic proposals for the introduction of new academic programs and ensuring that existing academic programs of study are reviewed regularly.

In December 2016 the Corporate Executive, after Institute wide consultation, undertook a reshaping of the Institute organisational structure to take effect from January 2017. The revised structure will better meet the needs of the future and allow for increased integration and support across the Institute.

When the roles of the Corporate Executive, Senior Management Committee and the Academic Board are considered and the very high representation of Aboriginal and/or Torres Strait Islander staff and students it is clear that the participation of Aboriginal and Torres Strait Islander people in both the educational and operational decision-making of the Institute is extremely high.

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

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

- An outline of your current **Aboriginal and Torres Strait Islander Employment Strategy** including details on its current status, who has responsibility for its implementation, how is progress measured, how and when is progress reviewed or evaluated.
- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander staff employed at your University. (Please provide a link to your Employment statement).
- The **number of Indigenous-specific positions** at your University, detailed by occupation and level.
- The **current number of Aboriginal and Torres Strait Islander staff at your University** and their roles across the University (including numbers in academic and non-academic roles, and by level).

The Institute has adopted a 'Special Measures' strategy in the recruitment and selection of staff, or more correctly "the priority consideration of Aboriginal and Torres Strait Islander applicants". This strategy has been running for almost two years now and has provided an edge to our targeted recruitment. Frustratingly candidates are still hard to find. That said, the Special Measures have allowed us to explore different ways to attract Aboriginal candidates and we now have an increasing number of senior staff positions being filled by Aboriginal and Torres Strait Islanders. We are now standing at just over 34% which is on track for our goal of 50% by the end of 2018.

Of course, "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 and selection. 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.

With the ongoing attention to Special Measures and recruitment and selection in general some of the initiative have put in place over the last 12months include:

1. The application process has changed whereas the applicants do not need to complete a separate response for each selection criteria. They are required now to submit a one page covering letter explaining their suitability in undertaking the position relating to the selection criteria.
2. Panel Chairs are required to meet with the HR Director to confirm the selection strategy is consistent with attracting talented Aboriginal and/or Torres Strait Islander candidates. This includes testing the essential criteria against the role profiles and expected outcomes, looking at support provided for the positions and the capacity of the directorates to ensure success.

3. In conjunction with the Office of the Executive Advisor Academic and Cultural Leadership, HR provide Aboriginal and Torres Strait Islander panel members who have the capacity to evaluate the candidate's potential for development and fit within the Institute.
4. Introduction of more community networking to find suitable applicants for roles.
5. Whilst appointments are made on a merit basis, a selection Panel must use the special measures process which requires a Panel to firstly conduct interviews from a first pool of Aboriginal and Torres Strait Island candidates who meet the position criteria. A suitable candidate from this pool will get the job. A second pool of non-Aboriginal or Torres Strait Islander applicants will not be considered until the Panel has considered that there are no suitable applicants from the first pool. If a Panel determines there is no one suitable in the first pool of applicants then the Chair of that Panel may request the second pool list of candidates. The second pool of applicants are released after being scrutinised by the Director of HR.

The major strategies in relation to increasing the employment of Aboriginal and Torres Strait Islander staff are not only seen in the implementation of Special Measures as described above, but also in the Recruitment and Selection Policy and Procedures. For example, the four core principles that underpin the Recruitment and Selection Policy policy are:

1. Priority consideration for Aboriginal and Torres Strait Islander applicants will apply to all positions advertised at the Institute.
2. An Aboriginal or Torres Strait Islander applicant assessed by the relevant selection panel as meeting the selection criteria and as suitable to perform the duties at the level appropriate for the position will be recommended for appointment.
3. Workplace Diversity. The Institute aims for an inclusive and diverse workforce. All equal employment opportunity groups are encouraged to apply for vacancies. and
4. A transparent and accountable recruitment and selection process.

The above principles are implemented through the Recruitment and Selection Procedure which outlines the processes for recruiting and selecting staff. Appointment of Aboriginal and/or Torres Strait Islander staff also includes a confirmation of identity built into the procedure and managed through Office of the Elder - Academic and Cultural Leadership, at the Batchelor campus and at the Elder in Residence Office at the Desert Peoples Centre for Alice Springs staff.

In addition to the above policy and procedure the Enterprise Agreement recognises two very important areas for indigenous staff:

1. The provision for financial recognition for employees who use Indigenous languages as part of their employment and able to speak the local language. and
2. The use of broad banding provisions for employees working within the “Physical” Employment streams to encourage meaningful advancement through attainment of Certificate qualifications.

While the Institute has a much higher percentage of Aboriginal and Torres Strait Islander staff than any other higher education institution this has been achieved without having any specific positions officially identified as Aboriginal and Torres Strait Islander only. However, three positions have been ‘tagged’ and would only be allocated to an Aboriginal and/or Torres Strait Islander person. These are:

- Elder: Executive Advisor Academic and Cultural Leadership,
- Elder in Residence – Desert Peoples Centre Alice Springs, and
- Co-Ordinator Cultural Training and Torres Strait Islander Adviser

In addition to the above achievements, the Institute now has a total of six Aboriginal staff members who have achieved a PhD.

The following table shows the total established positions of the Institute and the number and percentage that are filled by Aboriginal and/or Torres Strait Islander staff. The table indicates that the participation of Aboriginal and/or Torres Strait Islander staff is comparatively very high across all areas of the Institute – management, academic, administrative and operational.

**Batchelor Institute of Indigenous Tertiary Education
Established Positions as at 31 December 2016**

Institute Established Positions*			
<i>Positions</i>	<i>No of Aboriginal and Torres Islander Staff</i>	<i>Total Institute Staff</i>	<i>% Staff that are Aboriginal and/or Torres Strait Islander</i>
Academic A	4	10	40%
Academic B	12	83	14%
Academic C	5	18	28%
Academic D	2	3	67%
Admin Officer 2	15	23	65%
Admin Officer 3	6	11	55%
Admin Officer 4	9	20	45%
Admin Officer 5	9	33	27%
Admin Officer 6	2	13	15%
Admin Officer 7	3	13	23%
Admin Officer 8	3	10	30%
Casual Lecturer	0	6	0%
Director	1	1	100%
Executive Advisor	1	1	100%
Executive Officer 1	0	1	0%
Executive Contract	3	13	23%
Professional 3 BI	1	2	50%
Physical 1 BI	6	6	100%
Physical 2 BI	5	9	56%
Physical 2 BR	3	3	100%
Physical 3 BI	1	3	33%
Physical 3 BR	8	13	62%
Physical 4 BR	1	6	17%
Physical 5 BR	5	6	83%
Physical 7 BR	0	1	0%
Technical 2 BI	2	2	100%
Technical 3 BI	0	2	0%
Total	107	312	34%

**Including casuals, no ITAS.*

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

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

- **Commencing Aboriginal and Torres Strait Islander student** numbers for 2016 (access rate) as compared to 2015 (please provide an all student comparison).
- **Programmes run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your University**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up of available scholarships.
- **Indigenous Education / Support Unit's role**.

Commencing Aboriginal and Torres Strait Islander students

	2015	2016
Aboriginal and Torres Strait Islander students	5	6
Non-Aboriginal and Torres Strait Islander students (Domestic students only):	nil	nil

These numbers represent commencing Higher Degree by Research candidates commencing in the 2015/2016 years. The primary focus of the Institute is on the education and training of Aboriginal and Torres Strait Islander students, and research. As such, the majority of programs, marketing and recruitment strategies are designed to improve the access of Aboriginal and Torres Strait Islanders to both VET and Higher Education. The Institute has a special focus on ensuring that potential Aboriginal and Torres Strait Islander students from rural and remote locations have access to higher education; at the pre-tertiary, undergraduate and post-graduate levels.

The Institute now only enrolls students in the its Higher Degree by Research (HDR) programs – a research Masters and a Doctor of Philosophy in Indigenous Perspectives - with all enabling, undergraduate and other post graduate coursework enrolments being enrolled through the Charles Darwin University (CDU). Workshops for these courses are conducted at both the Batchelor and Alice Springs campuses of the Institute.

The established partnership between the Batchelor Institute and CDU, regarding undergraduate and post-graduate coursework programs and the Preparation for Tertiary Success (PTS) enabling program, is ongoing with improved collaboration around the health and education programs and potential student pathways. Marketing and other work designed to increase the pool of potential students for higher education studies is also occurring simultaneously and this will help strengthen our profile and our student numbers in undergraduate programs. VET and Higher Education staff are working with CDU staff to improve collaborative pathways for students.

Marketing and promotional material for Preparation for Tertiary Success (PTS) enabling program with prominent Batchelor logo display are being used to advertise the program through Deakin University. Deakin University's, Koori Institute, has agreed to refer students to Batchelor's PTS.

Scholarships. As from 2012, all Commonwealth Scholarships were transferred to CDU for continuing and commencing undergraduate and enabling students. During 2016 the Institute implemented arrangements for the transition of its continuing Higher Degree by Research students into the new Research Training Programme (RTP) scholarship regime, commencing January 1, 2017.

Engagement. The Institute conducts its training and education in remote communities in addition to campuses at Batchelor, Darwin and Alice Springs. This has given the Institute a wide profile among the Aboriginal and Torres Strait Islander population; especially in the Northern Territory. The long history of the Institute (over 40 years) and our reach into communities where tertiary education has an often very low profile provides an important point of inquiry and information for potential students.

Other programs and initiatives to improve equitable access of Aboriginal and Torres Strait Islander students to higher education include:

- *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.
- *Common units* – seek to provide academic literacy and establish foundations skills for academic success.
- *Preparation for Tertiary Success.* This free university enabling program is an innovative and engaging course for Aboriginal and Torres Strait Islander people. The program is designed to develop the skills, knowledge and confidence you need to succeed at university. It is delivered both in Alice Springs and in Darwin. Students attend face-to-face workshops either in Alice Springs or Darwin followed by work to be completed at home. Travel and accommodation is arranged for students who don't live in Alice Springs or Darwin. While it is a pathway into university, it is more than just learning the required academic skills. Students also uncover the necessary dimensions of successful adult learning – such as confidence, resilience and the ability to learn new things. Students and staff bring together their Indigenous and academic knowledge systems to develop a strong 'Both-ways' learning identity.
- *Indigenous Tutorial Assistance Support (ITAS).* The Institute provides on-going support for students through ITAS to provide tutorial assistance outside of teaching hours.

- Improved VET pathways through the Education Support and Aboriginal and Torres Strait Islander Health Worker program.
- The Institute has developed collaborative relationships with Job Service Providers and CDPs to put in place pathways in remote communities to Higher Education.
- The Institute’s Library provides ongoing information and support programs out of hours to students to assist them with their academic endeavours.

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

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

- The **total number** of Aboriginal and Torres Strait Islander student **enrolments** for 2016, compared to 2015 (please provide an all student comparison).
- Details of your Universities’ **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education / Support Unit’s role.**

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

	2015	2016
Aboriginal and Torres Strait Islander students:	14	17
Non-Aboriginal and Torres Strait Islander student (Domestic students only):	1	1

These numbers represent the total Batchelor HDR candidate enrolment numbers for the 2015/2016 years. The Institute is acutely aware that its student body and pool of potential students often come from a background where they have often experienced a greater degree of challenges and disadvantage than the majority of tertiary students. In recognition of this, an aim of the Institute to increase access for, and participation of, Aboriginal and Torres Strait Islanders in all levels of education and training a range of programs and resources have been developed. These include Foundation Skills, other literacy and numeracy assistance, Preparation for Tertiary Success (PTS) and pre-PTS course. These have been developed to ensure better access to tertiary education and higher participation and completion rates for existing programs.

Solid marketing and promotion of the organization and good news stories create a culturally inclusive and appropriate environment for staff and students both nationally and internationally. The promotion of the Masters and PhD programs has increased inquiries, applications and enrolments in Semester 2, 2016.

During 2016 two research Academic D appointments were made. This will strengthen the ability of the Institute to provide high quality research and research training and increase the participation of high quality Aboriginal and Torres Strait Islander students in higher education.

Teaching and Learning Plan

The Teaching and Learning Committee is a committee of the Academic Board. The Teaching and Learning Plan 2017-2020 was developed towards the end of 2016 to replace the previous plan. The plan has been developed, managed, monitored and reviewed by the Teaching and Learning Committee, and 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.

The Teaching and Learning Plan also 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 four goals that have been developed to drive the Teaching and Learning Plan are:

- 1. Provide a culturally safe training, teaching, learning and research environment for both students and staff*

Central to achieving these objectives is our commitment to the Both-ways practices to drive change and understanding of training, teaching and learning in all facets of our organisation.

- 2. Focus on higher education, research and training that support the aspirations of Aboriginal and Torres Strait Island peoples and lead to employment*

The second goal is to design and implement a suit of high quality higher education courses and training programs in collaboration with active partnerships, industry and professional organisations and communities. We will regularly and systematically review course delivery based upon a demand driven environment.

- 3. Promote and commit to increasing innovative and flexible approaches to training, teaching and learning*

The Institute recognises the diversity of student learning needs and will therefore promote an increase of flexible learning strategies within training and education. The Institute will ensure that the needs of regional and remote students will be supported by use of virtual networks and technology based solutions to provide greater access for Aboriginal and Torres Strait Islander students to training and higher education.

4. *Increase access to Training and Higher Education, and retention and success of Aboriginal and Torres Strait Islander students*

The Institute is committed to playing a lead role in ensuring that Aboriginal and Torres Strait Island peoples are able to fully participate and excel in education and training opportunities. The Institute provides a learning environment that leads to successful outcomes for students.

Each goal is underpinned by a range of strategies and performance indicators; with responsibilities assigned for each strategy.

School of Higher Education

The School of Higher Education at Batchelor Institute was established in 2013 in response to the restructure of the Institute. The School of Higher Education provides quality teaching and learning across a number of Higher Education programs – from enabling to Bachelor degree and graduate certificate programs. These are delivered through a partnership agreement with Charles Darwin University (CDU).

In 2016, the School delivered into the following courses:

- Preparation for Tertiary Success (PTS),
- Batchelor degrees in Primary Teacher Education and Early Childhood,
- Bachelor of Applied Social Sciences (BASS),
- Bachelor of Indigenous Languages and Linguistics (BILL),
- Bachelor of Nursing,
- Bachelor of Health Sciences Diploma of Creative Indigenous Writing,
- Diploma of Aboriginal and Torres Strait Islander Knowledges, and
- Diploma of Creative and Indigenous Writing.
- Graduate Certificate of Sustainable Indigenous Partnerships

Throughout 2016 the School of Higher Education continued to work very closely with a number of schools at CDU. The Institute's academic staff contributed significantly to the redevelopment and review of degree programs in education and languages and linguistics. A highlight for the School was the introduction of a specialisation in Indigenous languages teaching and learning in the Bachelor of Education Primary teacher education, where Batchelor staff fully developed two specialist electives.

The School of Higher Education continues to promote a teaching and learning environment of the highest quality within the framework of Scholarship of Teaching and Learning (SoTL). In that respect, the School continues to support academic staff to upgrade their qualifications. In 2016, a further two staff members completed their PhD studies. Another staff member has submitted her PhD thesis and is awaiting examiner reports. Several academic staff are currently undertaking further studies, including two PhDs and two Masters.

The School and academic staff, in particular, worked hard to attract new students into their programs, at the same time supporting and encouraging returning students to continue their studies. Thanks to this effort, the School exceeded its projected EFTSL in 2016.

SANTPEN

The School of Higher Education, on behalf of Batchelor Institute is the lead Institute of the South Australia Northern Territory Promoting Excellence Network (SANTPEN), a multi-institutional project partnered with Flinders University, University of South Australia, University of Adelaide, Tabor College and Charles Darwin University.

Division of Research

The research approach at Batchelor Institute privileges the voices of First Nations' Peoples and Communities by engaging in culturally-enriched research that promotes innovation. Through partnerships with Communities, Peoples, industry and government, the Institute's research engages a strengths-based approach to education, creative industries, languages and livelihoods.

Across 2016, Batchelor's researcher team attracted research income from a range of contract research and other fee-for-service activities. This has a flow-on effect for the HDR candidates being exposed to, and involved in, internal and external research and other higher education activities. Operating in an increasingly competitive environment, Batchelor's research continues to respond to and inform changing government policy and the increasingly complex demands of industry while ensuring the perspectives and aspirations of Aboriginal and Torres Strait Islander Communities and Peoples are privileged.

The place of research in the Institute Strategic Plan (2015-2020) is significant and reflects the Institute's emphasis on collaborative, grounded and Indigenous-directed research. Across 2016 the Research Office consulted on and produced the Institute's second Research Plan. This new Research Plan (2016-2020) mirrors the Institute Strategic Plan's drive and focus on growth through collaboration. It leverages off the extensive research building effort of the past four years, guided by the original Research Plan and the resources and support of the Collaborative Research Network project, which was funded by the Commonwealth Government.

The current Research Plan uses the deliverables of the five 'success pillars' formed through the Institute Strategic Plan to frame the research excellence agenda of the Institute's research centres. In line with the language and aspiration of the Institute Strategic Plan, the 2016 Research Plan adopts the term 'First Nations' in place of 'Indigenous' to reflect our national-to-international collaborative research commitment and direction.

In 2016, the Institute established a second research centre and strengthened our Higher Degree by Research program support and activity through a newly identified Graduate School for Indigenous research. The newly formed Centre for Collaborative First Nations' Research (CCFNR)

and Batchelor Institute Graduate School, along with the highly-regarded Centre for Australian Languages and Linguistics (CALL) provided leadership across the delivery of our research programs in 2016 and will continue to provide greater visibility and prominence for the research and research training programs of the Institute.

Research Development Partnership. In 2016, the Research Office finalised the four-year research capacity building program under the Commonwealth Government-funded Collaborative Research Network (CRN) project. The Batchelor Institute project, called Indigenous Research Collaborations worked with partners the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), Charles Darwin University and Monash University. This project directly tackled 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. By 2016, the CRN has delivered for the Institute:

- a set of critical collaborative relationships across our research concentrations
- an increase in the number and capacity of Indigenous and non-Indigenous researchers and activity
- a strategy for leading our research and researchers across our concentrations in the Territory, national and international space
- an increase in quality and quantum in research activity, including national competitive and leading grants and fellowships, HDR enrolments and completions, research outcomes, and career development processes
- ongoing research connections through the development of a network of national research partners formalised through adjunct arrangements, partnerships in research, MOUs, and supervision arrangements
- three distinct organisational structures to support research quality and growth: Centre for Collaborative First Nations' Research, Centre for Australian Languages and Linguistics and the Graduate School
- two cycles of formalised Research Plans that now project research developments through to 2020.

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 the Institute's 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 areas of expertise, comparative research programs, visiting scholars, fellowships, projects, and a series of themes and provocations. Through these activities, the Institute’s 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 colleagues in the Batchelor Institute Graduate School, the Centre for Aboriginal Languages and Linguistics and research-invested staff across Batchelor Institute, the Centre has developed an extensive network of Community, scholarly and industry partners in Australia and internationally. Essential to its collaborative work is the Centre’s cultivation of research that enhances the lives of First Nations’ Peoples.

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

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

- The **total number** of Aboriginal and Torres Strait Islander student **completions** at Bachelor level and above in 2016, compared to 2015 (please provide an all student comparison).
- **Support mechanisms** you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
- **Indigenous Education / Support Unit’s role.**

Number of Aboriginal and Torres Strait Islander student completions at Bachelor level and above

	2015	2016
Aboriginal and Torres Strait Islander students: (Higher Degree)	0	0
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	0	0
Aboriginal and Torres Strait Islander students: (Other postgraduate)*	0	2
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	0	1
Aboriginal and Torres Strait Islander students: (Bachelor degree)**	0	0
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)**	0	0

* Numbers listed under “Other Postgraduate) are students that were awarded a Graduate Certificate alternative exit award from a Masters by Research level course.

** Charles Darwin University (CDU) confers the undergraduate awards that are being taught through a partnership agreement between Batchelor Institute and CDU.

The Institute at present has a small number of Higher Degrees by Research Aboriginal and Torres Strait Islander students. Of this small group, two students completed in 2014, and at least one student will have her award of PhD conferred in June 2017.

In 2016 Batchelor Institute has also enhanced the delivery of education, training and research through improved technological support and engagement with industry groups, potential partners, community groups and other stakeholders. It is expected that this will continue to strengthen the quality and competitiveness of our education, training and other services.

Social Media Workshop were presented to Institute researchers. The workshop overviews how social media can promote individual's research and how it can benefit collaboration with other researchers.

The Institute delivered another HDR candidate Supervisor Training Workshop in 2016. The workshop included Collaborative Research Partners (CRN) partners, Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) and Monash University.

Staff development workshops continued to ensure managers and teaching staff are supported to adopt a more proactive approach to progressing students through qualifications and resulting in a more timely fashion.

The Graduate School, coordinated a series of HDR Candidate Masters Class across 2016 which included dedicated student well-being sessions delivered by practicing clinical psychologists.

Staff are utilizing recently purchased ICT video recording devices and integrating the new Bluejeans video conferencing into the teaching and learning space. The use of Moodle is being revitalized within the Institute with the creation of digital learning objects and instructional videos. The Teleconferencing facilities have also been improved, as have online multi-point conferencing, through the uptake of the Blue Jeans program. These improvements will better enable students to achieve their educational objectives and course and unit completions.

Student Services continue to provide a professional and holistic support for students during their studies. Areas of support provide include:

- Student Orientations (Information);
- Student Enquiries & Support ;
- Residential;
- Indigenous Tutorial Assistance Scheme & Timetabling;

- Student Recreation;
- Student Travel;
- Student Administration; and
- Information, Communication, & Technology.

Within the Student Services group more specific support mechanisms and services are in place to assist Aboriginal and Torres Strait Islander students to complete their study. These include:

The Student Support team:

- Support to students with disabilities;
- Provide 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 and
- Deals with student concerns and is one of the first point of contacts for student complaints.

Student Travel Team:

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

Indigenous Tutorial Assistance Scheme (ITAS)

- ITAS coordinates tutors with the tutorial requirements of students. Tutors are selected and matched to students' unit enrolments and needs.

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 your curriculum.
- 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.

Cultural Awareness and Both-ways (outlined below) training is provided to both staff and students through orientations and continue to create a culturally inclusive environment for staff and students through culturally appropriate support services both nationally and internationally through quality student experience. Both-ways philosophy is applied in all higher education intensive on-campus workshops. In addition, a series of Lunchbox Lectures have been conducted to explore innovation and integration of research into practice within Batchelor

Institute Higher Education staff are involved in the re-accreditation process of Health and Education programs at CDU and the development of ‘Specialisations’ in both programs. This enhances the understanding of, and respect for, Aboriginal and Torres Strait Islander traditional and contemporary cultures in both CDU and Batchelor courses, teaching and experience.

A series of workshops were held throughout the Territory on ‘exploring what the big issues might be for Aboriginal and Torres Strait Islander people in the future’ with workshop outcomes to focus and shape the future of Indigenous research at the University of Sydney and to identify potential partnership projects with Batchelor researchers.

Centre for Collaborative First Nations’ Research (CCFNR) Director, undertook an internal fellowship through the United States of America promoting the Centre and building collaborative relationships.

The Graduate School continues its focus on sustaining areas of Indigenous research concentration: Languages, Creative Industries, Education and Livelihoods is providing candidates with a clear direction for knowledge-transfer back to communities, to the sector, and providing the basis for research contributions at the highest level.

Strategic and Shared Services in conjunction with the Office of the Elder and a representative working group are developing an Institute Engagement and Communication Charter.

The Director of the Graduate School and the Executive Director, Higher Education and Research, represent the Institute on the Australian Council of Graduate Research (ACGR) and participate in ACGR meetings twice a year.

The Institute is a member of the First Nations World Indigenous Nations Higher Education Consortium (WINHEC) with the Chair of Council representing the Institute at the WINHEC meeting in NZ.

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.

Office of Elder: Academic and Cultural Leadership

The Office of the Elder - Academic and Cultural Leadership (OEACL) has established its main office at the Batchelor campus. OEACL staff include:

- Dr Sue Stanton, PhD, Fulbright Scholar – Elder Executive Advisor, Academic and Cultural. Dr Stanton is a Kungarakan Traditional Owner-Custodian and, as part of that role, provides cultural and some ceremonial representation to staff, visitors and guests of Batchelor Institute at Batchelor's campus.

- Mrs Noressa Bulsey is Coordinator of Cultural Training and is also the Institute's Torres Strait Islander Advisor.
- Mr Harold Furber, Elder in Residence at the Desert Peoples Centre (DPC) Alice Springs, provides advice in relation to diversity training of staff, and promoting intercultural communication to both internal and external stakeholders as well as visiting groups to the Centre. Mr Furber, as one of the Traditional Owners-Custodian family groups of the Alice Springs region also provides other appropriate and ceremonial representations to staff, visitors and guests of the Institute at DPC.

Both Mrs Bulsey and Mr Furber, in liaison with the Academic Elder, continue to advise and direct and provide a variety of cultural responses to all staff and external stakeholders and others to ensure that culturally meaningful and respectful engagements are maintained across all Batchelor Institute landscapes. In addition, OEACL provides cultural support and advocacy to Institute staff and students. The Office also prioritises healthy interactive community engagement with all sections of the local community, such as youth, schools, police, and health workers.

OEACL is currently developing a Circle of Elders group with representative Elders from a variety of Northern Territory Communities who will remain as permanent OEACL Advisors.

Academic leadership is provided through the Academic Elder who plays a key role in working with the teaching and training workforce, VET, Higher Education and Research, to ensure culturally relevant materials and that Aboriginal and Torres Strait Islander perspectives are embedded and endorsed across a range of curricula, teaching and learning models, and disciplines. OEACL promotes robust dialogue, development and implementation of supportive, inclusive environments across all Batchelor Institute campuses and locations where course delivery, projects and industry engagement and other activities occur. The Office does this through regular Intercultural programs, Indigenous Knowledges' forums as well as celebration and guest presentations marking significant events on the annual Aboriginal and Torres Strait Islander calendar. A wide range of topics are covered and a number of guest presenters from within staff as well as external guests are invited to participate and present.

The Academic Elder is also a member of several Institute Committees including Research, Academic Board, Teaching & Learning, and Senior Management Committees. The Academic Elder maintains strong working links with Research, the Graduate School, the Centre for Collaborative First Nations Research; and the School of Higher Education.

Batchelor Institute Press

Previously known as Batchelor Press, Batchelor Institute Press underwent a name change in 2016 to further strengthen the link between the Press and its parent, Batchelor Institute. The primary aim and focus of Batchelor Institute Press is to support the documentation and dissemination of First Nations languages and knowledges. The Press is one of the 'keeping houses' for research and publications undertaken through First Nations' language projects ensuring 'just-in-time'

production of Aboriginal language teaching and learning resources. Batchelor Institute Press also provides a distribution service for research publications within Batchelor Institute and for external organisations that foster First Nations' knowledges and well-being. Batchelor Institute Press specialises in Indigenous publishing and provides design, desktop publishing and distribution services. for internal and external clients. The press celebrated reaching the 3,000th order in 2016. For further information, visit www.batchelorpress.com .

Centre for Australian Languages and Linguistics (CALL)

2016 was an exciting and productive year for CALL, with the Wake up CALL project gaining in strength through the injection of funds from the Institute, Batchelor Institute Press and the Commonwealth Government's Indigenous Language and Arts program. In partnership with the Institute Library, CALL led the Wake up CALL project through building a unique database and website to make the CALL Collection archives publically accessible. The Collection holds 43 years of works from Communities across Australia including student works, and staff, linguist and research resources. The CALL Collection holds language resources from over 115 Australian languages with over 2,000 contributors.

First Nations Language Activities

A range of specific language projects are being undertaken. These include:

- *Wadeye Aboriginal Language Project.* The Wadeye project works with seven language groups; Murrinhpatha, Marri Tjevin, Marri Ngarr, Marri Amu, Magati Ke, Jaminjung and Marithieyel.
- *Mowanjum Languages Project.* The project engages with Ngarinyin, Worrorra and Wunambal Gaambara people living at Mowanjum Community. An exciting activity was engagement in Own Language Learning – this is an oral course that is headed by the language Elders and includes children as well as adults in the learning activities.
- *Western and Northern Aboriginal Language Alliance (WANALA).* WANALA was established as an advocacy and professional development group to support Language Centres and language projects in the Northern Territory and Western Australia. The group was funded by the Commonwealth Government's Indigenous Language and Arts program from July 2012 to June 2016. The last meeting for the Alliance was in June 2016 at Batchelor Institute's Alice Springs Campus at the Desert Peoples Centre. Thirty of Australia's First Nations language centres, organisations and associations gathered for the Forum to share experiences in language work, undertake professional development and develop an advocacy declaration for Aboriginal languages.
- *Gurr-goni Dictionary Project.* The Gurr-goni to English dictionary was officially launched in April 2016. Gurr-goni is a language spoken in North-Central Arnhem Land, in and near the township of Maningrida. It has a small group of speakers but Gurr-goni children still learn their language and speak it at home and on country. The NT Language Centre Support program at Batchelor Institute supported this program alongside the Australian Government's Indigenous Languages Support and Indigenous Languages and Arts programs. The dictionary was designed and copy edited by Christine Bruderlin and Mark

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 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 2016, noting that a breakdown of expenditure is required (eg salary and travel breakdown). Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2016 provided under section 19-10 of *Higher Education Support Act 2003*, please provide reconciliation.

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

SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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

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

<i>University Officer</i>	
Name	Professor Robert Somerville AM FIML
Position Title	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



Australian Government

Department of the Prime Minister and Cabinet

FINANCIAL ACQUITTAL

Organisation	Batchelor Institute of Indigenous Tertiary Education		
Postal Address	Post Office Batchelor, NT 0845		
Contact Person	Leah Atkinson	Title	Chief Financial Officer
Phone	08 8939 7133	Fax	08 8939 7125
	E-mail	leah.atkinson@batchelor.edu.au	

Financial Acquittal

This financial acquittal proforma is designed to acquit all ISP Funds provided in 2016, including all interest or royalties/income derived from ISP Funds during 2016.

Attachment	Checklist
1 Indigenous Support Program (ISP)	<input checked="" type="checkbox"/>

For each Attachment:

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

Certification

Complete this certification after you have completed the Financial Acquittal for any ISP funding which you have received in 2016 and after you have entered all relevant information in the Assets Register.

ISP FUNDING RECIPIENT'S CERTIFICATION

I,

Leah Atkinson

(print name of chief officer or equivalent)

Chief Financial Officer

(print position title)

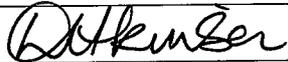
certify that:

- (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:

31.5.2017.

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 2016 funding year (1 January - 31 December 2016).

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

1. If applicable, GST received by you in 2016 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 <u>2015</u> which were committed for expenditure prior to 31/12/2015.	\$0
(+) 2. Unexpended and uncommitted Indigenous Support Programme funds from 2013 or 2014 which were approved for expenditure in 2016.	\$0
(+) 3. Indigenous Support Programme funds provided in <u>2016</u> . These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$2,838,000
(+) 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2016.	\$0
(=) 5. Total Indigenous Support Programme funds to be acquitted in 2016.	\$2,838,000

EXPENDITURE

6. Total Indigenous Support Programme expenditure in 2016, <u>excluding any GST</u> .	\$2,838,000
(+) 7. <u>Unexpended</u> Indigenous Support Programme funds which were <u>committed</u> for expenditure prior to 31/12/2016.	\$0
(+) 8. Requested <u>carryover</u> into 2016 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2016 – written approval date /.../2016. ¹	\$0
(=) 9. Total Indigenous Support Programme funds which by 31/12/2016 were fully expended and/or committed for expenditure .	\$2,838,000
10. Returns of 2016 Indigenous Support Program Funds by 31/12/2016.	\$0
11. Balance of Funds for 2016	\$0
12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2016.	\$0

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

TRAVEL COSTS – eg

Description	Destination & details	Cost
2 staff to attend 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 O-Week activities	Internal expense	\$250
Contractor to fix damages to centre	External expense	\$950