

# Indigenous Student Success Program

## 2021 Performance Report

<b>Organisation</b>	University of South Australia (UniSA)		
<b>Contact Person</b>	Professor Irene Watson, Pro Vice Chancellor: Aboriginal Leadership and Strategy		
<b>Phone</b>	(08) 8302 7160	<b>E-mail</b>	<a href="mailto:irene.watson@unisa.edu.au">irene.watson@unisa.edu.au</a>

### 1. Enrolments (Access)

The University of South Australia (UniSA) implemented several initiatives to support and improve access for Aboriginal and Torres Strait Islander\* students in 2021.

#### Wurringka Student Services

Wurringka Student Services (WSS) at UniSA is comprised of nine staff (eight Aboriginal staff and one non-Aboriginal staff person) who provide information, advice and assistance to prospective and current Aboriginal students. In 2021, WSS comprised:

- 1 x Manager
- 1 x Coordinator: Aboriginal Tutorial Program
- 1 x Administration Officer
- 6 x Aboriginal Student Engagement Officers and Aboriginal Student and Community Officers, two of whom are in the regions (Mount Gambier and Whyalla).

Through their activities, WSS encourages the enrolment and progression of Aboriginal students, administers the Aboriginal Tutorial Program (ATP), and facilitates several events on campus and in the community. (See 'Community Outreach' section for more information.)

WSS staff also engage in a targeted admission campaign that supports prospective students who apply to the South Australian Tertiary Admissions Centre (SATAC) and indicate that they identify as an Aboriginal person. Aboriginal WSS staff will then contact the student and discuss the culturally safe resources available at UniSA, including the support provided by WSS staff and the ATP.

#### Aboriginal Pathways Program

In 2021, 65 Aboriginal students were enrolled in UniSA's Aboriginal Pathway Program (APP). The APP prepares students for university study through its nine courses delivered over an 18-month period. The program is delivered regionally in Whyalla, Mount Gambier, Ceduna and Port Lincoln as well as at UniSA's City West campus in Adelaide's Central Business District. APP students receive support from WSS staff, APP teaching staff and the ATP. This combination is critical to the success of APP students and contributes to their progression into undergraduate degrees.

\*The responses use the shorter form reference to 'Aboriginal Peoples' but is intended, always, to be inclusive of both Australian Aboriginal and Torres Strait Islander Peoples.

### **Community outreach and programs to support prospective students**

In 2021, WSS continued to participate in activities, programs and outreach activities with high school students through the delivery of a series of presentations at secondary schools across South Australia, community events and campus tours. In total, WSS participated in 26 activities, which are summarised in the subsequent text.

Mount Gambier based WSS staff visited the seven secondary schools in the region to re-engage with school staff and small groups of prospective students. Informal information sessions were held, to explain the pathways to university and support services provided by WSS.

WSS metropolitan staff hosted 10 students from South Australian Clontarf academies at the Mawson Lakes campus. The students were in Years 11 to 12 and had expressed an interest in attending university. Also, WSS regional staff hosted 37 students from Years 8 to 11 from the Clontarf academies at the Whyalla campus. At both campuses, the day included a campus tour, a visit to the Wirringka Study Centre, and an informal information session to explain the pathways to university and support services provided by WSS, including an overview of UniSA. In addition, WSS presented at the South Australian Clontarf Employment Forum 2021 to over 50 students from Years 11 and 12 in metropolitan areas. The forum celebrated the prospects of past and future Clontarf graduates and provided senior students with specific information on pathways and programs for entry into UniSA, and employment prospects.

Another key outreach activity is the 'A Day in the Life of a Uni student' Program. This Program is conducted in partnership with UniSA Connect and engages secondary and primary middle school Aboriginal students in a rotation of Science, Technology, Engineering and Mathematics (STEM) workshops.

In 2021, WSS held two 'A Day in the Life of a Uni Student' STEM Day Out Programs. The two sessions were attended by 32 students from three local schools: Heights R-12 School, Golden Grove High School and Paralowie R-12. In addition, WSS staff held a stall at the Aboriginal Learners in STEM Aboriginal Student Congress 2021. The two-day event involved 110 schools, with 270 students from Years 5 to 11 from across South Australia. The students participated in 33 STEM-related workshops; these included Elders' talks and The Tower Challenge, presented by the UniSA Connect team. The event provided WSS staff the opportunity to talk with prospective students one-to-one about their interest in coming to UniSA and the pathways available to them.

WSS, in partnership with the Department for Education, The Workabout Centre and South Australian Aboriginal Secondary Training Academy (SAASTA), hosted the inaugural Aboriginal Career Education (ACE) program at UniSA's Mawson Lakes campus. The event delivered seven interactive activities, including Geospatial Science and the Tech Trail, Virtual Reality, Exercise Physiology for strength and resistance, Clinical Biology, Aboriginal Skies at the planetarium, a WSS presentation on support available and an interactive quiz, and a campus tour. Eighty-nine Year 10 students from 15 regional and metropolitan schools attended to discover career pathway options whilst on campus.

WSS staff also participated in community events, including *Reconciliation in the West* hosted by Tauondi Aboriginal College, Santos Aboriginal Power Cup hosted by The Department for Education's Workabout Centre for Aboriginal Students, Tauondi Aboriginal College Open Day, and NAIDOC Week.

### **New strategies to support and improve student access**

In addition to the embedded activities and programs, UniSA implemented new activities and programs to support and improve access for Aboriginal students in 2021.

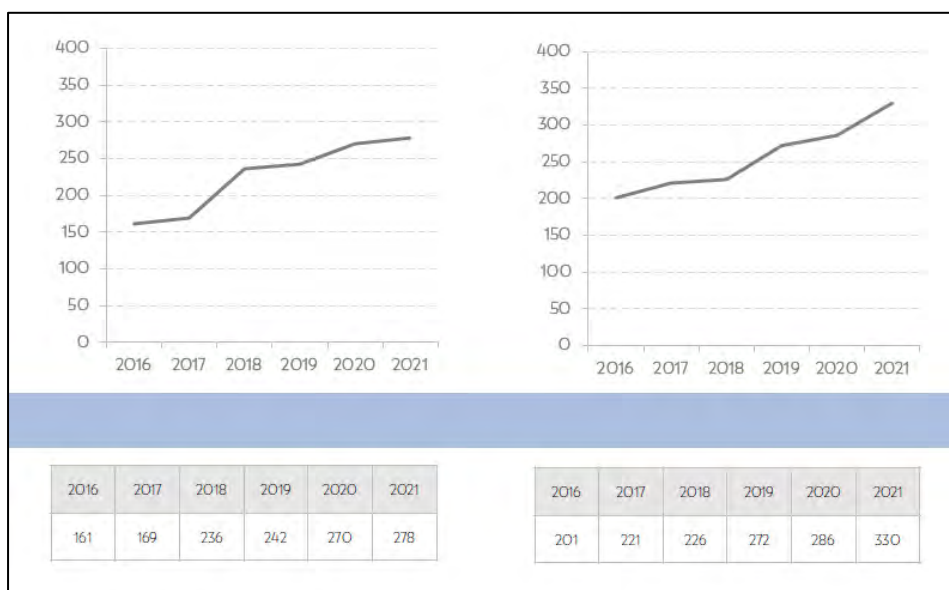
WSS in partnership with South Australia Health Aboriginal Workforce Network (SHAWN) held an inaugural forum at Adelaide Oval; the event attracted more than 100 Aboriginal SA Health employees. WSS had a stall to promote UniSA programs and career pathways, and shared information about career opportunities and networking. WSS had meaningful engagement with employees who were either considering further study for themselves, or who have family who are considering a health degree as a future career path.

WSS manages the existing Special Entry Procedure (SEP), which is an alternative entry pathway to the University for prospective Aboriginal students. SEP was renamed the Aboriginal Admission Scheme (AAS) last year, providing a much more positive connotation. In 2021, consultation was held with UniSA’s Academic Units (AU) to review the alternative pathway procedure. Historically, a small number of students have accessed the alternative pathway with self-reported varying outcomes. The project has evolved and was adapted for consistency, to provide an opportunity for all Aboriginal students to have access to pathways that are both accessible and achievable. WSS and the relevant AU supports the prospective Aboriginal student with their application, to assist the student make informed decisions about the pathway that best suits their circumstances. The process develops relationships from the beginning of enrolment and throughout the student’s university journey.

**A snapshot of UniSA Aboriginal student cohort**

UniSA is committed to facilitating Aboriginal student enrolments, progression and completions, and has set a series of performance indicators to measure and track the University’s progress in achieving its aspirations. The University monitors commencing enrolment numbers for Aboriginal students across Enabling, undergraduate and postgraduate (including research degree) programs. In 2021, UniSA welcomed 278 new Aboriginal students to the University; this is a 3% (270) increase over 2020 enrolments. Unfortunately, UniSA did not achieve its target for first-time Aboriginal student enrolments, which is defined as ‘50% above the growth rate for non-Aboriginal students,’ as domestic non-Aboriginal enrolments grew by 4.9% between 2020 and 2021. However, in 2021, 330 Aboriginal students returned to UniSA to undertake their studies; this is a 15.4% (286) increase over 2020 enrolments. Pleasingly, the University met its target for continuing enrolments for the year, which is set to ‘equal to those of domestic, non-Aboriginal students.’ The figures below provide the six-year trends for each enrolment performance indicator.

*Commencing Aboriginal student enrolments (left) and continuing Aboriginal student enrolments (right), 2016 – 2021*



The University saw the greatest concentrations of Aboriginal student enrolments in education, health, justice and society disciplines in 2021. The table below summarises the Aboriginal student cohort by academic area between 2016 and 2021.

*UniSA Aboriginal student cohort from 2016 – 2021, by Enrolment & EFTSL*

	2016		2017		2018		2019		2020		2021 <sup>^</sup>	
	Student	EFTSL	Student	EFTSL	Student	EFTSL	Student	EFTSL	Student	EFTSL	Student	EFTSL
Allied Health & Human Performance	20	14.5	20	14.3	26	16.5	33	17.0	47	26.9	63	36.9
Business	48	23.2	43	22.4	57	25.7	74	32.4	80	36.8	77	37.3
Clinical & Health Science	40	25.1	37	26.8	58	34.0	57	37.8	64	36.3	69	42.4
Creative	21	13.4	24	17.6	27	17.9	32	22.6	42	28.6	43	27.3
Education Futures	134	76.6	168	93.3	172	88.4	167	93.1	142	75.5	145	76.8
Justice & Society	74	37.3	77	39.6	93	47.6	116	59.3	135	69.3	151	80.3
STEM	21	11.8	18	10.0	28	16.8	35	20.8	46	22.9	48	23.3
<b>Teaching Enterprise</b>	<b>362</b>	<b>204.0</b>	<b>390</b>	<b>225.6</b>	<b>462</b>	<b>246.9</b>	<b>514</b>	<b>283.0</b>	<b>556</b>	<b>296.2</b>	<b>587</b>	<b>324.1</b>

\*From 2018 onwards, enrolments include students commencing through UniSA Online

<sup>^</sup> Figures are preliminary and unverified

Student number column do not sum to the total enrolment as some students may be enrolled across more than one academic unit. Total at the bottom of the column is based on unique count.

Whilst the success rate figures for 2020 are not yet confirmed and 2021 are not yet available, the University is able to advise that the draft success rates for Aboriginal students in 2020 was 68%, which is a -1% decline compared to 2019 (i.e., 69% in 2019). The University anticipates some further impact to the 2021 success rates due to the continued disruptions to students and their studies caused by the COVID-19 pandemic. Additionally, and importantly, there continues to be a significant disparity between the Aboriginal and domestic non-Aboriginal cohorts, with the latter recording an 87% success rate in 2019.

Similarly to the success rate, there is a lag in reporting for the retention rates. In 2019, the University recorded 61% retention rate for Aboriginal students compared to 83% of the domestic, non-Aboriginal student cohort. Again, UniSA acknowledges that there is a long way to go to reach parity with non-Aboriginal enrolments (the target for this performance indicator). (Note, Enabling programs are not tracked as part of this indicator.)

The University's strategies, programs, and activities in place to support Aboriginal student success are summarised below by funding source.

*Strategies employed at UniSA to support student success, by funding source*

Strategies/Activity	Funding source
Wiringka Student Services staff	ISSP
A Day in the Life of a Uni Student (STEM)	ISSP
Aboriginal Pathway Program	Other university resources

**Table 1** ISSP Scholarships – breakdown of 2021 payments

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling	37,192.50	18	11,024	3	24,645	21	72,861.50	42
Undergraduate	64,742.50	30	22,048	5	168,715	116	255,505.50	151
Post-graduate	12,397.50	6	0	0	40,435	19	52,832.50	25
Other								
<b>Total</b>	<b>114,332.5</b>	<b>54</b>	<b>33,072</b>	<b>8</b>	<b>233,795</b>	<b>156</b>	<b>381,199.50</b>	<b>218</b>

Aboriginal students are offered five different types of [Commonwealth Scholarships](#). In 2021, 218 scholarships totalling \$381,199.50 were provided to Aboriginal students. A large proportion of the total scholarships, valued at \$255,505.50, supported Aboriginal students in undergraduate programs. \$72,861.50 was provided to enabling students and students who are primarily based in rural/remote regions; this allocation included \$11,024 for accommodation to support students who relocated to engage in further studies. In 2021, \$52,832.50 was provided to postgraduate students to support their studies.

In addition, several scholarships and prizes to recognise students' scholastic achievements and/or support and enable their studies were awarded in 2021. These included the Numa Tirkanthi High Achiever Prize, [Aboriginal Transition Grant](#), [Tappa Tangka Manninendi Prize](#), HDR Top-Up Scholarship, and [Aboriginal Supplementary Grant](#). To the Supplementary Grant specifically, in 2021, the grant was administered twice to provide COVID-19 financial support to students. In total, \$168,795 was provided to 142 individual students, to assist with living and educational expenses.

## 2. Progression (outcomes)

### Orientation and induction

University Meet and Greet is an Orientation program for commencing and continuing Aboriginal students run by WSS. The program involves a warm welcoming environment; provides students with an introduction to the Aboriginal Student Engagement Officers (ASEOs) and/or Aboriginal Student and Community Engagement Officers (ASCEOs) and fellow Aboriginal students; and features guest speakers who present topics on scholarships, the ATP, internships, and cadetships in a fun and interactive way. The program encourages students to engage early with the University community, and to access the support services available to ensure a positive experience and degree progression. A total of 56 students participated in Orientation in 2021: this represents a 40% increase over 2020 numbers (i.e., 40 students in 2020).

### Aboriginal Tutorial Program

The ATP model has at its foundation a holistic, tailored management approach. Overall, the ATP is achieving its goal of easier access for students to high-quality and high-impact tutoring. The ATP participation rate in 2021 (166) was higher than 2020 (157); this represents an increase of 6% (see Table 2). The total number of tutorial sessions attended for each level of study has not been recorded; therefore, the University is unable to provide this data for 2021. This data collection for the total number of tutorial sessions attended has been implemented for 2022.

While the overall ATP participation rate for 2021 reached parity with 2020 (28%), Aboriginal student enrolments in 2021 increased at a higher rate than the rate of engagement in the ATP. The commencing participation rates decreased by 1%, while continuing participation rates were at parity when compared to full year 2020 data. This could mean the 2021 Aboriginal student intake required less academic support than the 2020 intake, but WSS has taken steps to increase its marketing activity. This will ensure WSS services are promoted effectively to all Aboriginal students enrolled at UniSA.

The ATP responded to the continued COVID-19 pandemic by adapting the type of support offered to students due to lectures being held online. The ATP Tutors delivered support primarily through the online environment. Throughout the year, ATP Tutors were offered face-to-face and online induction and further professional development opportunities, such as Engaging Learners Online, Endnote Essentials, Aboriginal Cultural Sensitivity Training, and an interactive forum with a Learning Advisor.

Throughout the year, students participated in group tutoring sessions with a 'drop-in' service and final assessment and examination drop-in sessions. In addition, specialised ATP Tutors provided support in Anatomy, Physiology and Nursing.

### **Wurringka Student Services and Study Centres**

UniSA has dedicated study centres for Aboriginal students at the University's metropolitan City West, City East, Magill, and Mawson Lakes campuses, one regional study centre at Whyalla, and the new indoor centre at Mount Gambier was finalised in late December. The study centres aspire to create a community of cultural safety and academic success by providing a friendly and supportive environment to study. Students may gather for study, and meet with Aboriginal students and staff, including ATP Tutors for study pod work and group tutorial sessions.

The study spaces are an important factor in the retention and success of our students, as they foster community and offer a safe space for support to be sought and provided. As these spaces continue to be better utilised by students, UniSA anticipates this will contribute to the enhanced success and retention rates of our students. The frequency of students accessing the four metropolitan WSS Study Centres in 2021 was 82,301, which represents a 42% increase from the previous year of 58,029. The Whyalla campus does not have a swipe card access, and Mount Gambier's study space was finalised in December (i.e., preventing data collection at both sites).

In 2021, the University developed promotional materials to raise awareness about services offered by WSS. The promotional project was conducted in collaboration with Facilities Management Unit, with financial support from the ISSP Governance Group.

Activities included the production of new signage on campus, reorder of branded USBs, t-shirts and student notebooks, and new branded items including drink bottles, highlighter pens and hoodies. These resources help to build student awareness of the support and opportunities available to Aboriginal students at UniSA, and were well received.

WSS distributed 190 Care Packages to Aboriginal students during Study Periods 2 and 5 for all study modes, to ensure students felt connected regardless of their location. In the Care Packages, students received a branded WSS t-shirt and merchandise to help create awareness of WSS services. Feedback from two students included: '*...thank you so so so much for my care package! it just arrived in the post, and it's amazing! thank you so much for your constant support;*' and, '*Received my Wurringka shirt today, looks great.*'

WSS also introduced the Calm App, a 12-month subscription provided for free to 60 Aboriginal students, to promote mental health and wellbeing.

Strategies to support student progression are summarised by the funding source below.

*Strategies employed at UniSA to support student progression, by funding source*

Strategies/Activity	Funding source
Wurringka Student Services staff	ISSP
Aboriginal Tutorial Program	ISSP
Uni Meet and Greet	ISSP

**Table 2 Tutorial assistance provided in 2021**

Level of study	Number of students assisted	Total hours of assistance	Expenditure (\$)
Enabling	46	1,915	
Undergraduate	108	2,707	
Postgraduate	12	291	
Other			
<b>Total</b>	<b>166</b>	<b>4,913</b>	<b>247,043</b>

Note: As previously advised, the total number of tutorial sessions attended for each level of study has not been recorded; therefore, the University is unable to provide this data for 2021.

### 3. Completions (outcomes)

UniSA's key strategy to improve completions is the quality of pastoral care and advocacy provided by WSS staff and the support provided by the ATP.

#### Wurringka Student Services support

AESOs and ASCEOs consider students' needs for tutoring and pastoral care. They provide a service that links students with appropriate personal and professional development opportunities with external and internal services. Services include employment agencies and accommodation services, counsellors, career advisors and sports advisors. AESOs and ASCEOs provide advocacy services, liaise with academic staff to monitor student progress and share appropriate information for academic progress, attend Academic Misconduct meetings, promote cultural safety across the University, and participate on scholarship panels, interview panels and reconciliation working groups.

#### Partnership with CareerTrackers

UniSA partners with CareerTrackers to create paid internship opportunities for Aboriginal students. Students perform their internship with a sponsoring company with the aim of converting from an intern into a full-time employee upon completion of their university degree. CareerTrackers work with WSS to provide support to students, thus supporting students through to the completion of their studies and into post-study employment. In December 2021, 11 UniSA students participated in internships, an increase of 37% from eight student interns in 2020. Nine alumni also participated in internships, which is an increase of 50% from six alumni in 2020.

#### Supporting UniSA's Aboriginal alumni

UniSA offers an Aboriginal Graduate Program, which is a two-year program that provides Aboriginal university graduates the opportunity to work at UniSA. See Section 5.2 for further explanation of this program.

The [Deadly Alumni](#) initiative supports Aboriginal graduates by providing opportunities for Aboriginal alumni to network, apply for graduate intern positions and enhance their career opportunities. As in the previous year, the Deadly Alumni celebration did not proceed due to COVID-19 restrictions; however, the prestigious Tappa Tangka Manninendi Award was presented to the student with the highest GPA outside of the usual celebration.

WSS staff offer an open-door policy for graduates. Employment vacancies are promoted through the Deadly Alumni network, UniSA homepage and Facebook page, and students were advised of the State Government’s Aboriginal Employment Register. WSS staff also engaged with former Aboriginal students during key community events, such as NAIDOC Week and National Reconciliation Week.

All graduates can access the University Career Services team, including access to online resources for one year following graduation. Also, UniSA alumni continue to enjoy library resources, including access to thousands of publications from journals online, and may loan up to 50 books at a time. Alumni can retain their UniSA email which is supported by the latest cloud-based technology with a 50GB inbox and secure environment to protect from spam and viruses. Other benefits include discounted rates at any UniSA campus gym or pool, access to UniSA Business Mentoring program, 15% off Executive Education Programs, and Community Clinic access.

The strategies and services to support student completion are listed below by funding source.

*Strategies employed at UniSA to support student completions, by funding source*

<b>Strategies/Activity</b>	<b>Funding source</b>
Aboriginal Tutorial Program	ISSP
CareerTrackers	Other university resources plus in-kind
Deadly Alumni Program	Other university resources

## 4. Regional and remote students

To improve access to university study for regional and remote students, UniSA positions ASCEOs from WSS at Whyalla and Mount Gambier campuses. The Whyalla ASCEO also services three offsite locations in Port Lincoln, Ceduna, and Port Augusta. Each staff member undertakes regular visits to local schools and Aboriginal community organisations. Activities include student meetings, pathways sessions, an Aboriginal health and careers expo, campus tours and stalls at key community events promoting UniSA programs to students, parents/caregivers, and staff. In 2021, there were limited engagement opportunities due to the continued COVID-19 pandemic and State-wide restrictions. However, Pathway and University information sessions were delivered in regional areas at Eyre and Mount Gambier secondary schools.

UniSA provides quality technology and free access to computers and resources for Aboriginal students in a culturally safe study centre at the Whyalla campus. Students have onsite accommodation available at the Whyalla campus for short- and long-term occupancy. Computer access will also be available at the Mount Gambier campus, from Study Period 2, 2022, as part of the new student centre.

UniSA monitors and tracks the progress of Aboriginal students across the student lifecycle. The comparative Aboriginal student data for regional students from 2016 – 2021 indicates a strong increase in retention rates compared to 2018 – 2019 figures (see Table below). Most notably, retention rates were up 167% in 2018 – 2019. This is likely due to the momentous changes to student satisfaction, and consistent and meaningful relationships with ASCEOs. Success rates declined slightly



by 5.5% compared to 2019 – 2020 figures. This could be attributed to the transition to online study and learning due to the impacts of COVID-19 pandemic and restrictions. It is anticipated 2021 will have a similar result. The number of completions was up 67% in 2019 – 2020 which is pleasing. The University is hopeful that the support undertaken to improve the retention rates for 2019 will also translate into increased rates for 2020 and 2021. Retention rate figures for 2020 will not be available until 2022, as retention requires the entire next year to determine if the student has returned or not. Success rates are also still to be finalised for 2021.

*A Snapshot of UniSA's Aboriginal Student Cohort at the Regional Campuses (i.e., Whyalla and Mount Gambier)*

	2016	2017	2018	2019	2020	2021
<b>Commencing enrolments</b>						
<i>(Government reported enrolments - Enabling, UG &amp; PG. Note, equity scope is applied to both Aboriginal and non-Aboriginal cohorts)</i>						
Aboriginal and Torres Strait Islander students	0	2	0	1	0*	0^
Non-Aboriginal and Torres Strait Islander students	24	34	18	20	11	0^
<b>Continuing enrolments</b>						
<i>(Government reported enrolments - Enabling, UG &amp; PG. Note, equity scope is applied to both Aboriginal and non-Aboriginal cohorts)</i>						
Aboriginal and Torres Strait Islander students	7	5	4	2	2	1^
Non-Aboriginal and Torres Strait Islander students	189	135	85	65	44	13^
<b>Retention rates</b>						
<i>(Government reported retention - UG - commencing &amp; continuing. Note, equity scope is applied to both Aboriginal and non-Aboriginal cohorts)</i>						
Aboriginal and Torres Strait Islander students	71.43%	100.00%	75.00%	200.00%	n.y.a.	n.y.a.
Non-Aboriginal and Torres Strait Islander students	92.45%	95.45%	97.22%	94.34%	n.y.a.	n.y.a.
<b>Retention rates</b>						
<i>(Government reported retention - Bachelor only - commencing &amp; continuing. Note, equity scope is applied to both Aboriginal and non-Aboriginal cohorts)</i>						
Aboriginal and Torres Strait Islander students	71.43%	100.00%	75.00%	200.00%	n.y.a.	n.y.a.
Non-Aboriginal and Torres Strait Islander students	92.16%	96.23%	94.37%	94.12%	n.y.a.	n.y.a.
<b>Success rates</b>						
<i>(Government reported success rate - Bachelor only - commencing &amp; continuing. Note, equity scope is applied to both Aboriginal and non-Aboriginal cohorts)</i>						
Aboriginal and Torres Strait Islander students	77.55%	82.19%	75.00%	85.32%	80.65%	n.y.a.
Non-Aboriginal and Torres Strait Islander students	91.85%	94.60%	94.40%	94.43%	92.43%	n.y.a.
<b>Number of completions</b>						
<i>(Government reported completions - UG &amp; PG - Australian - Regional location is based on Home Address location)</i>						
Aboriginal and Torres Strait Islander students	1	5	3	3	5	n.y.a.
Non-Aboriginal and Torres Strait Islander students	145	166	153	146	190	n.y.a.

\* From 2018 onwards, enrolments include students commencing through UniSA Online (2018: 41 students, 2019: 51 students, 2020: 108 students)

^ Figures are preliminary as at 7 February 2022 and unverified yet

n.y.a = not yet available

Note: at the time of 2021 ISSP Performance Acquittal reporting, not all student data for 2020 and 2021 are available. The Government reported data will not be available until late April or early May.

**Table 4 ISSP Scholarship data for remote and regional students**

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2020 Payments	49,590.00	24	15,158.00	4	62,500.00	116	127,248.00	144
B. 2021 Offers	50,967.50	26	33,072.00	8	69,760.00	95	153,799.50	129
C. Percentage (C=B/A*100)								
<b>2021 Payments</b>	50,967.50	26	33,072.00	8	69,760.00	95	153,799.50	129

## 5. Eligibility criteria

### 5.1. Indigenous Education Strategy

[Enterprise25](#) (E25) is a statement of who we are at UniSA, what we do, how we do it, and our values; and shares our vision and ambitions for the University through 2025. E25 reinforces UniSA’s aspiration to become the University of Choice for Aboriginal Peoples and builds on our past commitments in Aboriginal engagement, education, research and employment.

E25 is underpinned by the [Reconciliation Action Plan \(RAP\) 2018 – 2021](#), a bespoke strategy that further characterises the University’s approach to Aboriginal education. The RAP is student-focused at its core; and aspires to improve Aboriginal student enrolments, retention, completions and overall success. Namely, the educational strategy is built on actions that aim to:

- Strengthen two-way learning practice in undergraduate programs;
- Build cultural awareness skills amongst UniSA staff and students;
- Build the pipeline from early learners into higher education;
- Increase participation, retention and completion rates for Aboriginal students;
- Promote and increase visibility of Research Degree pathways; and
- Create a vibrant cultural presence on campus.

Despite the ongoing impact of the COVID-19 pandemic, UniSA introduced several initiatives in 2021 that supported and enabled the University’s RAP’s commitments. Importantly, ISSP grant funds were directly employed or helped to leverage University monies, to enable these and other initiatives to ensure a wholistic approach to Aboriginal education at UniSA.

As a sample, UniSA:

- Dedicated the [Uncle Lewis O’Brien / Yarlupurka Building](#), which is the future site of the Aboriginal Knowledges Centre, an interdisciplinary space for students, staff and community to gather, connect and share knowledge. The centre helps to build two-way knowledge and learning practice and a vibrant cultural presence at UniSA. (RAP Actions 1.2.2, 4.1.4)

- Launched the [Yurirka: Proppa Engagement with Aboriginal Peoples](#), an educational resource that provides practical guidance on engagement with Aboriginal Peoples, and builds UniSA staff and students' cultural awareness skills. (RAP Actions 2.1.1 – 2.1.2)
- Finalised UniSA's internal reporting dashboard, to evaluate and monitor implementation of the RAP. The dashboard is comprised of 13 performance indicators across Aboriginal education, employment and research that are reviewed annually. (RAP Action 5.2.1)
- Conducted the Elders on Campus pilot, to support student wellbeing and cultural and academic learning opportunities, and an evaluation of the pilot has been finalised and is available on request. The pilot aimed to improve student experience, progression and retention. (RAP Actions 2.2.7, 5.1.5)
- Awarded several scholarships and prizes, to support student study, recognise and celebrate scholastic achievement, and promote excellence and research pathways. (RAP Actions 3.1.1, 3.1.3, 3.2.2)
- Released *Yara Nguturla Tampirrinthi*, a bespoke resource for research supervisory staff to facilitate cultural safety and respect in research training. (Aboriginal Research Strategy Action 1.1.2)
- Launched a new art installation that features the Purkarninthe in Residence in each of the metropolitan Wurringka Student Study Centres, to create culturally vibrant and safe spaces. (RAP Action 1.2.1)
- Introduced the [Yurlurrinthe Research Scholarship](#), a placement program that enables undergraduate students to gain exposure and experience in research at the University. (RAP Action 3.2.1)
- Created a new dedicated, Aboriginal student study space at the Mount Gambier campus. (RAP Action 1.2.1)
- Discussed the findings of an external review of UniSA's Aboriginal curriculum with the University's senior and academic leadership groups; included Aboriginal curriculum in the [Academic Enterprise Plan 2021 – 2025](#); and created new positions to support a systematic rollout across UniSA programs in 2022. (RAP Actions 2.2.1 – 2.2.6)
- Piloted a new cultural respect workshop, in partnership with *beyond...* facilitators Kathleen Stacey and Sharon Gollan, to build cultural awareness and a racism-free environment. (RAP Actions 2.3.6 – 2.3.7)

The [RAP](#) concluded in 2021 and work is underway to develop the next Plan. UniSA aims to build and expand on the University's achievements to date; and the realisation of the Aboriginal Knowledges Centre, Aboriginal curriculum and institutional cultural competency which are pillars of the next Plan. The draft Plan will be available in late 2022 for public consultation, in anticipation of the formal launch in May – June 2023.

## 5.2. Indigenous Workforce Strategy

### ***Yaitya Warpulai Tappa 2018 – 2021***

UniSA is committed to becoming the University of Choice for Aboriginal Peoples by 2025. UniSA's *Yaitya Warpulai Tappa 2018 – 2021*, the University's Aboriginal Employment Action Plan (AEAP), is accessible [online](#). The Aboriginal Employment Working Group – a People, Talent and Culture (PTC) Working Group, with the Aboriginal Employment Consultant – has led the implementation of the AEAP; and strategic oversight and advice has been provided through the Office of Aboriginal Leadership and Strategy (ALS Office) and *Yaitya Warra-itya (YWI)*, the senior governance group that provides strategic advice to UniSA's leadership on Aboriginal policy matters and their implementation at the University.

A refreshed AEAP is anticipated in mid-2022 to continue the University's existing commitments and to introduce new initiatives that support Aboriginal employment. This will ensure that the Plan remains relevant; UniSA continues to implement sector best practices; and the workforce continues to grow and is supportive of staff, students and the wider Aboriginal community.

### **Aboriginal workforce**

Similar to Aboriginal education, UniSA monitors the University's progress in advancing its commitments in Aboriginal employment. Aboriginal Peoples represented 1.54% of the University's workforce in 2021; the metric reflects staff in continuing and fixed-term appointments, both professional and academic. Moreover, the breakdown of professional and academic staff was 2% and 1% in 2021, respectively. While the total proportion of Aboriginal staff in UniSA's workforce increased in 2021 – up from 1.37% in 2020 – there is still considerable work required to reach the University's 3% target.

To help achieve this target, all vacancies at UniSA (including internal positions) are available to external Aboriginal candidates; and in 2021, the University saw an increase in applications from Aboriginal applicants. Eighty-four (84) applications were received for 65 positions which resulted in 19 people being offered a role.

There are two senior Aboriginal academics at the University: one of whom is the Pro Vice Chancellor: Aboriginal Leadership and Strategy; and the other is a Professor of Education. Table 5.2 illustrates the full breakdown of the Aboriginal workforce at UniSA, by contract and appointment.

### **Building pathways to employment**

The Vice Chancellor's Development Fund (VCDF) continues to support new Aboriginal graduates to join the Aboriginal Graduate Program, and in 2021, the program was increased from two to three graduate positions. The program is also now open to Aboriginal students from any Australian university. The change was in response to students who had completed their studies interstate and who were seeking to return to South Australia.

Program participants take part in up to four, six-monthly rotations over two years across the University. In 2021, graduates were based in Student Academic Services (SAS), UniSA Allied Health & Human Performance, PTC, UniSA STEM and Facilities Management Unit. As a result of the continuing disruptions caused by the COVID-19 pandemic (included working from home for several periods during the year), several of the graduates completed a full-year rotation in their respective areas. In their final placement, graduates were strongly encouraged to apply for positions at the University and were assured of an interview when applying for professional positions at the HEO4 level.

### **Dedicated development and support opportunities for Aboriginal staff**

UniSA continues to provide a professional development fund that is available only to Aboriginal staff. The funding allocation is calculated as 20% of the staff member's base salary plus on-costs at the time of appointment. The fund has been used since its introduction in 2004 to fast-track acquisition of new qualifications and skills. The fund is accessible to Graduate Program participants and provides graduates with an opportunity to supplement work-based learning with other more structured professional development.

Separately, the provision of Cultural Leave for Aboriginal staff to acknowledge their ongoing cultural responsibilities has continued and has been recognised as being an important and meaningful way in which to support Aboriginal staff in the University.

### **Building institutional cultural competency**

In recognition of the importance of building culturally safe and inclusive spaces for Aboriginal staff and students, the University delivers a robust training program. UniSA's mandatory *Cultural Sensitivity* training encompasses all staff, with executive senior staff expected to complete the training within their first 6 months. New staff to the University are expected to undertake training within their first 18 months. Existing staff members were encouraged to complete the training in the first 18 months of the AEAP. All supervisors of Aboriginal staff are also required to complete the *Working with Aboriginal Peoples* training which addresses personal and institutional racism. *Unconscious bias* training is also regularly offered to identified cohorts of staff involved in line management and recruitment of new staff.

To maintain the University's commitments to building institutional cultural competency, the current program was transitioned to a digital format in response to COVID-19 pandemic. Initially, as an interim measure; and thereafter, to provide the opportunity for cultural safety awareness training to be offered to as many staff as possible. In 2021, 39% percent of staff undertook *Cultural Sensitivity* training, which was up from 35% in 2020, but below the University target of 75%.

The training suite was complemented in 2021 by a pilot run on cultural respect and safety for academic staff. As referenced previously in Section 5.1, the workshop was delivered in partnership with [beyond... facilitators Kathleen Stacey and Sharon Gollan](#) and helped to build cultural competency and a racism-free environment at the University.

Since 2020, cultural competency has been included as a key section in UniSA's corporate induction program, and features presentations by two of the members of the Purkarninthe in Residence (UniSA's Elders in Residence) and the Pro Vice Chancellor: Aboriginal Leadership and Strategy (PVC: ALS). This is an important signal supporting the development of a culturally competent workforce, contributing to the creation of an environment where difference is respected and all members of our University have a virtually and physically safe environment in which to work and study.

In 2021, UniSA conducted two surveys: the first was administered to all staff at the University; and second to Aboriginal staff (current and past employees) only. The first survey was an independently administered organisational cultural survey using the [Denison Model](#) facilitated by an external consultant. This provided staff the opportunity to share their opinions and perceptions of their experiences at UniSA. The survey included questions to assess staff perceptions of the University's progress towards building a racism-free, inclusive and safe workplace. As part of UniSA's commitment to developing cultural competency, new questions designed to test staff perceptions of the University's approach to equity and diversity were included in the Survey, with specific questions regarding the experience of Aboriginal/First Nations Peoples. With approximately half of UniSA's Aboriginal staff members responding to the survey, the University was able to ascertain key issues of

concern and importance for Aboriginal and First Nations staff in more detail. Overall, Aboriginal staff rated the University more highly than non-Aboriginal staff, however there is more work to do to bolster trust and extend UniSA's end-user focus, as the two areas where Aboriginal staff members rated the University lower than non-Aboriginal staff.

The second survey sought more detailed feedback from Aboriginal staff related to their experience at UniSA across the domains of employment, development, retention, safety, and overall culture. Findings from both surveys will be reviewed in 2022 and will contribute to establishing a baseline assessment of UniSA's institutional cultural competency and will directly inform the development of cultural competency learning pathways for staff, and further interventions and initiatives.

### Equity, Diversity, and Inclusion framework (EDI) launch

In 2021, after extensive consultation in 2020, the University launched an Equity, Diversity, and Inclusion framework (EDI) with associated governance including the formation of employee advisory networks (EANs) to ensure that staff in key cohorts with valuable lived experience can give voice to that experience in support of the University's decision making and operations. The appropriate governance for the Plan was discussed between PTC and the ALS Office in 2020, however with the launch of the EDI Framework, and in anticipation of the development of the next Aboriginal employment strategy, further consideration is now being given as to the optimal approach to Aboriginal staff advocacy and oversight of the University's commitments.

The EDI Framework acknowledges the RAP as an inter-related but standalone document and builds on the RAP principles of two-way partnerships based on mutual respect, sharing, and the promotion of human rights. The Framework is designed to broaden our cultural competence as a University of Enterprise, and to support UniSA's commitment to ensuring everyone can reach their full potential by enabling us to address barriers to equity and participation. In 2022, UniSA will review the appropriate governance arrangements and staff advocacy forums to ensure engagement in, and oversight of, the University's continued progress.

**Table 5.2 Indigenous workforce data (2021 breakdown)**

Level	Permanent		Casual and contract	
	Academic	Non-academic	Academic	Non-academic
01				1
02				2
03		1		4
04		5		8
05		2		5
06		8		3
07		3		1
08		2		
A	2		4	
B	3		1	
C			1	
D	2		1	
E	2		1	
Senior Staff	1			
Sessional Academic			26	
<b>Grand Total</b>	<b>9</b>	<b>21</b>	<b>32</b>	<b>21</b>

\*Data sourced from Department staff submissions. Permanent and Contract as at 31 Mar 2021 and casual from Jan to Dec 2021.

# Grand total is a unique count of staff. If a staff member is employed across multiple classifications, they are counted in each classification and only once in the Grand Total.

### 5.3. Indigenous Governance Mechanism

The ISSP Governance Group was established in 2017 as the Aboriginal Governance Mechanism for the University and has responsibility for the oversight, management and administration of ISSP grant funds at UniSA. The principal role of the Committee is to determine how the University's annual allocation will be administered to support and increase the rates of Aboriginal student enrolment, retention and completion, in line with the Indigenous Student Assistance Grant Guidelines.

The ISSP Governance Group is chaired by the PVC: ALS and includes representation by Aboriginal staff, students, the Purkarninthe in Residence (Elders in Residence), and senior staff in areas that directly support the student cohort, such as the Student Engagement Unit and WSS. The Committee is constituted of 11 members: the majority of whom are Aboriginal Peoples. The Committee's 2021 membership is presented below.

#### *ISSP Governance Group membership in 2021*

<b>POSITION</b>	<b>MEMBER</b>	<b>SERVICE</b>
Pro Vice Chancellor: Aboriginal Leadership and Strategy	Professor Irene Watson	2017 – Present
Manager, Wirringka Student Services	Ms Leata Clarke	2018 – Present
Student Engagement Unit Representative	Mr Brendan Hughes Ms Karen Hunt	2021 – Present 2020 – 2021
Financial Services Representative	Mr Neville Rankine	2017 – Present
Student and Academic Services Representative	Ms Vanessa Matthews Ms Sonia Turton	2021 – Present 2017 – 2021
Aboriginal Employment Consultant	Ms Deanne Hanchant-Nichols	2017 – Present
Dean of Graduate Studies	Professor Sandra Orgeig Professor Pat Buckley	2021 – Present 2017 – 2021
Dean of Programs (UniSA College)	Professor Sharron King	2020 – Present
UniSA Elder in Residence	Uncle David Rathman	2020 – Present
Student Representative	Mr Rhys Peden	2020 – Present
Student Representative	Mr Michael Watkins	2020 – Present
Financial Advisor (Non-voting position)	Ms Roopa Bhindi	2019 – Present

Note: Shaded entries reflect positions held by Aboriginal Peoples.

Committee secretariate support is provided by the ALS Office.

The ISSP Governance Group is a sub-committee and advisory body to YWI. YWI receives regular updates from the ISSP Governance Group via the PVC: ALS, who serves as Chair for both committees.

In 2021, the ISSP Governance Group convened 5 meetings: 23 February; 13 April; 20 July; 21 September; and 16 November. A summary of the key matters discussed are presented below.

*A summary of key matters discussed by ISSP Governance Group in 2021*

<b>MEETING DATE</b>	<b>AGENDA ITEMS</b>
23 February	<ul style="list-style-type: none"> <li>• 2021 Internal ISSP Allocation</li> <li>• 2020 Draft Performance Acquittal</li> <li>• 2020 ISSP Financial End-of-Year Report</li> <li>• Wurringka Student Services (WSS) End-of-Year Report</li> <li>• Aboriginal Tutorial Program (ATP) End-of-Year Report</li> </ul>
13 April	<ul style="list-style-type: none"> <li>• 2020 Performance and Financial Acquittal Report</li> <li>• WSS Mount Gambier Student Space</li> <li>• Scholarship and Prizes: <ul style="list-style-type: none"> <li>○ Numa Tirkanthi High Achievers Prize</li> <li>○ Aboriginal Transition Grant #1</li> <li>○ HDR Top-Up Scholarship #1</li> <li>○ The Tappa Tangka Manninendi Award 2021</li> </ul> </li> <li>• Elders on Campus Pilot</li> <li>• WSS and ATP Budget</li> <li>• ATP Program Update</li> <li>• ISSP Grant Fund Financial Update</li> </ul>
20 July	<ul style="list-style-type: none"> <li>• WSS Mount Gambier Student Space</li> <li>• Program opportunities to use unallocated ISSP funds under the banners of: <ul style="list-style-type: none"> <li>○ Scholarships</li> <li>○ Cultural Competency</li> <li>○ Counselling, mentoring and pastoral care</li> <li>○ Wurringka Student Services on Campus visibility.</li> </ul> </li> <li>• Elders on Campus Pilot Update</li> <li>• WSS and ATP Budget Updates</li> <li>• ATP Program Update</li> <li>• ISSP Grant Fund Financial Update</li> </ul>
21 September	<ul style="list-style-type: none"> <li>• WSS Mount Gambier Student Space</li> <li>• Aboriginal Transition Grant #2</li> <li>• Additional Commonwealth Accommodation and Education Scholarships</li> <li>• PhD Student Living and Study Support Application*</li> <li>• Purkarninthi in Residence Art Installation*</li> <li>• Yurlurrinthe Research Scholarship*</li> <li>• WSS Signage Improvements</li> <li>• WSS-branded Merchandise and Wellness Application Subscription for Students</li> <li>• Elders on Campus Pilot Update</li> <li>• WSS and ATP Budgets and Programs Update</li> <li>• ISSP Grant Fund Financial Update</li> </ul>
16 November	<ul style="list-style-type: none"> <li>• HDR Top-up Scholarship #2</li> <li>• Purkarninthi in Residence Art Installation*</li> <li>• 2021 End-of-Year Scholarship Report</li> <li>• WSS Mount Gambier Student Space</li> <li>• 2022 ISSP Estimated Funds and Internal Allocations</li> <li>• Elders on Campus Pilot</li> <li>• WSS and ATP Budget</li> <li>• ATP Program Update</li> <li>• 2021 ISSP Grant Fund Financial Update</li> <li>• ISSP Governance Group Terms of Reference and Membership</li> <li>• ISSP Governance Group Meeting Schedule for 2022</li> </ul>

\*Ultimately, the Committee agreed to prioritise opportunities that provide direct support to students, such as through scholarships; and initiatives marked (\*) were administered and paid for by the ALS Office.



In addition to YWI, the ISSP Governance Group is complemented by the Purkarninhi in Residence and Aboriginal Employment Working Group, which collectively ensure that Aboriginal voices and knowledges inform and guide the University's core business.

The ISSP Governance Group's Charter and full Terms of Reference are provided in Appendix A.

### **5.3.1. Statement by the Indigenous Governance Mechanism**

Consistent with subsection 17(2)(b) of the Indigenous Student Assistance Grants Guidelines 2017, UniSA's ISSP Governance Group reviewed the 2021 Performance Report and Financial Acquittal, and endorse the reports as an accurate record of UniSA's performance and activity across the reporting period at their 13 April 2022 meeting.

Professor Irene Watson  
Pro Vice Chancellor: Aboriginal Leadership and Strategy  
Chair, ISSP Governance Group  
University of South Australia  
t: +61 8 8302 0874 | e: [irene.watson@unisa.edu.au](mailto:irene.watson@unisa.edu.au)



## Indigenous Student Success Programme (ISSP) Governance Group

### Terms of Reference

---

#### Objectives

---

**Charter** The Indigenous Student Success Programme Governance Group (ISSP Governance Group), is the University of South Australia's Aboriginal Governance Mechanism for the management of the Indigenous Student Success Programme (ISSP).

An Aboriginal Governance Mechanism is an eligibility requirement of the Indigenous Student Assistance Grant Guidelines (Part 3; Clause 11) for the receipt of ISSP grants.

The ISSP Governance Group will become a subgroup of Yaitya Warra-Itya, which means Aboriginal voices in the Kaurna language.

The ISSP Governance Group will report to Yaitya Warra-Itya via the Pro Vice: Chancellor: Aboriginal Leadership and Strategy.

**Role** The primary role of the ISSP Governance Group is to determine the use of ISSP funds allocated annually to the University of South Australia to support and increase the rates of enrolment, retention and completion for Aboriginal students at the University. The role supports the stated purpose of the ISSP funding, which is to support equality of access; equality of participation and equality of educational outcomes for Aboriginal students in higher education.

ISSP funds expenditure is limited to those activities approved under the Indigenous Student Assistance Grant Guidelines, and the ISSP Governance Group will only approve expenditure of ISSP monies for projects and programs that meet Grant Guidelines criteria. Within these criteria the Guidelines afford flexibility to determine how the grant is allocated.

Governance arrangement and responsibilities of the ISSP Governance Group are as per the Indigenous Student Assistance Grant Guidelines:

#### Part 3: Clause 11

(a) consist of:

- i. at least 2 Indigenous persons, at least one of whom is an appropriately qualified senior academic employee, or appropriately qualified senior executive employee, of the provider; or
- ii. a committee constituted by a majority of Indigenous persons, each of whom has skills and experience relevant to the role; and



- (b) have responsibility for advising on, reviewing, making recommendations about, and monitoring the use of ISSP grants; and
- (c) have authority within the governance structure of the provider; and
- (d) have a charter that outlines:
  - i. criteria for appointment; and
  - ii. roles and responsibilities; and
  - iii. decision-making processes.

In relation to Part 3 Clause 11 (b) and (c), the ISSP Governance Group operates under a reporting line to the Pro Vice Chancellor: Aboriginal Leadership and Strategy and has overarching responsibility for:

1. Determining the scholarship programs supported by the ISSP funding and how they are delivered including eligibility, value, duration and coverage.
2. Determining additional programs and activities to support how Aboriginal students are prepared for higher education or engage Aboriginal students who have withdrawn from study, other than those programs already administered by Wurringka Student Services.
3. Ensuring appropriate pastoral care for Aboriginal students, focusing in particular on the first-year student cohort, over and above programs delivered by Wurringka Student Services.
4. Ensuring the development and implementation of agreed cultural competency strategies across the University of South Australia.
5. Ensuring compliance with guidelines for funding as provided by the National Indigenous Australians Agency (NIAA)

## Wurringka and the ISSP Governance Group

Wurringka Student Services is the primary provider of services to support Aboriginal student success at the University of South Australia; and a majority of the ISSP funding will, as under the old ISSP funding rules, be allocated to support the operations of Wurringka.

The ISSP Governance Group will not have oversight of the day-to-day responsibilities, activities and programs of Wurringka. To fulfil the ISSP Governance role of *Yaitya Warra-itya* in relation to expenditure, the Manager of Wurringka Student Services will update the ISSP Governance Group quarterly on the overarching budget position of Wurringka.

## Decision Making Processes

All applications for ISSP funding to be allocated for an activity, program or project will be made in writing and circulated to all ISSP Governance Group members. A proforma application form is included as Appendix 1.



Decisions on funding applications will be made by the Committee at the next scheduled ISSP Governance Group meeting. Approval for urgent activities may be put by email to the Chair, who shall determine whether the matter can be decided out of session.

Decisions on the allocation of ISSP funding to activities, programs and projects will be made by the full Committee, with consensus decision-making the preferred model. In the few cases where consensus cannot be attained, the Chair will determine whether a majority vote can be taken for a decision.

Procedures  
prescribed:

### Chair

The Pro Vice Chancellor: Aboriginal Leadership and Strategy will chair the meetings.

### Meetings

The ISSP Governance Group will meet quarterly to ensure that the allocation and distribution of ISSP funding is made in a timely way and in accordance with the agreed guidelines.

### Meeting Minutes

The meeting minutes will be the responsibility of the Secretariat. They will be reviewed by the Chair, prior to distribution to all members.

### Members

In relation to Part 3 Clause 11 (a), membership of the ISSP Governance Group will be determined by the Pro Vice Chancellor: Aboriginal Leadership and Strategy so as to ensure appropriate representation from:

- i. Aboriginal staff
- ii. Leadership roles with responsibility for the management and delivery of support services and other programs for Aboriginal students across the University
- iii. Aboriginal Students
- iv. UniSA's Elders in Residence program

### Review

An interim review of the operation of the ISSP Governance Group will be undertaken annually with recommended changes to the Terms of Reference and Charter brought to the ISSP Governance Group in the first quarter of each year



## Members - 2021- 2022

Position	Incumbent
Pro Vice Chancellor: Aboriginal Leadership and Strategy (Chair)	Prof Irene Watson
Pro Vice Chancellor: Student Engagement and Equity (Deputy Chair) (or a representative from the Student Engagement Unit)	Ms Karen Hunt (representative of the PVC SEE)
Dean of Programs (UniSA College)	Associate Prof Sharron King
Dean of Graduate Studies	Prof Sandra Orgeig*
Manager: Wirringka Student Services	Ms Leata Clarke
Representatives from Financial Services (as nominated by the Chief Financial Officer)	Mr Neville Rankine
Head, Scholarships and Prizes (Manager: Scholarships & Candidature)	Ms Vanessa Matthews*
Aboriginal Employment Consultant	Ms Deanne Hanchant-Nichols
Representative: UniSA Elders in Residence Program	Uncle David Rathman
Student Representative	Rhys Peden
Student Representative	Michael Watkins
<b><i>Advisors nominated for the ISSP Governance Group:</i></b>	
Finance Representative	Ms Roopa Bhindi*

***\*Updated Incumbent List: July 2021***



## Indigenous Student Success Program Governance Group (ISSP Governance Group)

### Indigenous Student Success Program (ISSP) Funding Application New Project Proposal

Please use this form to propose an initiative for funding through the Indigenous Student Success Program Governance Group (ISSP Governance Group). Please use one form per project and complete **ALL** sections.

#### Background

The Indigenous Student Success Program (ISSP) is designed to address the additional barriers Aboriginal students face to succeed in higher education and will report to *Yaitya Warra-Itya*. Funding applications are sought for initiatives/activities aimed at:

- Improving the delivery of scholarships to Aboriginal students
- Providing supplementary academic support to Aboriginal students
- Providing pastoral care to Aboriginal students
- Implementing cultural competency strategies that relate to Aboriginal cultures
- Engaging and preparing Aboriginal students for higher education
- Engaging Aboriginal students who have withdrawn from study
- Embedding innovative approaches to Aboriginal student success into existing University processes

Funding is primarily project/activity based, with the only eligible research activities being those which monitor and assess the impact and effectiveness of activities aimed at improving the recruitment, enrolment, retention, success and/or completion of Aboriginal higher education students.

Further information on eligible activities can be found in the **Indigenous Student Assistance Grants Guidelines 2017**, which is the instrument that implements the Indigenous Student Success Program (<https://www.legislation.gov.au/Details/F2018C00933>), particularly Part 3 (10), Part 4 (14, 15), Part 6.

#### Applicant Details

<b>Academic or Professional Unit</b>	
<b>Contact Officer Name</b>	
<b>Position</b>	
<b>Email and Phone number</b>	



Approach:

Evidence:

**Project Plan**

*Provide a brief project plan which briefly outlines the project timeframes, milestones, and key performance indicators.*

Project Plan

Timeframes

Key Performance Indicators



**Risk management strategy** - Provide a brief risk management strategy outlining potential risks and treatment  
**Please complete the WHS02 Form and attach to this application.**

Supporting information if required:

**Budget**

Outline the project budget and provide a brief justification of the proposed expenditure. Include details of any additional financial and/or in-kind support being sought (or already secured). Please note, all ISSP funds must be expended within the calendar year awarded. Applicants are encouraged to prioritise Aboriginal businesses and service providers where possible.

Requested amount:

Additional financial and/or in-kind support

**Declaration**

**I declare that:**

- The project is achievable within the budget and timeframe described;
- This application has the support of my Unit;
- To the best of my knowledge, the information that I have provided in this form is true, correct and accurate in all material particulars;
- I have read and noted the *Indigenous Student Assistance Grants Guidelines 2017*.

**I understand that:**

- The provision of false or misleading information or the making of false or misleading statements to the Commonwealth is an offence under the *Criminal Code*;
- If any actual or potential conflict of interest arises, I will notify the ISSP Governance Group Chair immediately in writing of the facts giving rise to the actual or potential conflict of interest and to such steps as the University may require to resolve or otherwise deal with any conflict of interest that may arise; and
- I understand that *the Indigenous Student Assistance Grants Guidelines 2017* apply to this expression of interest and, if successful, to the project itself.

<b>Name</b>	
<b>Position</b>	
<b>Signature</b>	
<b>Date</b>	

# Indigenous Student Success Program 2021 Financial Acquittal

Organisation

University of South Australia (UniSA)

## 1. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2021 (excluding GST)<sup>1</sup>

Item	(\$)
<b>A. ISSP Grant</b>	
ISSP Grant 2021 (flexible component)	1,716,478
ISSP Grant 2021 for preserved scholarships	-
<b>Subtotal ISSP Grant 2021</b>	<b>1,716,478</b>
<b>B. Other ISSP Related Income</b>	
Rollover of ISSP funds from 2020 (and earlier years)	234,675
Interest earned/royalties from ISSP funding <sup>2</sup>	1,252
<i>If no interest has been earned briefly state why</i>	
Sale of ISSP assets	
<b>Subtotal other ISSP related income</b>	<b>235,927</b>
<b>Grand total for 2021</b>	<b>1,952,405</b>

Table 1b Other funding available to support Indigenous students in 2021 (excluding GST)<sup>3</sup>

Item	(\$)
<b>A. Other non-ISSP funds<sup>4</sup></b>	
Other funding provided under HESA <sup>5</sup>	797,758
Other Commonwealth Government funding	52,005
ATO cash flow boost voluntarily allocated by you to this activity	
Funds derived from external sources <sup>6</sup>	103,500
<b>Total of other non-ISSP funds for 2021</b>	<b>953,263</b>

Table 1c Expenditure on support for Indigenous students during 2021 (excluding GST)<sup>7</sup>

Item <sup>8</sup>	Actual ISSP (\$) <sup>9</sup>	Estimate other funds (\$) <sup>10</sup>	TOTAL (\$) <sup>11</sup>
Preserved scholarships	-	-	-
Scholarships from flexible ISSP funding	381,200		381,200
Salaries for staff working on ISSP activities (excluding JobKeeper payments) <sup>12</sup>	999,219	735,961	1,735,180
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	250,143		250,143
Travel – domestic (airfares, accommodation & meals)	8,026	18,784	26,810
Travel – international (airfares) <sup>13</sup>	-	-	-
Travel – international (accommodation and meals)	-	-	-
Conference fees and related costs <sup>14</sup>	1,800	3,841	5,641
ISSP Asset purchases made during 2021 <sup>15</sup>	-	-	-
Other (including other ATO cash flow boost expenditure not included in above figures)	150,865	194,677	345,542
<b>A. Total Expenditure 2021</b>	<b>1,791,253</b>	<b>953,263</b>	<b>2,744,516</b>
<b>B. Unexpended 2021 ISSP funds approved for rollover into 2022 grant year<sup>16</sup></b>	-		
<b>C. Unexpended 2021 ISSP funding to be returned to the NIAA – flexible component</b>	-		
<b>D. Unexpended 2021 ISSP funding to be returned to the NIAA – preserved scholarships</b>	-		
<b>2021 ISSP funding committed (A + B + C + D)<sup>17</sup></b>	<b>1,791,253</b>		

**For NIAA information only**

JobKeeper payment/s received and expended on this activity (value \$)	-
---	---

## 2. Rollovers

Table 2 Rollovers <sup>18</sup>

	Rolled over (\$) (A)	Expended/committed <sup>19</sup> (\$) (B)	Excess to be returned to the NIAA <sup>20</sup> (\$) (C) (C = A – B)
2019 funds rolled over into 2021			
2019 funds approved for roll over into 2022 (if applicable)			
2020 funds rolled over into 2021	234,675	73,523	161,152
2020 funds approved for roll over into 2022 (if applicable)	127,191		
2021 funds approved for roll over into 2022	-		

Please provide details of rollovers outlined in Table 2:

- The grants approved and the expenditure of 2019 ISSP funds rolled over into 2021.
- The grants approved and the expenditure of 2020 ISSP funds rolled over to 2021

**2020 funds rolled over into 2021**

\$187,000

Create a UniSA Wurringka Student Services centre in Mount Gambier which will provide a dedicated study space to students based in the Mt Gambier Campus. Wurringka Student Services (WSS) enables the University to provide a more tailored approach to the delivery of student support services and activities, and to enable a process of continuous improvement. These spaces also enable WSS engagement with the Aboriginal communities they serve.

\$59,809 was spent on Stage 1 and request for the rollover of \$127,191 to 2022 to complete Stage 2.

\$47,675

Elders on Campus: Student Resilience and Wellbeing Pilot Program. This pilot program will enable relationship building between Aboriginal Elders and Aboriginal students to support the cultural, social, and emotional health and wellbeing of students.

\$13,714 was spent as project as delivered under budget and the balance of \$33,961 to be returned in 2022.

### 3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2021<sup>21</sup>

1. GST received by you in 2021 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> <sup>22</sup>		\$-
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)		\$-
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /	Date remitted: / /

### 4. ISSP Assets

Table 4a ISSP Assets inventory<sup>23</sup>

Asset Description/ category	Adjustable Value <sup>24</sup>	ISSP contribution <sup>25</sup>
NA		

Table 4b ISSP Assets - purchases during 2021<sup>26</sup>

Asset Description/ category	Purchase Value	ISSP contribution
NA		

Table 4c ISSP Assets - disposals during 2021

Asset Description/ category	Adjustable value	Disposals/ Sale Price <sup>27</sup>	ISSP component <sup>28</sup>	Disposals Age <sup>29</sup>
NA				

### 5. Endorsement of the Financial Acquittal<sup>30</sup>

2021 Financial Acquittal supported and initialled by:

Name:

Ginette Fogarty

Title:

Chief Financial Officer

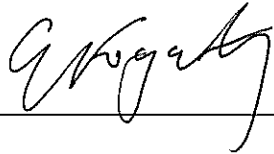
Phone:

(08) 8302 1804

Email:

Ginette.Fogarty@unisa.edu.au

Signed:



Date:

13/4/22

## INDIGENOUS STUDENT SUCCESS PROGRAM 2021 CERTIFICATION

Complete this certification after reading the completed 2021 Performance Report and 2021 Financial Acquittal for the Indigenous Student Success Program.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Program as set out in the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2021 Indigenous Student Success Program Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2021 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2021 under the Indigenous Student Success Program; and
- (iv) Indigenous Student Success Program funds, and any interest earned or royalties/income derived from these funds, was expended on activities consistent with the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*.

I understand that:

- (i) the Minister or the Minister's delegate may seek further information to support this certification; and
- (ii) the information contain in this report may be shared with Universities Australia; and
- (iii) 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
- (iv) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

**Certification recommended by the university's Indigenous Governance Mechanism:**

Name:   
Title:

Signed:  Date:

**Certification made by Vice-Chancellor or equivalent delegate<sup>31</sup>:**

Name:   
Title:

Signed:  Date:

## Additional information for completing the template

- <sup>1</sup> The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2021 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. The information in tables 1a, 1b and 1c helps NIAA recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes. Please feel free to add additional "item" lines as required.
- <sup>2</sup> Interest earned on ISSP is considered to be ISSP funding and must be used in accordance with the ISSP Guidelines.
- <sup>3</sup> Please estimate the funds available if exact amounts are not known.
- <sup>4</sup> Please insert additional lines if the listing below do not suit your university's arrangements.
- <sup>5</sup> Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- <sup>6</sup> Examples of other funding are philanthropic donations, other student payments, business income etc.
- <sup>7</sup> Where applicable, figures provided in this table must be consistent with the figures provided in the institution's 2021 Performance Report.
- <sup>8</sup> Please insert additional lines if the listing below do not suit your university's arrangements.
- <sup>9</sup> List the expenditure of the income listed in Table 1a, not including the funding rolled over from previous years (this is detailed in Table 2).
- <sup>10</sup> List the expenditure of the income listed in Table 1b.
- <sup>11</sup> Sum ISSP expenditure and other funds expenditure.
- <sup>12</sup> If the staff member works on non-ISSP specific activities, only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities. Include expenditure on salaries for staff that provide tutorial assistance. May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- <sup>13</sup> Note that only airfares for international travel for students can be funded under ISSP.
- <sup>14</sup> Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- <sup>15</sup> Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- <sup>16</sup> This should match the figure in Table 2.
- <sup>17</sup> This figure should equal the Grand total in Table 1a
- <sup>18</sup> All rollovers have to be agreed with the NIAA and listed in a relevant determination, check with NIAA if you are unsure of your roll over information.
- <sup>19</sup> For 2019 funds rolled into 2021 and 2020 funds rolled in to 2021, the amounts included here should be the amount expended in 2021.
- <sup>20</sup> This is the amount of the rollover not expended. NIAA will issue an invoice for any amounts listed in this column.
- <sup>21</sup> If GST is not paid to you, do not complete the table in section 3. If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
- <sup>22</sup> This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- <sup>23</sup> Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- <sup>24</sup> Adjustable value means the cost of an asset less its decline in value determined in accordance with the Australian Taxation Office Guide to Depreciating Assets 2014.
- <sup>25</sup> The ISSP contribution should be recorded in the same ratio to the ISSP funds used to purchase the item (this includes any sale of an older asset trade in of old assets purchased with ISSP funding).
- <sup>26</sup> Include any assets purchased during 2021 using ISSP funding that are valued over \$5,000, any assets in this category should have been agreed with the NIAA prior to the item being purchased.
- <sup>27</sup> Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.
- <sup>28</sup> The ISSP component should be the proportion of the sale price in the same ratio as the proportion of ISSP funding that contributed to the purchase of the asset.
- <sup>29</sup> Where groups of assets are disposed of, an average age can be provided.
- <sup>30</sup> Appropriate endorsement/authorisation is required to ensure compliance with the ISSP Guidelines and the 2022 Outcome Letter. If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this endorsement must be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function (e.g. an internal auditor). If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.
- <sup>31</sup> For the purposes of this certification, an equivalent delegate is either the Acting Vice Chancellor, a Deputy Vice-Chancellor, a Provost, or a relevant senior executive who reports directly to the Vice-Chancellor.