



**University of
South Australia**

University of South Australia

INDIGENOUS STUDENT SUCCESS PROGRAMME 2018 Performance Report

Introduction and notes to this report

The University of South Australia (UniSA) has made a considered decision to no longer use the term 'Indigenous' in reference to Aboriginal and Torres Strait Islander Peoples. Consistent with common usage now in many organisations, UniSA uses the shorter form reference to Aboriginal Peoples, but this is intended, always, to be inclusive of both Australian Aboriginal *and Torres Strait Islander* Peoples. Throughout this document, 'Aboriginal' is used when discussing UniSA's approaches and activities. The term 'Indigenous' is used when discussing the Indigenous Education Strategy in Section 4 and when referencing external programs and strategies. ISSP contacts for the 2018 and future Performance Reports are listed on the last page of this report.

1. Enrolments (Access)

UniSA is committed to and values Aboriginal education, and the number of Aboriginal students studying at UniSA has continually increased over the last two decades. In 2018 there was an 18% increase in Aboriginal student enrolments on the previous year, representing the highest number of Aboriginal student enrolments in more than 20 years. While some of this growth can be attributed to the introduction of the Aboriginal Pathway Program in 2016, there has also been an increase in enrolments in Health Sciences and Business.

The Wirringka Student Services team provides information, advice and assistance to potential and current Aboriginal students at UniSA. Through their activities Wirringka Student Services encourages the enrolment and progression of Aboriginal students, administers the Aboriginal Tutorial Program at UniSA, and facilitates a number of events on campus and in the community.

Wirringka Student Services engages in a targeted admissions campaign which means that when students apply to SATAC and indicate that they are Aboriginal and/or Torres Strait Islander, an Aboriginal Student (and Community) Engagement Officer will contact them and talk to them about what culturally safe resources are available at UniSA, the support provided by staff, and the Aboriginal Tutorial Program (ATP).

UniSA's key bridging program is the Aboriginal Pathway Program (APP) which prepares students for further university study through nine courses delivered over an 18-month period. The program is delivered in Whyalla, Mount Gambier, Ceduna and Port Lincoln. Multiple avenues of support for APP students ensure they are well supported. The support from the Aboriginal Student (and Community) Engagement Officer, APP teaching staff and Aboriginal Tutorial Program is critical to the success of the APP students and contributes to their progression into undergraduate degrees.

The primary outreach activities are a series of presentations at high schools across South Australia by UniSA's Aboriginal Student (and Community) Engagement Officers. Another key event was the fifth annual Solid Start Pathways to a Brighter Future Conference that was held at the Whyalla campus and hosted by the UniSA Department of Rural Health. Solid Start was developed and implemented by Aboriginal staff and delivered by Aboriginal health professionals providing information to students about health careers.

UniSA's partnership with the Australian Indigenous Mentoring Experience (AIME) provides a dynamic educational program that gives Aboriginal high school students the skills, opportunities, belief and confidence to finish school at the same rate as their peers. The AIME program provides Aboriginal high school students with the support to succeed at high school and offers UniSA students the opportunity to be mentors. 2018 saw high levels of engagement from both 447 mentees from 23 Schools and 57 mentors. Additionally, AIME was launched in Whyalla in late 2017, based at the UniSA Whyalla campus, and had a successful first year of operation with great levels of engagement from the local Schools.

Strategies/Activity	Funding source
Wirringka Student Services staff	ISSP
Aboriginal Pathway Program	Other university resources
Solid Start Event	Other university resources
AIME	Other university resources

1a Scholarships (2018 breakdown)

In 2018, UniSA awarded a stipend payment to Aboriginal Higher Degree Research (HDR) candidates currently enrolled. This payment was offered as an Indigenous Commonwealth Reward Scholarship (section 20 (c) of the guidelines) to assist them in continuing their work in the field of research. This was the first time ISSP resources have been directed to support HDR candidates in this way.

Student category	Education Costs		Accommodation Costs		Reward		Total/ Students Assisted (headcount)	
	\$	No.	\$	No.	\$	No.	No.	\$
From Regional/ Remote- undergraduate	0	0	7,914	2			2	7,914
From Regional/ Remote- postgraduate	0	0	0	0			0	0
Undergraduate (non- regional/remote students)	54,258.75	16	0	0			16	54,258.75
Post-graduate (non- regional/remote students)	0	0	0	0	6,000	4	4	6,000
Enabling (non – regional/remote students)	26,140.5	7	0	0			7	26,140.5
From Regional/Remote - Enabling	69,192	26	2,638	1			27	71,830
TOTAL	149,591.25	49	10,552	2	6,000	4	56	166,143.25

Value of Scholarships awarded by the university to remote or regional students in the 2018 academic year (Section 21(3) in the Guidelines refers)	\$68,567
Value of Scholarships <u>offered</u> by the university to remote or regional students in the 2018 academic year (Section 21(3) in the Guidelines refers)	\$79,744

2. Progression (access and outcomes)

Wurringka Student Services is a team of nine staff who provide information, advice and assistance to potential and current Aboriginal and/or Torres Strait Islander students at UniSA. In 2018 Wurringka Student Services comprised:

- 1 x Manager
- 1 x Administration Officer
- 1 x Project Officer
- 6 x Aboriginal Student (and Community) Engagement Officers – two of whom are in the regions (Mount Gambier and Whyalla).

UniSA is committed to and values Aboriginal education, and Wurringka Student Services is a key part of this work. The team provides support to Aboriginal students, administers the Aboriginal Tutorial Program (ATP) at UniSA, and facilitates several events, including A Day in the Life of a Uni Student Program, on campus university tours for local and interstate schools, and local visits to schools to provide information on pathways to university. The team also participates in key community events such as the Tauondi College Open Day, NAIDOC Family Fun Day and Seaford Secondary College Family Fun Day.

UniPrep is an Orientation program for commencing Aboriginal students run by Wurringka Student Services. This involves a warm welcome, providing students with an introduction to the Aboriginal Student (and Community) Engagement Officers and to fellow Aboriginal students. The program encourages students to engage early with the University community, including Wurringka Student Services and to access the support services available to them to ensure a favourable progression.

As a result of an internal review conducted at the end of 2017, a new ATP model was implemented in 2018, adopting a more holistic tailored management approach with input from students. The new model is designed to better meet the needs of the students and make it easier for them to access high-quality, high-impact tutoring. The uptake of the ATP was slightly higher in 2018 (38%) than 2017 (37%). Given the increase in the number of students enrolled, it is a great achievement to have slightly increased the uptake rate. In 2018 there was an increase in the number and proportion of students engaging with the ATP, and we expect this growth to continue. In 2018 this model provided academic support to Aboriginal research students for the first time.

UniSA has dedicated study centres on each metropolitan, and one regional, campus for Aboriginal students. In 2018, refurbishment work was undertaken at the study centre located at the Mawson Lakes campus. These study centres are culturally safe spaces for students to gather, study, meet with Aboriginal staff and students, and meet with tutors. UniSA has three regional culturally safe student spaces at Whyalla, Ceduna and Port Lincoln. These 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 expects a direct translation to the enhanced success and retention rates of our students.

Activity	Funding source
Wurringka Student Services staff	ISSP
UniPrep	ISSP
Aboriginal Tutorial Program	ISSP

2a Tutorial and other assistance provided (2018 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	91	3,777	
	Postgraduate	9	357	
	Other	73	2,993	
	total	173	7,127	
Indigenous Support Unit or other Indigenous student support activities (optional breakdown of major activities or just total)				
Wirringka Student Services support for Aboriginal students at UniSA	Pastoral Care support for Enabling, Undergraduate, Postgraduate students	~410	~ 5,500	
	Total^	~410	12,627	

^Many of the students receiving tutorial assistance (n=173) are also receiving Pastoral Care Support hence the overall number of students supported is approximately 410.

UniSA also coordinates a number of programs to improve the presence of culture and the cultural competency of students and employees. These include:

Program	Description
Aboriginal Cultural Safety Training	<p>The full-day training sessions enable participants to develop a better understanding of Aboriginal Australia and develop skills to genuinely engage in cross-cultural communication.</p> <p>In 2018, around nine percent of staff had undertaken this training.</p> <p>All sessions are facilitated and are available to all UniSA staff. All members of UniSA's Senior Management Group have completed this training.</p>
Acknowledgement of Country	<p>All UniSA campuses, metropolitan and regional, feature:</p> <ul style="list-style-type: none"> - Physical Acknowledgment of Country statements - Reconciliation Stones: statement of commitment to Australian reconciliation - Aboriginal art installations in spaces accessible to students and staff
National Reconciliation Week and NAIDOC Week	A program of cultural engagement activities for staff and students across all UniSA campuses to commemorate National Reconciliation Week and NAIDOC Week, and to learn about Aboriginal histories, cultures and achievements.
Online Cultural Awareness Training Module for Undergraduate Students	UniSA has commissioned and piloted an online Cultural Awareness Training Module for undergraduate students, aimed at improving students' understanding of Aboriginal histories, cultures, protocols and perspectives.
UniSA Graduation Ceremony	Commissioned a musical score from an Aboriginal composer and a shield for ceremonial use for inclusion in all graduation ceremonies.

3. Completions (outcomes)

UniSA's key strategy to improve completions is the pastoral care and advocacy provided by the Aboriginal Student (and Community) Engagement Officers and the support provided by the Aboriginal Tutorial Program (ATP). This strategy resulted in an 18% increase in completions for Aboriginal students in 2018, up from 49 completions in 2017 to 58 completions in 2018.

UniSA works with CareerTrackers to create paid internship opportunities for Aboriginal students. Students undertake their internship with a sponsoring company with the aim of converting from intern into full-time employee upon completion of their university degree. CareerTrackers staff work with UniSA Aboriginal Student (and Community) Engagement Officers to provide support to students, with the aim of supporting them through to the completion of their studies and into post-study employment. During the 2017/2018 (winter and summer intake) UniSA had six enrolled students who have an internship through the CareerTrackers program, including one student who graduated in 2018. The program also supports one UniSA Alumni.

UniSA has an Aboriginal Graduate program that is a two-year program that offers UniSA Aboriginal graduates the opportunity to work at UniSA (see section 5 for more information).

The Deadly Alumni initiative supports Aboriginal and Torres Strait Islander graduates providing opportunities for Aboriginal alumni to network, apply for graduate intern positions and enhance their career opportunities.

Graduates are celebrated and connected with graduates in the same cohort through a graduation celebration. In April and September 2018, a celebration that included UniSA Aboriginal graduates and their family was hosted by the Pro Vice Chancellor: Aboriginal Leadership and Strategy.

Graduands are contacted by Wirringka Student Services staff at an appropriate time post-ceremony to monitor employment outcomes.

Activity	Funding source
Aboriginal Tutorial Program	ISSP
CareerTrackers	Other university resources plus in-kind
Deadly Alumni Program	Other university resources
Graduation Celebration	Other university resources

4. Indigenous Education Strategy accessible by public

UniSA is committed to being the University of Choice for Aboriginal Peoples and takes a two-way approach to embedding strategies that support Aboriginal students across recruitment, commencement, retention and completion.

Launched in 2018, UniSA's new strategic plan, [Enterprise 25](#), is the public articulation of this commitment. It provides strategic direction for UniSA's approach to Aboriginal education and is supported by the work plan mapped out in UniSA's new [Reconciliation Action Plan](#) (RAP). Launched in November 2018, the RAP will be in place from 2018 – 2021.

At its core, the RAP is student-centric. Supporting Aboriginal students to achieve success is centred on providing a culturally safe and appropriate environment, one in which students can see tangible evidence of the University's commitment to a two-way relationship with Aboriginal Peoples. The breadth of deliverables, from advancing student outcomes, building cultural awareness amongst staff and students, increasing economic opportunities for Aboriginal Peoples and enhancing Aboriginal research and its impact, speak to the whole of university approach that is fundamental to providing a culturally safe space in which our students can succeed.

The RAP provides the strategic framework for UniSA's approach to Aboriginal education and builds on existing programs of work within UniSA to prioritise and implement longer-term strategies to:

- Increase participation, retention and completion rates for Aboriginal students
- Promote and increase the visibility of Higher Degree Research (HDR) pathways to Aboriginal students
- Build the education pipeline for Aboriginal students from an early age
- Facilitate, monitor and improve upon the inclusion of Aboriginal knowledges in curricula, graduate attributes, and teaching practices
- Advance and promote cultural competency in Aboriginal knowledges, cultures and histories, to both staff and students.
- Review and evaluate how UniSA both develops and embeds Aboriginal content in all new and existing undergraduate programs

These strategies are in line with Section 13 of the ISSP Guidelines, with clear timelines for delivery included in the RAP across 2018 – 2021.

Indigenous Education Key Performance Indicators

UniSA monitors and tracks the progress of Aboriginal students across the student lifecycle. An update of UniSA's strategic dashboard is currently underway to better support internal governance arrangements and to further strengthen the existing evidence-based decision-making process.

UniSA's Aboriginal KPI Snapshot

	2014	2015	2016	2017	2018*
Commencing enrolments (government reported enrolments - Enabling, UG & PG - note, equity scope is applied to both Aboriginal and non-Aboriginal cohorts)					
Aboriginal students	122	121	161	169	245
Non-Aboriginal students	9,300	9,214	9,040	9,079	10,787
Continuing enrolments (government reported enrolments - Enabling, UG & PG - note, equity scope is applied to both Aboriginal and non-Aboriginal cohorts)					
Aboriginal students	225	222	201	221	221
Non-Aboriginal students	15,870	16,013	16,151	16,072	15,507
Retention rates (government reported retention - UG only - commencing & continuing - note, equity scope is applied to both Aboriginal and non-Aboriginal cohorts)					
Aboriginal students	70.41%	69.38%	70.44%	57.91%	n.y.a.
Non-Aboriginal students	83.01%	83.08%	83.56%	79.10%	n.y.a.
Number of completions (government reported completions - UG & PG - Australian)					
Aboriginal students	63	65	65	48	58
Non-Aboriginal students	5,644	5,378	5,276	5,462	6714
Overall satisfaction (CEQ trend - UG & PG - Australian)					
Aboriginal students	79%	88%	90%	73%	73%**
Non-Aboriginal students	85%	84%	84%	80%	80%

n.y.a=not yet available awaiting verification from Department of Education

*Note: 2018 data (excluding Overall satisfaction indicator) is incomplete and not verified as at 13/03/2019.

**The number of responses from Aboriginal graduates has fallen from n=39 in 2015 to n=19 in 2018. The comparatively small sample in 2018 should be taken into consideration in interpreting these results.

UniSA also monitors and sets targets for the ISSP indicators and these are presented in the following tables.

Data provided to the VC by the Department of Education for ISSP reporting with 2018 preliminary student data not yet verified by Department of Education (UniSA target for 2022 in green)

Year	2014		2015		2016		2017		2018 (prelim not verified)^		2022 Target
	Position	Actual	Position	Actual	Position	Actual	Position	Actual	Position	Actual	
EFTSL	14	258.79	20	246.62	20	240.62	22	254.46	n.y.a	244	280
EFTSL - regional and remote	14	74.80	16	79.15	18	77.07	16	97.42	n.y.a	89.38	112
Success rate (units passed/units attempted)	24	75	14	78	26	73.99	25	72.61	n.y.a	No 2018 data	87
Completions (head count)	16	46	10	68	12	70	16	49	n.y.a	58	100

Completion figures from the Department may differ from UniSA or other Department reporting (e.g. Institutional Performance Portfolio provided by the Department has different figures from those quoted in table above)

Continuing/Fixed Term Aboriginal Staff Profile

Staff (headcount)	2013	2014	2015	2016	2017	2018
Academic	15	15	13	5	16	16
Non-academic	12	19	17	19	20	22
Casual	13	14	30	25	22	n/a
Total	40	48	60	49	58	n/a

Continuing/Fixed Term Aboriginal Actual Headcount and 3 percent target, 2013 – 2018 (UniSA's internal tracking of targets)

Staff (headcount)	2013	2014	2015	2016	2017	2018
Actual	27	34	30	24	36	38
Headcount to achieve 3%	84	85	84	81	84	86
University wide headcount	2815	2849	2814	2709	2816	2863

5. Indigenous Workforce Strategy accessible by public (refer also section 4 for targets, etc)

UniSA remains committed to becoming the University of Choice for Aboriginal Peoples. UniSA's triennial Aboriginal and Torres Strait Islander Employment Action Plan (AEAP), Yaitya Warpulai Tappa (Aboriginal Work Path) 2018 – 2021 is available [online](#).

At the core of the AEAP is a target for Aboriginal employment of three percent of UniSA's total workforce, to be achieved over the life of the strategy in line with our RAP, our Corporate Strategy and Universities Australia's Indigenous Strategy. The AEAP has been substantially revised to align with UniSA's wider corporate planning objectives, including the RAP.

Development of the plan was led by UniSA's People, Talent and Culture unit, including the Aboriginal Employment Consultant, and guided by an advisory group that included members drawn from the external Aboriginal community. The document has also been distributed widely to all Aboriginal staff within UniSA as well as other key stakeholders and is available to all on the UniSA website.

The Aboriginal Employment Working Group (AEWG) at UniSA is another avenue for driving the implementation of the AEAP. The group oversees the implementation of the Plan and provides advice to People, Talent and Culture. The AEWG is chaired by Professor Peter Buckskin and has both Aboriginal and non-Aboriginal representative from across UniSA, the National Tertiary Education Union (NTEU) and the Community and Public Sector Union (CPSU), as well as Aboriginal community representation. The AEWG reports into Yaitya Warra-Itya.

In order to measure progress in relation to the strategy, UniSA has an extensive workforce data suite which includes Aboriginal staff metrics. All senior staff have access to this data which is updated on a daily basis.

UniSA's Aboriginal Graduate Program funded from the Vice Chancellor's Development Fund (VCDF) continues to be an important element of the AEAP. The new plan ensures two new graduate positions are available each year, with applicants drawn from graduates of all three South Australian universities. The program is based on six monthly rotations with graduates working in a diverse range of professional support areas across the institution including Chancellery, MoD (Museum of Discovery), Student Engagement Unit (SEU) and Advancement Services.

Graduates in their final placement are assured of an interview when applying for positions within UniSA and this has contributed to UniSA being able to offer continuing positions to graduates at the end of the program.

More broadly, all UniSA vacancies are sent weekly to the Turkindi Aboriginal Information Network and this initiative, along with external Aboriginal candidates being eligible to apply for internally advertised positions, has contributed to a steady rise in applications from Aboriginal candidates.

UniSA continues to provide a special professional development fund available only to Aboriginal staff. The funding allocation is calculated as 20 percent of the employee'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 also accessible to the Aboriginal Graduate Program, providing graduates with an opportunity to supplement work-based learning with other more structured professional development opportunities.

The opportunity to undertake Cultural Safety training is extended to all staff, with executive senior staff expected to complete this within their first 6 months of commencement in their roles. Other staff are encouraged to complete this training within their first 18 months of their employment.

A Cultural Safety Training Alumni has been established and will be maintained as a basis to build awareness in the area and to have a pool of staff to draw on for mentoring as well as other related activities across UniSA.

5a Indigenous workforce data (2018 breakdown)

While universities report on the number of Aboriginal staff members through mainstream reporting requirements, the additional information below provides enhanced monitoring of UniSA's efforts in building its Aboriginal workforce.

Table 1: by Perm/>1yr

Faculty	Level - Position	Academic	Non-Academic
Chancellery and Council Services	ESS - Pro Vice Chancellor: Aboriginal Leadership and Strategy/Professor of Law	1	
	06 - Project Officer		1
Division Office Research HSC	ARA - Research Assistant	3	
	DARP - Director: Positive Futures Research Collaboration	1	
	E - Chair in Aboriginal Health	1	
	CSRF - Senior Research Fellow	1	
External Relations & Strategic Projects	ESS - Dean: Aboriginal Engagement & Strategic Projects	1	
Finance	07 - Accountant		1
Health Sciences Div Office	A - Lecturer: Aboriginal Allied Health	2	
	05 - Academic Officer: Credit and Admissions		1
MOD.	07 - Operations Coordinator		1
	04 - Business Project Officer - Indigenous Graduate		2
People, Talent and Culture	07 - Consultant: Aboriginal and Torres Strait Islander Employment and Development		1
	04 - Human Resources Administrator		1
Sch Nursing & Midwifery	03 - Administrative Assistant		1
Sch Psych Soc Work & Soc Pol	B - Lecturer	1	
	06 - Team Leader: Academic Services (Teaching)		1
School of Creative Industries	B - Lecturer	1	
	A - Lecturer	1	
School of Education	E - Professor of Education	1	
	B - Lecturer: Indigenous Cultures and Australian Society	1	
School of Health Sciences	A - Lecturer: Aboriginal Allied Health	1	
School of Marketing	04 - Business Project Officer - Indigenous Graduate		1
Student and Academic Services	04 - Student Finance and Enrolment Officer		1
	04 - Business Project Officer: Indigenous Graduate		1
Student Engagement Unit	06 - Aboriginal Student Engagement Officer		3
	06 - Aboriginal Student and Community Engagement Officer		3
UniSA College	04 - Student Adviser - Aboriginal Pathway Program Metro		1
University Library	06 - Support Librarian: Academic Library Services		1
	04 - Library Officer (High Demand)		1
Grand Total		16	22

Table 2: by Casual/ <1yr

Faculty	Level/Position	Academic	Non-Academic
Business Services	05 - Project Officer		1
Chancellery and Council Services	06 - Project Officer		1
Information Technology Engineering and the Environment Divisional Office	Sessional Academic - Lecturer	1	
	Sessional Academic - Tutor	2	
School of Art, Architecture and Design	Sessional Academic - Course Coordinator	1	
	Sessional Academic - Tutor	1	
School of Creative Industries	Sessional Academic - Tutor	2	
School of Education	Sessional Academic - Student Assessor	1	
School of Health Sciences	ARA - Research Assistant	1	
School of Management	Sessional Academic - Guest Lecturer	1	
	Sessional Academic - Lecturer	1	
School of Natural and Built Environments	Sessional Academic - Tutor	1	
Student Engagement Unit	Sessional Academic - ATP Tutor	1	
	Sessional Academic - Itas Tutor	1	
UniSA College	04 - IPP Support Staff		1
	Sessional Academic - Demonstrator	1	
	Sessional Academic - Tutor	1	
Headcount		11	3
(*NB: Headcount does not add up due to people working in multiple positions/faculty's across the reporting			

2018 Aboriginal staff data provided to the Department of Education and Training with a reference date of March 31, [as defined by the Department.](#)

6. Indigenous involvement in decision-making

ISSP Governance Group

The Indigenous Student Success Programme Governance Group (ISSP Governance Group), was established as UniSA's Aboriginal Governance Mechanism for the management of the Indigenous Student Success Programme (ISSP).

The ISSP Governance Group is a sub-group of *Yaitya Warra-Itya* which was established in 2011 (originally as the Indigenous Participation, Education and Employment Group – IPEEG) and which is the peak Aboriginal governance body within UniSA.

The ISSP Governance Group reports to *Yaitya Warra-Itya*, which in turn reported on ISSP-related matters to the Senior Management Group of UniSA.

The Pro Vice Chancellor: Aboriginal Leadership and Strategy (PVC: ALS) is the most senior Aboriginal position at UniSA. This position reports directly to the Vice Chancellor and is a member of the Senior Management Group and an ex-officio member of Academic Board. The PVC: ALS chairs both *Yaitya Warra-Itya* and the ISSP Governance Group.

Role and Governance of ISSP Governance Group

The primary role of the ISSP Governance Group is to determine the use of ISSP funds allocated annually to UniSA to support and increase the rates of enrolment, retention and completion for Aboriginal students at UniSA. 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 was limited to those activities approved under the Indigenous Student Assistance Grant Guidelines, and the ISSP Governance Group approved expenditure of ISSP monies only for projects and programs that met the Grant Guidelines criteria.

Decision Making Processes

All applications for ISSP funding to be allocated for an activity, program or project were made in writing and circulated to all ISSP Governance Group members.

Decisions on funding applications were made by the group at scheduled ISSP Governance Group meetings.

Decisions on the allocation of ISSP funding to activities, programs and projects was made by the full group, by consensus decision-making.

Membership

Name	Position	Duration of Service
Prof Irene Watson (Chair)	PVC Aboriginal Leadership and Strategy	2017 - present
Prof Peter Buckskin	Dean: Aboriginal Engagement and Strategic Projects	2017 - present
Leata Clarke	Manager, Wirringka Student Services	2018 - present
Dr Laura-Anne Bull	PVC: Student Engagement and Equity (Deputy Chair)	2017 - 2018
Neville Rankine	Representative from Financial Services (as nominated by Chief Financial Officer)	2017 - present
Sonia Turton	Head, Scholarships and Prizes (Manager: Scholarships and Candidature)	2017 - present
Deanne Hanchant-Nichols	Aboriginal Employment Consultant (Consultant: Aboriginal and Torres Strait Islander Employment and Development)	2017 - present
Prof Pat Buckley	Dean of Graduate Studies	2017 - present
Steven Pappin	Student Representative (Postgraduate Student)	2018 - present
Pamela Spek	Student Representative (Undergraduate Student)	2018

2018 Meeting Schedule and Agenda Summary

Meeting Date	Agenda Items
3 March	<ul style="list-style-type: none">• Finalise 2018 ISSP-supported activities• 2017 Performance and Financial Acquittal• Review of 2017 ISSP-supported activities• Out of Session Decisions• Quarterly Report – Overarching budget position of ISSP Funding
5 June	<ul style="list-style-type: none">• Review of 2017 ISSP-supported activities• Out of Session Decisions• Quarterly Report – Overarching budget position of ISSP Funding
28 August	<ul style="list-style-type: none">• Review of 2017 ISSP-supported activities• Review of proposed 2019 ISSP-supported activities• Out of Session Decisions• Quarterly Report – Overarching budget position of ISSP Funding
13 November	<ul style="list-style-type: none">• Review of ISSP-supported Recruitment• Quarterly Report – Overarching budget position of ISSP Funding

6a. Statement by the Indigenous Governance Mechanism

Consistent with subsection 17(2)(b) of the guidelines, the ISSP Governance Group has reviewed 2018 performance and acquittal reports and has endorsed them as an accurate record of UniSA's performance and activity across the reporting period.

ISSP Contacts

2018 ISSP contact:

Organisation	University of South Australia		
Contact Person	Jessica Ford, Executive Officer to the PVC: Aboriginal Leadership and Strategy		
Phone	08 8302 0552	E-mail	Jessica.ford@unisa.edu.au

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Financial Acquittal

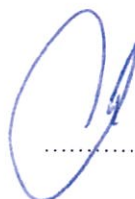
Organisation

University of South Australia

The following tables have a dual purpose of itemising actual income and expenditure associated with the **ISSP in 2018** as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes.

1. Income (excluding GST)

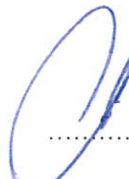
Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
ISSP Grant 2018	1,769,644	0	1,769,644
Rollover of funds from previous year Email approval date:/....../2017	-	-	-
Interest earned/ royalties	-	5,306	5,306
Sale of assets	-	-	-
CSP – Preserved (Net)	21,411	-	21,411
Away From Base	-	55,128	55,128
University Support	-	1,059,160	1,059,160
External Donations	-	65,000	65,000
A. Total Income 2018	\$1,791,055	\$1,184,594	\$2,975,649


initials

2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	1,381,455	766,686	2,147,841
Administration	22,336	155,571	177,907
Travel – domestic	23,661	92,916	116,577
Travel – international	-	6,702	6,702
ISSP Asset purchases	31,502	69,152	100,654
Conference fees and related costs	16,485	-	16,485
Corporate Merchandise	19,574	-	19,574
Student Functions	6,867	-	6,867
Scholarships	187,554	93,868	281,422
Rollover of funds for approved activity ^	-	-	-
(other major expenditure categories ensuring breakdown sums to total at B below)	-	-	-
B. Total Expenditure 2018	\$1,689,434	\$1,184,595	\$2,874,029
<i>C. Unexpended funds PM&C agreed to rollover</i>	46,000		
<i>D. Unexpended Funds to be returned to PM&C</i>	55,621		
E. TOTAL ISSP Funding use (B+C+D)	1,791,055		

Note: A-E must equal zero

.....initials

3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2018

- If GST is not paid to you, do not complete the table in this 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.

1. If applicable, GST received by you in 2018 as part of the Indigenous Student Success Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).			\$
2. If applicable, 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 summary (only a requirement for assets over \$5000- see clause 16 of guidelines)

Asset Description/ category	Adjustable Value	ISSP contribution
NA		

4a ISSP Asset - acquisitions and disposals summary

Asset Description/ category	Acquisitions Purchase Value	Disposals/ Sale Price	Disposals Average Age
NA			

5. Financial Acquittal supported and initialled by:

Peter Prest

(Print name of relevant officer)

Chief Financial Officer

(Print position title)

(Signature and date)

Telephone contact: 08 8302 1181

E-mail: Peter.Prest@unisa.edu.au

Note:

- If the organisation is subject to audit by an **Auditor-General** of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function.
- If the organisation is **not normally subject to audit by an Auditor-General**, then the organisation's auditor should sign this authorisation.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 CERTIFICATION

Complete this certification after reading the completed 2018 Performance Report and 2018 Financial Acquittal for the Indigenous Student Success Programme.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2018 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of programme funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2018 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2017 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds and any interest earned or royalties/income derived from these Funds was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

I understand that:

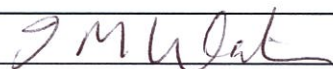
- (i) the Minister or the Minister's delegate may seek further information to support this certification; and
- (ii) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax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

Certification recommended by university's Indigenous Governance:

Name: Professor Irene Watson

Title: Pro Vice Chancellor: Aboriginal Leadership and Strategy

Signed:



Date:

30.4.19

Certification made by Vice-Chancellor or equivalent delegate:

Name: Professor David Lloyd

Title: Vice Chancellor

Signed:



Date:

30.4.19