

Indigenous Student Success Program

2019 Performance Report

Organisation	University of South Australia		
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1. Enrolments (Access)

During 2019 UniSA undertook several initiatives designed to increase access, success rates, and completions of Aboriginal students.

Wirringka Student Services (WSS) at the University of South Australia (UniSA) is comprised of eight Aboriginal staff and one non-Aboriginal staff who provide information, advice and assistance to potential and current Aboriginal students at UniSA. Through their activities, WSS encourages the enrolment and progression of Aboriginal students, administers the Aboriginal Tutorial Program (ATP) at UniSA, and facilitates a number of events on campus and in the community.

WSS staff also engage in a targeted admissions campaign which supports prospective students who apply to South Australian Tertiary Admissions Centre (SATAC) and indicate that they are Aboriginal and/or Torres Strait Islander. An Aboriginal member of the Wirringka Student Services team will then contact the student and discuss the culturally safe resources available at UniSA, the support provided by staff, and the ATP.

In 2019, 128 Aboriginal students were enrolled in the University of South Australia's Aboriginal Pathway Program (APP) which prepares students for university study through its nine courses delivered over an 18-month period. The program is delivered in Whyalla, Mount Gambier, Ceduna and Port Lincoln as well as City West campus in Adelaide's CBD. APP students receive support from Wirringka Student Services staff, APP teaching staff and the Aboriginal Tutorial Program. This combination is critical to the success of the APP students and contributes to their progression into undergraduate degrees.

Aboriginal students are offered five different types of Commonwealth Scholarships. In 2019, 63 scholarships totalling \$147,266.50 were provided to Aboriginal students (see Table 1 for more information). A large proportion of the scholarships, totalling \$81,812, supports Aboriginal students commencing Enabling programs. These students are primarily based in rural/remote regions. Enabling programs are designed to introduce students to higher education and the program is structured to lead onto further studies. \$61,364 is provided to undergraduate students, including for accommodation expenses, supporting students who need to relocate to engage in further studies. \$4,090.50 is provided to postgraduate students and this amount reflects the student numbers that continue into postgraduate studies.

WSS staff undertake outreach activities with high school students through the delivery of a series of presentations at high schools across South Australia. WSS staff participate with other South Australian Universities in the South Australian Certificate of Education (SACE) Aboriginal Students Pathways Conference held annually. In 2019 UniSA was the host of this event the theme was 'Your Voice, Your Pathway'. More than 120 students from 20 secondary schools across three sectors, Government, Catholic and Independent schools attended. Students heard from current student, A 2nd year student spoke about how the SACE journey had helped establish a pathway to studying Occupational Therapy at UniSA. The inspirational keynote set the scene for the day before students went on to participate in a

range of hands-on activities in psychology, physiotherapy, virtual reality, and tours of the UniSA campus, and the Museum of Discovery. In concluding the SACE Conference, the closing remarks were presented by Professor Irene Watson, The Pro Vice Chancellor: Aboriginal Leadership and Strategy, advising of the positive outcomes of higher education for Aboriginal students.

The annual SACE Road Show Conference was also held at the UniSA Whyalla campus on 9 August for students who could not attend the metropolitan event. More than 50 students attended from around the Eyre Peninsula region, including schools from Whyalla, Port Lincoln, Cowell and Port Augusta. Students participated in range of hands on activities which included SACE pathways, University options and career services.

Another key outreach activity is the 'A Day in the Life of a Uni student' Program. This is for Years 6 to 9 Aboriginal primary and high school students and provides them with the opportunity to spend a day at the University's Mawson Lakes campus. It engages Aboriginal students in a rotation of Science, Technology, Engineering and Mathematics (STEM) workshops with the program offering three different sessions. In 2019, 14 students from two northern suburbs schools attended.

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. AIME support provided by UniSA consists of office spaces incorporating utilities and security on the Mawson Lakes and Whyalla campuses, office administration support and internal marketing to attract AIME mentors.

UniSA is committed to facilitating the success of Aboriginal students. The comparative Aboriginal and Torres Strait Islander student data for the year 2015-2018 supplied by the Commonwealth (see Table below) indicates a steady improvement in EFTSLs, Success Rate and Completions when comparing 2017 to 2018, including for Regional and Remote students. However, it is exceptional to note the increase in EFTSLs Regional and Remote when comparing, from 77 in 2015 to 98.4 in 2018. It is also notable the increase in successful completions, from 49 in 2017 to 61 in 2018.

Institution Name:		University of South Australia							
Indigenous Student Success Program	2015		2016		2017		2018		
	Actual	Position	Actual	Position	Actual	Position	Actual	Position	
EFTSL	240.62	20	243.27	20	254.46	22	274.18	21	
EFTSL – Regional & Remote	77.07	18	86.08	17	97.42	16	98.42	17	
Success Rate (units passed/units attempted)	73.99	26	74.77	20	72.61	25	74.05	23	
Completions (head count)	70	12	68	13	49	16	61	19	

The Aboriginal student enrolment and EFTSL data for 2019 (see Table below) shows a 9% increase in Aboriginal student enrolments when compared to 459 Aboriginal students from the previous year.

UniSA 2019 Aboriginal student enrolment & EFTSL	MEASURES as values	Students	EFTSL
	Division of Education Arts & Soc Science	169	105.38
	Division Health Sciences	90	55.03
	Division Info Tech Eng & Env	33	21.57
	(Central) Portfolio: Academic	128	63.25
	(Division) UniSA Business School	88	37.77
	All Programs	500	282.99

SOURCE: UniSA's Business Intelligence Hub accessed on 19/02/20

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

Strategies/Activity	Funding source
Wurringka Student Services staff	ISSP
Aboriginal Pathway Program	Other university resources
SACE Aboriginal Students Pathways Conference	Other university resources
A Day in the Life of a Uni Student (STEM)	Other university resources
Australian Indigenous Mentoring Experience (AIME)	Other university resources

Table 1 Scholarships - breakdown of 2019 payments^{1 2 3}

	Education Costs		Accommodation		Reward		Total ^{4 5}	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ⁶	76,356	37	5,456	1			81,812	38
Undergraduate ⁷	44,996	20	16,368	3			61,364	23
Post-graduate ⁸	4,090.5	2	n/a	n/a			4,090.5	2
Other								
Total	125,442.5	59	21,824	4			147,266.5	63

2. Progression (access and outcomes)

Uni Meet and Greet is an Orientation program for commencing Aboriginal students run by Wurringka Student Services (WSS). This involves a warm welcome, providing students with an introduction to Aboriginal Student Engagement Officers (ASEO) and Aboriginal Student and Community Engagement Officers (ASCEO), tutors of the Aboriginal Tutorial Program, and to fellow Aboriginal students.

The program encourages students to engage early with the university community and to access the supports available to them, so as to ensure a favourable progression. The Meet and Greet is a casual event, with a focus on getting to know students rather than overwhelming them with information, especially as a number of students have already attended Program Information days as part of the University's Orientation Week program. During 2019, 41 commencing and continuing students attended Wurringka Student Service's Uni Meet and Greet.

The Aboriginal Tutorial Program (ATP) model is in its second year of implementation with the foundation of a holistic tailored management approach. Overall ATP is achieving its goal of easier access to high-quality and high-impact tutoring. The uptake of the ATP is slightly lower in 2019 (36%) than 2018 (38%) however, this is reflective of an overall increase in the enrolment numbers of Aboriginal students at UniSA. In 2019 there was a 9% increase in the number of students engaging with the ATP, and we expect this growth to continue. The below table outlines assistance provided to students through the ATP and other activities.

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 2019 Wurringka Student Services comprised:

- 1 x Manager
- 1 x Administration Officer
- 1 x Coordinator: Aboriginal Tutorial Program

- 6 x Aboriginal Student (and Community) Engagement Officers
 - two of whom are in the regions (Mount Gambier and Whyalla).

The team provides support to Aboriginal students, administers the Aboriginal Tutorial Program at UniSA, and facilitates several events on campus and in the community. UniSA is committed to and values Aboriginal education, and Wurringka Student Services is a key part of this work.

UniSA has dedicated study centres for Aboriginal and Torres Strait Islander students on each metropolitan, and one regional campus. These study centres are culturally safe spaces for students to gather, study, and meet with Aboriginal staff and students and ATP Tutors. UniSA has four metropolitan, culturally safe student spaces at City West and City East campuses (both in the Adelaide CBD), on suburban campuses at Magill and Mawson Lakes, and at a regional campus at Whyalla. In 2019, minor works were carried out at Mawson Lakes, City East and Magill campuses with refurbishment and furniture. It is intended that refurbishments would provide an improved student experience and introduce new functionality for the Wurringka spaces, which would facilitate customised support for all Aboriginal students and provide greater flexibility in their mode and location of study, including spaces for study pod work and group tutorial sessions.

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 anticipates a direct translation to the enhanced success and retention rates of our students.

Strategies supporting student progression are summarised by funding source below.

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

Table 2a Tutorial assistance provided in 2019

Level of study	Number of students assisted	Total hours of assistance ⁹	Expenditure ¹⁰ (\$)
Enabling	56	1,780	
Undergraduate	113	3,561	
Post-graduate	12	402	
Other			
Total	181	5,743	395,459

Table 2b Indigenous Support Activities provided in 2019¹¹

Activity ^{12 13}	Number of student participants	Expenditure (\$)
Wurringka Student Services support for Aboriginal students at UniSA - Pastoral Care support for Enabling, Undergraduate, and Postgraduate students	~450	1,012,321

[^]Many of the students receiving tutorial assistance (n=181) are also receiving Pastoral Care Support hence the overall number of students supported is approximately 450.

3. Completions (outcomes)

UniSA's key strategy to improve completions is the quality of pastoral care and advocacy provided by Wurringka Student Services staff and the support provided by the Aboriginal Tutorial Program (ATP).

AE(C)SOs 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. These services include employment agencies and accommodation services, counsellors, career advisors and sports advisors. AS(C)EOs provide advocacy services in liaising with academic staff to monitor student progress and sharing of appropriate information for academic progress, attend Academic Misconduct meetings, ensure cultural safety across the university in participating on scholarship panels, interview panels and reconciliation working groups. All these actions impact student retentions and therefore successful completion rates as evident in the increased 9% enrolment figure.

UniSA also features an Aboriginal Graduate program that is a two-year program offering UniSA Aboriginal graduates the opportunity to work at UniSA. See Section 6.2 for further explanation of this program.

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 staff work with UniSA's Wurringka Student Services staff to provide support to students, thus supporting them through to the completion of their studies and into post-study employment. During the 2018/2019 (winter and summer intakes) UniSA had 10 enrolled students who have an internship through the CareerTrackers program, including three students who graduated in 2019. The program also supports three Alumni. This is an increase of 29% compared to the previous year.

The Deadly Alumni initiative supports Aboriginal graduates providing opportunities for Aboriginal alumni to network, apply for graduate intern positions and enhance their career opportunities. In November 2019, the Deadly Alumni celebration included awarding the Tappa Tangka Manninendi Medal to a student studying a Bachelor of Education degree with the highest GPA.

Graduates are celebrated and connected with graduates in the same cohort through a graduation celebration. In October 2019, a celebration that included UniSA Aboriginal graduates and their family was hosted by Wurringka Student Services. Attendance was low due to students travelling to or from home for the graduation ceremony.

Wurringka Student Services staff offer an open-door policy for graduates. Contact has been made by former students seeking support for employment opportunities. Employment vacancies are promoted through the Deadly Alumni network and students are advised of the Aboriginal Employment Register (State Government). Anecdotally Wurringka staff have engaged with former Aboriginal students during key community events such as NAIDOC Week and National Reconciliation Week.

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

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. Regional and remote students

To improve access to university study for regional and remote students, UniSA positions Aboriginal Student and Community Engagement Officers (ASCEO), from Wirringka Student Services at Whyalla and Mount Gambier campuses. The Whyalla ASCEO 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.

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. In 2019, three Aboriginal students were supported for short stays between 1 to 14 days.

During 2019, UniSA provided activities to support students during their studies by regularly providing shared lunches, often with a guest speaker. These informal student gatherings have provided access to Wirringka study centres, social connection, and access to professional staff leading to the natural expansion of their networks.

Regional and remote students are offered five different types of Commonwealth Scholarships. In 2019, 24.5 scholarships totalling \$77,727 were provided to regional and remote Aboriginal students (see Table 4 for more information).

UniSA monitors and tracks the progress of Aboriginal students across the student lifecycle. The comparative Aboriginal student data for the year 2014-2018 supplied by UniSA's strategic dashboard (see Table below) indicates a small decline in Success Rate and Completions when comparing 2017 to 2018.

Indigenous Education Key Performance Indicators - Regional Hubs (Whyalla and Mount Gambier)

UniSA Aboriginal KPI Snapshot

	2014	2015	2016	2017	2018
Success rates ^^ (government reported success rate - <u>Bachelor only</u> - commencing & continuing - note, equity scope is applied to both Aboriginal and non-Aboriginal cohorts)					
Students	75.51%	68.97%	77.55%	82.19%	75.00%
Number of completions ^^ (government reported completions - UG & PG - Australian)					
Students	6	6	1	5	3

Anecdotally the rise or fall of Aboriginal student equivalent full-time student load (EFTSL) can fluctuate frequently as students experience special or extenuating circumstances such as family death and compounding grief which impacts their ability to study.

Table 4 Scholarship data for remote and regional students^{14 15}

	Education Costs		Accommodation		Reward		Total ¹⁶	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	71830	26	7914	2			79,744	28
B. 2019 Offers ¹⁷	55,903	20.5	21,824	4			77,727	24.5
C. Percentage ¹⁸ (C=B/A*100)								
2019 Payments	55,903		21,824				77,727	24.5

5. Working with Vulnerable People Requirement¹⁹

	Yes/No
Has the provider completed a risk assessment?	Yes
Have staff involved in ISSP activity received training?	Yes
Does the provider have a compliance process in place?	Yes

6. Eligibility requirements

6.1. Indigenous Education Strategy

UniSA is committed to be 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.

UniSA's 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 [Stretch Reconciliation Action Plan](#) (Stretch RAP) 2018 - 2021. The actions identified in The RAP are approximately 44% complete, at the time of submitting this report.

The RAP is student-centric and supporting Aboriginal students towards success is at its core. Actions arising from the RAP are 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. UniSA launched the Aboriginal Research Strategy (ARS) in November 2019. The ARS provides for a two-way approach to research with Aboriginal Peoples and builds upon respectful and reciprocal relationships between the University of SA and Aboriginal Peoples.

The RAP provides the strategic framework for UniSA's approach to Aboriginal education and is building 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

One action arising from the RAP is to evaluate the existing Aboriginal Content in Undergraduate Programs, (ACUP), this evaluation is due to complete and report in May 2020. The evaluation will inform the future of Aboriginal Content in Undergraduate Programs across UniSA programs.

These strategies are in line with Section 13 of the ISSP Guidelines, with clear timelines for delivery included in the Stretch RAP across 2018 – 2021 and the ARS across 2019-2025.

6.2. Indigenous Workforce Strategy

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

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 plan in line with our 2018 - 2021 Stretch Reconciliation Action Plan (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 [UniSA's Stretch RAP](#).

Implementation of the AEAP has been led by UniSA's People, Talent and Culture team with the Aboriginal Employment Consultant, oversight and advice was provided by Professor Peter Buckskin the Dean: Aboriginal Engagement and Strategic Projects and guided by an advisory group (Aboriginal Employment Working Group – AEWG) that includes members drawn from the external Aboriginal community and Union representatives. The AEWG was chaired by Professor Peter Buckskin the Dean: Aboriginal Engagement and Strategic Projects, until his retirement in November 2019.

The AEP document has been distributed widely to all Aboriginal staff within UniSA as well as other key stakeholders and is available to all on the UniSA website.

UniSA has an extensive workforce data suite which includes Aboriginal staff metrics. All senior staff have access to this data which is updated daily. This enables the university to measure progress in relation to the plan.

UniSA's Aboriginal Graduate Program, referenced in Section 3 of this report, is funded from the Vice Chancellor's Development Fund (VCDF) and continues to be an important element of UniSA's Aboriginal Employment Action Plan and will continue to take in two new graduates each year with applicants drawn from graduates of all three South Australian universities. The program is based on six monthly rotations with program participants working in a diverse range of professional support areas across the institution including Aboriginal Leadership Strategy, Health Sciences, Future Industries Institute, MoD (Museum of Discovery), Career Services and Advancement Services. There is now keen competition between areas to be able to host a Graduate as the program and its success is now widely known across the university.

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

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 UniSA internal positions has continued to see a steady and continuing rise in applications from the Aboriginal community.

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 accessible to the graduate program, providing graduates with an opportunity to supplement work-based learning with other more structured professional development opportunities.

Cultural Safety training is extended across all staff with executive senior staff expected to complete this within the first 6 months in their roles. New staff are expected to undertake training within their first 18 months in the role and current employees are encouraged to complete the training in the first eighteen months of the plan.

A Cultural Safety Training Alumni has been established and will be maintained as a basis to build further initiatives in the area working in collaboration with the proposed Aboriginal Knowledges Centre.

Professor Peter Buckskin, former Dean: Aboriginal Engagement and Strategic Projects, retired from this role in November 2019 and maintains a connection with UniSA as an Adjunct Professor.

Professor Lester-Irabinna Rigney, Professor of Education, was honoured internationally with a Distinguished Fellowship at King’s College London. Prof Rigney collaborated through 2019 with international researchers in the European Union and United Kingdom on culturally responsive schooling.

Professor Irene Watson provided the David Unaipon Lecture at Kings College London in 2019.

Professor Irene Watson’s role as Pro Vice Chancellor: Aboriginal Leadership and Strategy is paramount in highlighting UniSA’s Aboriginal initiatives and raising the profile of the university within the wider community. Professor Watson is also a Professor of Law with the University.

Table 6.2 Indigenous workforce data (2019 breakdown)^{20 21 22 23}

Level/position	Permanent		Casual and contract	
	Academic	Non-academic	Academic	Non-academic
01				1
03		1		2
04		3		7
05		2		2
06		8		1
07		3		1
08		1		
A	1		2	
B	2		1	
C			1	
D			1	
Senior Staff	3		1	
Sessional Academic			17	
Total	6	18	23	14

6.3. Indigenous Governance Mechanism

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

The Pro Vice Chancellor: Aboriginal Leadership and Strategy (PVC: ALS) is the senior most Aboriginal position at UniSA and reports directly to the Vice Chancellor. 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 are made in writing and circulated to all ISSP Governance Group members. Discussion of funding applications occur amongst all members of the group at scheduled ISSP Governance Group meetings. Subsequently, decisions on the allocation of ISSP funding to activities, programs and projects is made by the full group, through a consensus decision-making process.

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 – 2019
Leata Clarke	Manager, Wirringka Student Services	2018 – present
Prof Carol Grech	PVC: Student Engagement and Equity (Deputy Chair)	2018 – present
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 – 2019
Pamela Spek	Student Representative (Undergraduate Student)	2018 - 2019

2019 Meeting Schedule and Agenda Summary

Meeting Date	Agenda Items
19 February	<ul style="list-style-type: none"> • End of year Report – Overarching budget position of ISSP Funding • Out of Session decisions • Updated ISSP Guidelines • Review of 2018 ISSP-funded activities

	<ul style="list-style-type: none"> • 2018 Rollover Request • 2018 Performance and Financial Acquittal Report • Finalise 2019 ISSP-funded activities
21 May	<ul style="list-style-type: none"> • Scholarship offers reported • Evaluation of ISSP-funded Activities Project Proposal • Quarterly Report – Overview of budget position of ISSP Funding
20 August	<ul style="list-style-type: none"> • Review of proposed 2019 ISSP-supported activities • Out of Session Decisions • Status of Scholarships uptake • CareerTrackers update • Aboriginal Tutorial Program update • Quarterly Report – Overview of budget position of ISSP Funding • 2020 Indicative Funding and allocation submissions
19 November	<ul style="list-style-type: none"> • 2019 Funds Status and Rollover Request • Evaluation of ISSP-funded Activities Project update • Quarterly Report – Overview budget position of ISSP Funding • Proposed meeting schedule for 2020

Aboriginal students are formally represented by an Aboriginal and Torres Strait Islander Student Representative role on the Board of the UniSA Student Association (USASA). The ATSI Representative is also a member of the ISSP Governance Group and Yaitya Warra-itya. In addition, a postgraduate student representative position is included in the membership of each of these committees.

The University's Quality Assurance and Improvement: Programs, Courses and Teaching policy provides opportunities for students to give feedback to a range of program review and course evaluation processes. These include student feedback surveys and focus groups when Programs of study undergo their 5-6 yearly UniSA reaccreditation reviews. And at course level, the MyCourseExperience questionnaire, at the conclusion of each study period, includes Likert style and free text response questions drawing feedback from students on the quality of course content and teaching delivery.

In addition, Aboriginal students are often included as stakeholders in consultation stages of Senior Management Group sponsored evaluation projects. In 2019, Aboriginal students were invited to contribute to the Aboriginal Content in Undergraduate Programs project and the ISSP Evaluation project.

In late 2019, the Office of Aboriginal Leadership and Strategy began a project to evaluate the suite of activities at the University that are specifically funded by the Indigenous Student Success Program (ISSP) grant. The results of this evaluative work will inform the development of a methodology that can provide a framework for ongoing annual assessment of these activities into the future. The ISSP Evaluation Project is due to be completed at the end of April 2020.

6.3.1. Statement by the Indigenous Governance Mechanism

Consistent with subsection 17(2)(b) of the guidelines, the ISSP Governance Group has reviewed 2019 performance report and financial acquittal and endorse them as an accurate record of UniSA's performance and activity across the reporting period.

Additional information for completing the template

¹ Only payments made during 2019 can be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

² Record the number of students (head count) not EFTSL.

³ Include both preserved and new ISSP scholarships.

⁴ This figures in this column should be the sum of the relevant row.

⁵ The total may not be the sum of the previous columns as some students may receive several scholarships.

⁶ Include payments to all enabling students, including remote and regional students.

⁷ Include payments to all undergraduate students, including remote and regional students.

⁸ Include payments to all postgraduate students, including remote and regional students.

⁹ Record only hours of instruction received by the students (do not include staff planning or organising time).

¹⁰ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

¹¹ Add more rows if necessary.

¹² Include a brief description of the activity.

¹³ Providers can either provide a breakdown of the major activities or a total for all the activities undertaken. Examples of activities may include mentoring, outreach activities, promotion of scholarships, events, elder-in-residence, career guidance etc.

¹⁴ Only record amounts which would/did require payment during the 2019 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year.

¹⁵ Note the data in this table is a subsection of the all student scholarship data provided in Table 1.

¹⁶ This figures in this column should be the sum of the relevant row.

¹⁷ Record all verbal and written scholarship offers for the 2019 calendar year, including those offers that were not accepted by the student. Record the 2019 component of new scholarship offers and the planned 2019 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).

¹⁸ This data confirms the provider's compliance with Section 21(3) of the Guidelines.

¹⁹ This section confirms that the provider complies with Section 35A of the Guidelines.

²⁰ While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce.

²¹ Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.

²² The numbers recorded here should be a headcount of staff and not the full-time equivalent.

²³ There is no longer a requirement to break up these by faculty. Please group together results by level.

Indigenous Student Success Program 2019 Financial Acquittal

Organisation

University of South Australia

1. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2019 (excluding GST)¹

Item	(\$)
A. ISSP Grant	
ISSP Grant 2019 (flexible component)	1,634,134
ISSP Grant 2019 for preserved scholarships	13,637
Subtotal ISSP Grant	\$1,647,771
B. Other ISSP Related Income	
Rollover of ISSP funds from 2018	46,000
Interest earned/royalties from ISSP funding	668
Sale of ISSP assets	
Subtotal other ISSP related income	\$46,668
Grand total	\$1,694,440

Table 1b Other funding available to support Indigenous students in 2019 (excluding GST)²

Item	(\$)
A. Other non-ISSP funds	
Other funding provided under HESA ³	1,020,352
Other Commonwealth Government funding	93,835
Funds derived from external sources ⁴	76,250
Total of other non-ISSP funds	1,190,437

Table 1c Expenditure on support for Indigenous students during 2019 (excluding GST)⁵

Item	Actual ISSP (\$) ⁶	Estimate other funds (\$) ⁷	TOTAL (\$) ⁸
Preserved scholarships	13,637		13,637
"New" scholarships from flexible ISSP funding	133,657		133,657
Teaching and learning ⁹			
Salaries for staff working on ISSP activities ^{10 11 12}	1,191,865	779,456	1,971,321
Administration for staff working on ISSP activities ¹³	37,126	159,299	196,425
Travel – domestic (airfares, accommodation & meals)	32,968	3,691	36,658
Travel – international (airfares)			
Travel – international (accommodation and meals)			
Conference fees and related costs ¹⁴	4,356	4,241	8,597
ISSP Asset purchases made during 2019 ¹⁵	59,135	-	59,135
Other	46,000	243,750	289,750
A. Total Expenditure 2019	\$1,518,743	\$1,190,437	\$2,709,180
<i>B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year</i>	<i>175,697</i>		
2019 ISSP funding committed (A + B)	1,694,400		
<i>D. Other unexpended 2019 ISSP Funds to be returned to PM&C¹⁶</i>	-		
<i>C. Unexpended 2019 preserved scholarships funds to be returned to PM&C</i>	-		

2. Rollovers

Table 2 Rollovers agreed

	Rolled over (\$) (A)	Expended/committed ¹⁷ (\$) (B)	Excess to be returned to the Department ¹⁸ (C) (C = A – B)
2018 funds rolled over into 2019	46,000	46,000	0
2019 funds agreed for rollover into 2020	177,301	175,697	

2018 funds rolled over into 2019

\$21,000

Wirringka Student Services at the University of South Australia accessed ISSP funds for the refurbishment of the Wirringka Study Centre at Mawson Lake campus. Works included painting, new carpet, soft furniture, zip tap installation, new dishwasher, and promotional materials. The outcome created a space of comfort and convenience for our Aboriginal students to study and socialise. The project was completed in December 2019.

\$25,000

The Office of Aboriginal Leadership and Strategy at the University of South Australia began in 2019, the ISSP Evaluation Project seeking to evaluate the suite of activities specifically funded by the Indigenous Student Success Program (ISSP) grant. The results of this evaluative work will inform the development of a methodology that can provide a framework for ongoing annual assessment of these activities into the future. The project is to be completed at the end of April 2020.

2019 funds rolled over into 2020

\$177,301

A project to lease and refurbish UniSA Wirringka Student Services study space at the Mount Gambier campus of TAFE SA has slowed after preliminary conversations began in 2019 and due to COVID 19.

The space identified for UniSA's Wirringka Student Services on the TafeSA Mt Gambier campus is not directly accessible from an external entry, hindering student access should the campus be restricted or even shut down during the COVID-19 pandemic, or other event in the future. Additionally, the cleaning practices by TAFE SA and in response to COVID-19 are currently being assessed by the University.

Conversations between the University's Facilities Management Unit and TAFE SA continue regarding protocols and practices in responding to COVID-19.

3. Goods and Services Tax**Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2019¹⁹**

1. GST received by you in 2019 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ²⁰		\$ NA
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) ²¹		\$ NA
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /	Date remitted: / /

4. ISSP Assets**Table 2a ISSP Assets inventory²²**

Asset Description/ category	Adjustable Value ²³	ISSP contribution ²⁴
NA		

Table 2b ISSP Assets - purchases during 2020 2019

Asset Description/ category	Purchase Value	ISSP contribution
NA		

Table 2c ISSP Assets - disposals during 2020 2019

Asset Description/ category	Adjustable value	Disposals/ Sale Price ²⁵	ISSP component ²⁶	Disposals Age ²⁷
NA				

5. Endorsement of the Financial Acquittal²⁸

Financial Acquittal supported and initialled by:

Mr Peter Prest

(Print name of relevant officer)

Chief Financial Officer

(Print position title)

(Signature and date).

Telephone contact: 08 8302 1181E-mail: peter.prest@unisa.edu.au

INDIGENOUS STUDENT SUCCESS PROGRAMME

2019 CERTIFICATION

Complete this certification after reading the completed 2019 Performance Report and 2019 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 2019 Indigenous Student Success Programme 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 2019 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 Mechanism:

Name:
Title:

Signed: Date:

Certification made by Vice-Chancellor or equivalent delegate:

Name:
Title:

Signed: Date:

Additional information for completing the template

¹ The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2019 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.

Please feel free to add additional "item" lines as required.

² Please estimate the funds available.

³ Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.

⁴ Examples of other funding are philanthropic donations, other student payments, business income etc.

⁵ Where applicable, figures provided in this table must be consistent with the figure provided in the institution's 2019 Performance Report.

⁶ List the expenditure of the income listed in Table 1a above.

⁷ List the expenditure of the income listed in Table 1b above.

⁸ Sum ISSP expenditure and other funds expenditure.

⁹ Estimate expenditure on Indigenous students for teaching and learning across all faculties. This may be a pro-rata of CGS funding.

¹⁰ If the staff member works on non-ISSP specific activities (for example, mainstream tutoring or lecturing), only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities.

¹¹ Include expenditure on salaries for staff that provide tutorial assistance.

¹² May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.

¹³ If the staff member works on non-ISSP specific activities (for example, entering student data for non-Indigenous students), only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities.

¹⁴ Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.

¹⁵ Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.

¹⁶ Include unspent 2018 funds that were rolled over into 2019 but were not expended during 2019 (i.e. the amount recorded in Table 2, column C).

¹⁷ For 2018 funds rolled into 2019, the amount included here should be the amount expended in 2019. For 2019 funds agreed for rollover into 2020, the amount recorded here should be the amount of the funding that has been committed for expenditure in 2020.

¹⁸ This amount should be included in the total unspent 2019 amount listed in Table 1c, Section D.

¹⁹ 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.

²⁰ This amount is stated on your Recipient Created Tax Invoices (RCTIs).

²¹ This amount is stated on your Recipient Created Tax Invoices (RCTIs).

²² Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.

²³ 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.

²⁴ 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).

²⁵ Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.

²⁶ 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.

²⁷ Where groups of assets are disposed of, an average age can be provided.

²⁸ 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.