



University of  
South Australia

# University of South Australia

## **INDIGENOUS STUDENT SUCCESS PROGRAMME 2017 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 people, 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 2017 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 Wurringka Student Services is a dedicated support team. Wurringka Student Services provides information, advice and assistance to potential and current Aboriginal and/or Torres Strait Islander students at UniSA. Through their activities Wurringka Student Services encourages the enrolment (which has increased over the last five years) and progression of Aboriginal students, administers the Aboriginal Tutorial Program at UniSA, and facilitates a number of events on campus and in the community.

Wurringka 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 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.

UniSA’s key bridging program is the Aboriginal Pathway Program (APP) which is nine courses staggered through an 18 month period. The program is delivered in Whyalla, Mt Gambier, Ceduna and Port Lincoln. 2017 saw a dramatic rise in enrolments in the APP and the first graduates from the program who are transitioning into undergraduate programs. Multiple avenues of support for APP students ensure they are well supported. The support from the Aboriginal Student 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 Solid Start which was held at UniSA’s 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.

2017 marked the final year of UniSA’s sponsorship of the Aboriginal Power Cup, a high performance partnership with the Port Adelaide Football Club. This involved a range of community groups and engaged with Aboriginal secondary students through sporting activities to provide inspiration towards higher education and positive life choices.

The South Australian Aboriginal Sports Training Academy (SAASTA) is part of the Department for Education and Child Development and utilises sport to engage Aboriginal secondary students across years 10, 11 and 12. UniSA partnered with SAASTA again in 2017 to strengthen curriculum engagement and provide new approaches to learning, including Science, Technology, Engineering and Mathematics (STEM) subject options. Students are provided with educational and experiential learning opportunities to develop skills and raise awareness of career and university pathways.

UniSA’s partnership with the Australian Indigenous Mentoring Experience (AIME) provides a dynamic educational program that gives Aboriginal and Torres Strait Islander 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. In 2017 UniSA saw high levels of engagement from both mentees and mentors.

In 2017 there was an increase in EFTSL of Aboriginal and/or Torres Strait Islander students from remote and regional areas. Part way through 2017 UniSA increased the fraction of our Aboriginal Student and Community Engagement Officers in the regions in order to improve support for Aboriginal students in these areas. UniSA expects that EFTSL will continue to increase as a result of this investment.

Strategies/Activity	Funding source
Wurringka Student Services staff	ISSP
Aboriginal Pathway Program	Other university resources
Solid Start Event	Other university resources
Aboriginal Power Cup	Other university resources
SAASTA	Other university resources
AIME	Other university resources

1a Scholarships (2017 breakdown)

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
From Regional/ Remote undergraduate	0	0	0	0			0	0
From Regional/ Remote postgraduate	0	0	0	0			0	0
From Regional/Remote - Enabling	46,147.5	20	0	0			46,147.5	20
Undergraduate (non – regional/remote students)	22,414.5	9	0	0			22,414.5	9
Post- graduate(non – regional/remote students)	0	0	0	0			0	0
Other	0	0					0	0
Enabling (non – regional/remote students)	2,637	1					2,637	1
<b>Total</b>	<b>71,199</b>	<b>30</b>					<b>71,199</b>	<b>30</b>

Value of Scholarships awarded by the university to <b>remote or regional students</b> in the <b>2016</b> academic year (Section 21(3) in the Guidelines refers)	<b>\$ 110,930.00</b>
Value of Scholarships offered by the university to <b>remote or regional students</b> in the <b>2017</b> academic year (Section 21(3) in the Guidelines refers)	<b>\$ 119,993.50</b>

## 2. Progression (access and outcomes)

Wurringka Student Services is a team of ten staff who provide information, advice and assistance to potential and current Aboriginal and/or Torres Strait Islander students at UniSA. In 2017 Wurringka Student Services comprised:

- 1 x Manager
- 3 x administrative support staff
- 6 x Aboriginal Student (and Community) Engagement Officers – two of whom are in the regions (Mt Gambier and Whyalla).

The team provides support to Aboriginal students, administers the Aboriginal Tutorial Program (ATP) at UniSA, and facilitates a number of 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.

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 Engagement Officers and to fellow Aboriginal students. The program encourages students to engage early with the community and to access the supports available to them so as to ensure a favourable progression.

The ATP is UniSA's primary strategy to improve student success rates and retention. As new federal guidelines were released in 2017 relating to the Indigenous Student Success Program, Student Engagement Unit at UniSA hired a Senior Project Officer to undertake a formal review of the delivery of the ATP program at UniSA with the aim of improving efficacy of the program and to improve student completion rates. The Senior Project Officer engaged by SEU was an experienced tutor who has run successful initiatives to improve retention, success and completion rates in UniSA's Division of Health Sciences. As a result of the work in this division she was asked by SEU to look at a whole of university approach, and to be guided by the Universities Australia Indigenous Strategy, the ISSP Guidelines and the Behrendt review (2012, *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People Final Report, Behrendt, L et al*).

In addition, in 2017 an Academic Writing Program was piloted. This program targeted nursing students and aimed to improve the success rates of the Aboriginal nursing cohort who represent ten percent of the total Aboriginal student cohort at UniSA. The mixed-model approach of one on one tutoring, group tutoring and resource development that was piloted in the Academic Writing Program was successful in improving the success of those students who engaged. All of the Aboriginal final year Nursing students participated in the Academic Writing Program, and all of this cohort passed their academic writing subjects, with half of these students receiving the highest grades they have ever achieved on written assignments. Given the approach taken with the Academic Writing Program has been incorporated into the new ATP model, it is anticipated that that this approach will contribute to an increase in success rates across the institution once the model has been fully implemented across the institution.

UniSA has dedicated study centres on each metropolitan, and one regional, campus for Aboriginal and Torres Strait Islander students. These study centres are culturally safe spaces for students to gather, study, meet with Aboriginal staff and students, and meet with tutors. In 2017 UniSA completed refurbishments and upgrades of the dedicated, cultural student space at City West, with upgrades and refurbishments in progress at Magill, City East and Mawson Lakes. UniSA has three regional culturally safe student spaces at Whyalla, Ceduna and Port Lincoln. We believe 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
Senior Project Officer	ISSP
Academic Writing Program	Other university resources
Refurbishments of the spaces	Other university resources

## 2a Tutorial and other assistance provided (2017 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	87	6,153.50	
	Postgraduate	8	600.75	
	Other	46	2,165.80	
	<b>total</b>	<b>141</b>	<b>8,920.05</b>	<b>\$642,960</b>
<b>Indigenous Support Unit or other Indigenous student support activities (optional breakdown of major activities or just total)</b>				
Wurringka Student Services support for Aboriginal students at UniSA	Pastoral Care support for Enabling, Undergraduate, Postgraduate students	~ 350	~ 5,000	
	<b>Total^</b>	<b>~350</b>	<b>13,920.05</b>	

^Many of the students receiving tutorial assistance (n=141) are also receiving Pastoral Care Support hence the overall number of students supported is around 350.

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
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 2017, around eight 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"> <li>- physical Acknowledgment of Country statements</li> <li>- Reconciliation Stones: statement of commitment to Australian reconciliation</li> <li>- Aboriginal art installations in spaces accessible to students and staff.</li> </ul>
Reconciliation Week and NAIDOC Week	<p>A program of cultural engagement activities for staff and students across all UniSA campuses to commemorate Reconciliation Week and NAIDOC Week, and to learn about Aboriginal histories, cultures and achievements.</p>
Online Cultural Awareness Training Module for Undergraduate Students	<p>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.</p>
UniSA Graduation Ceremony	<p>Commissioned a musical score from an Aboriginal composer and a commissioned shield for ceremonial use for inclusion in all graduation ceremonies.</p>

### 3. Completions (outcomes)

UniSA has improved its national position from 16 to 13 over the reporting period 2013 to 2016. UniSA's key strategy to improve completions is the Aboriginal Tutorial Program (ATP). There was a slight decrease in completions; however, it is anticipated that the outcomes of the ATP review undertaken in 2017 will strengthen the program and improve completions going forward.

UniSA works with CareerTrackers to create paid internship opportunities for Aboriginal students. Students perform 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 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.

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 2017 a celebration that included UniSA Aboriginal graduates and First Nations people from Alaska, USA 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.

UniSA's current strategic plan, [Crossing the Horizon 2013 – 2018](#), is the public articulation of this commitment. The new strategic plan, due for release in mid-2018, will reaffirm this commitment and provide strategic direction for UniSA's approach to Aboriginal education.

Development of UniSA's second Reconciliation Action Plan (RAP) is also nearing completion, which will provide the framework for UniSA's Indigenous Education Strategy. The RAP builds on existing programs of work within UniSA to prioritise and implement longer-term strategies to:

- Maintain institutional growth rates for Aboriginal peoples' enrolment
- Achieve retention and success rates for Aboriginal students equal to those of domestic non-Aboriginal students in the same fields of study
- Achieve equal completion rates by field of study
- 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.

The second RAP is due for release in mid-2018 and will be in place from 2018 to 2020.

In 2017, UniSA provided Aboriginal students with a culturally safe academic learning environment, in which Aboriginal histories, cultures and knowledges were embedded in the curricula and in the suite of support services available. UniSA also actively partnered with Aboriginal community members in regional, rural and remote areas to ensure that the knowledges held by these communities informed and enriched the engagement and support services available to students.

Building and maintaining respectful relationships with community continued to be fundamental to ensuring that the strategies developed and implemented by UniSA were culturally appropriate and strongly positioned to achieve success.

The provision of tailored tutorial assistance, customised student support provided by Aboriginal Student Engagement Officers (Wirringka Student Services) and dedicated scholarships were at the core of UniSA's strategic approach to improving retention and success rates of Aboriginal students. UniSA also commenced development of strategies to promote and increase the visibility of pathways to postgraduate study, as well as working with external partner organisations to provide experiential learning, internship and research experiences to equip Aboriginal graduates with the tools and skills to enable them to succeed post-graduation.

UniSA is committed to equipping all graduates with a demonstrated knowledge and understanding of Aboriginal community protocols and communication styles, as well as the skills to operate as global citizens who are committed to ethical action and social responsibility. These attributes are embedded within UniSA's indicators of [graduate qualities](#) and underpin UniSA's commitment to advancing Aboriginal knowledge in curricula and teaching practices.

In order to achieve these outcomes, all onshore undergraduate students complete their program with an understanding of Aboriginal culture, history and contemporary experience. Undergraduate programs must include Aboriginal content as a compulsory and assessable component of the award. Implementation and monitoring has been ongoing since 2005 to ensure all programs meet this requirement. In the case of new program proposals, developers must comply with the guidelines for inclusion of Aboriginal content. Only those programs complying with these guidelines will be forwarded to the Academic Standards and Quality Committee (ASQC) for approval.

## 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*
<b>Commencing enrolments</b> (Government reported enrolments – Enabling, UG & PG – note, equity scope is applied to both Aboriginal and non-Aboriginal cohorts)				
Aboriginal and Torres Strait Islander students	122	121	161	169
Non-Aboriginal and Torres Strait Islander students	9,300	9,214	9,040	9,080
<b>Continuing enrolments</b> (Government reported enrolments – Enabling, UG & PG – note, equity scope is applied to both Aboriginal and non-Aboriginal cohorts)				
Aboriginal and Torres Strait Islander students	225	222	201	221
Non-Aboriginal and Torres Strait Islander students	15,870	16,013	16,151	16,072
<b>Retention rates</b> (Government reported retention – UG only – commencing & continuing - note, equity scope is applied to both Aboriginal and non-Aboriginal cohorts)				
Aboriginal and Torres Strait Islander students	70.41%	69.38%	70.44%	n.y.a.
Non-Aboriginal and Torres Strait Islander students	83.01%	83.08%	83.56%	n.y.a.
<b>Number of completions</b> (Government reported completions – UG & PG – Australian)				
Aboriginal and Torres Strait Islander students	63	65	65	n.y.a.
Non-Aboriginal and Torres Strait Islander students	5,644	5,378	5,276	n.y.a.
<b>Overall satisfaction</b> (CEQ trend – UG & PG – Australian)				
Aboriginal and Torres Strait Islander students	79%	88%	90%	73% **
Non-Aboriginal and Torres Strait Islander students	85%	84%	84%	80%

\*Note: 2017 data (excluding Overall satisfaction indicator) is incomplete and not verified as at 23/04/2018. n.y.a.=not yet available awaiting verification from Department of Education

\*\*The number of responses from Aboriginal graduates has fallen from n=39 in 2015 to n=16 in 2017. The comparatively small sample in 2017 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 2017 preliminary student data not yet verified by Department of Education (UniSA target for 2022 in green)

ISSP	2013		2014		2015		2016		2017 (prelim not verified)		Targets by 2022
	Position	Actual	Position	Actual	Position	Actual	Position	Actual	Position	Actual	
EFTSL	14	258.79	20	246.62	20	240.62	20	243.27	n.y.a.	225.58	<b>280.00</b>
EFTSL – Regional and Remote	14	74.80	16	79.15	18	77.07	17	86.08	n.y.a.	86.63	<b>112.00</b>
Success Rate (units passed/units attempted)	24	75.00	14	78.00	26	73.99	20	74.77	n.y.a.	72.32	<b>87.00</b>
Completions (headcount)	16	49	10	68	12	70	13	68	n.y.a.	n.y.a.	<b>100</b>

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

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

Continuing/Fixed Term Aboriginal and Torres Strait Islander Actual Headcount and 3 percent target, 2013 – 2017  
(UniSA's internal tracking of targets)

Staff (headcount)	2013	2014	2015	2016	2017
Actual	27	34	30	24	36
Headcount to achieve 3%	84	85	84	81	84
University-wide headcount	2,815	2,849	2,814	2,709	2,816

## 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 and Torres Strait Islander peoples. UniSA has a publicly available triennial Aboriginal and Torres Strait Islander Employment Strategy (IES), Yaitya Warpulai Tappa (Aboriginal Work Path) 2015 – 2017. [http://w3.unisa.edu.au/hrm/equity/atsi\\_es\\_15-17.pdf](http://w3.unisa.edu.au/hrm/equity/atsi_es_15-17.pdf) located off the page here <http://w3.unisa.edu.au/hrm/equity/cultural.asp>

The current document has been substantially revised and a new Aboriginal Employment Plan (AEP) will be launched in mid-2018.

At the core of the AEP is a target for Aboriginal employment of three percent of UniSA's total workforce, to be achieved over the life of the strategy and in line with our Stretch Reconciliation Action Plan, our Corporate Strategy and Universities Australia's Indigenous Strategy. The Aboriginal Employment Plan has been substantially revised to align with UniSA's wider corporate planning objectives, including UniSA's Stretch Reconciliation Action Plan. Development of the plan has been led by UniSA's 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.

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.

The Aboriginal Graduate Program funded from the Vice Chancellor's Development Fund (VCDF) has continued to be an important element of UniSA's Aboriginal Employment Plan and will continue to take in two new graduates each year and has been extended to be made available to graduates from the University of Adelaide and Flinders University. The first graduate from outside of UniSA began in mid-2017 and has successfully moved into their second placement. The program itself is based on six month rotations with program participants working in a diverse range of professional support areas, including Finance, Human Resources, Marketing and Career Development, across the institution.

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.

Aboriginal candidates from outside UniSA are now eligible to apply for positions internal to UniSA which has given them a competitive edge and as a result UniSA has had more applications for positions from Aboriginal candidates than in previous years.

UniSA continues to provide a special professional development fund which is 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 part of the graduate program, providing graduates with an opportunity to supplement work-based learning with other more structured professional development opportunities.

## 5a Indigenous workforce data (2017 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	Perm/>1yr	
		Academic	Non-academic
Centre for Cancer Biology	DARP - Future Fellow	1	
Chancellery and Council Services	ESS - Research Professor of Law	1	
Division Office Research HSC	ARA - Research Assistant	3	
	CSRF - Senior Research Fellow	1	
	DARP - Interim Director: Positive Futures Research Collaboration	1	
	E - Chair in Aboriginal Health	1	
External Relations & Strategic Projects	ESS - Dean: Aboriginal Engagement & Strategic Projects	1	
Sch Nursing & Midwifery	A - Lecturer in Nursing (First Peoples Health)	1	
Sch Psych Soc Work & Soc Pol	B - Lecturer	1	
School of Education	B - Lecturer: Indigenous Cultures and Australian Society	1	
	E - Professor of Education	1	
School of Health Sciences	A - Lecturer: Aboriginal Allied Health	1	
	ARA - Research Assistant	1	
School of Management	BRF - Research Fellow	1	
Chancellery and Council Services	05 - Academic Officer: Credit and Admissions		1
Finance	07 - Accountant		1
Health Sciences Div Office	05 - Aboriginal and Torres Strait Islander Allied Health Officer		1
Health Sciences Division Office	05 - Project Officer		1
Human Resources	04 - Human Resources Administrator		1
	07 - Consultant: Aboriginal and Torres Strait Islander Employment and Development		1
Sch Art Arch & Design	04 - Business Project Officer - Indigenous Graduate		1
Sch Nursing & Midwifery	04 - Administrative Assistant		1
Sch Psych Soc Work & Soc Pol	06 - Team Leader: Academic Services (Teaching)		1
Student and Academic Services	04 - Student Finance and Enrolment Officer		1
Student Engagement Unit	03 - Administrative Assistant: Wirringka Student Services		1
	06 - Aboriginal Student and Community Engagement Officer		3
	06 - Aboriginal Student Engagement Officer		3
	06 - Senior Administration Officer: Wirringka Student Services		1
	09 - Manager: Wirringka Student Services		1
University Library	04 - Library Officer (High Demand)		1
	05 - Copyright Support Librarian		1
<b>Headcount</b> (*NB: Headcount does not add up due to staff working in multiple positions/faculty's as at the reporting period)		<b>16</b>	<b>20</b>

Table 2: by Casual/ <1yr

Faculty	Level/position	Casual/ <1yr	
		Academic	Non-academic
Division Office Research HSC	ARA - Research Assistant	1	
	Sessional Academic - Associate Professor	1	
Ed Arts & Soc Sc Div Office	DARP - Research Associate	1	
Inf Tech Eng & Env Div Office	Sessional Academic - Actor	2	
	Sessional Academic - Consultant	1	
	Sessional Academic - Lecturer	1	
	Sessional Academic - Tutor	1	
Sch Art Arch & Design	Sessional Academic - Tutor	2	
Sch Comm Int Studies & Lang	Sessional Academic - Course Coordinator	2	
	Sessional Academic - Lecturer	2	
	Sessional Academic - Tutor	2	
School of Education	Sessional Academic - Tutor	2	
School of Health Sciences	CSRF - Research Assistant	1	
School of Management	Sessional Academic - Guest Lecturer	1	
Student Engagement Unit	Sessional Academic - Itas Tutor	3	
UniSA College	Sessional Academic - Community Tutorial Support	2	
Business Services	05 - Project Officer: Indigenous		1
Chancellery and Council Services	06 - Project Officer		1
Division Office Research HSC	04 - Project Officer		1
Student Engagement Unit	04 - Pastoral Care Support Officer		1
UniSA College	03 - Administrative Assistant		1
	03 - Receptionist Admin Officer		1
	04 - Project Officer		1
<b>Headcount</b>			
(*NB: Headcount does not add up due to staff working in multiple positions/faculty's across the reporting period)		17	5

## 6. Indigenous involvement in decision-making

### ISSP Governance Group

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

The ISSP Governance Group was set up as a sub-group of the Aboriginal Participation Education and Employment Group which was established in 2011 (as the Indigenous Participation, Education and Employment Group – IPEEG). IPEEG was re-named in April 2017 to become the Aboriginal Participation, Education and Employment Group (APEEG), and in December 2017 was progressed further in taking up its Kurna name, *Yaitya Warra-Itya*, which means Aboriginal voices.

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

### 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 and Torres Strait Islander 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 and Torres Strait Islander 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.

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

#### Part 3: Clause 11

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

In relation to Part 3 Clause 11 (b) and (c), the ISSP Governance Group operated under a reporting line to the Pro Vice Chancellor: Aboriginal Leadership and Strategy and had 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 Indigenous students are prepared for higher education or engage Indigenous students who have withdrawn from study, other than those programs already administered by Wurringka Student Services.
3. Ensuring appropriate pastoral care for Indigenous 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 Department of Prime Minister and Cabinet.

#### 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 in the first instance. In the few cases where consensus could not be attained, the Chair determined whether a majority vote was taken for a decision.

## Membership

Name	Position	Duration of Service
Prof Irene Watson	PVC Aboriginal Leadership and Strategy	2017-18
Prof Peter Buckskin	Dean: Aboriginal Engagement and Strategic Projects	2017-18
Karen Hunt	Manager, Wurringka Student Services	2017-18
Dr Laura-Anne Bull	PVC: Student Engagement and Equity (Deputy Chair)	2017-18
Neville Rankine	Representative from Financial Services (as nominated by Chief Financial Officer)	2017-18
Sonia Turton	Head, Scholarships and Prizes (Manager: Scholarships and Candidature)	2017-18
Deanne Hanchant-Nichols	Aboriginal Employment Consultant (Consultant: Aboriginal and Torres Strait Islander Employment and Development)	2017-18
Prof Pat Buckley	Dean of Graduate Studies	2017-18
To be appointed	Student Representative (HDR/PhD students, male and female)	
To be appointed	Aboriginal Community Person	

## 2017 Meeting Schedule and Agenda Summary

Meeting Date	Venue	Agenda Items
22 March 2017	International Room, Level 5 Hawke Building	<ul style="list-style-type: none"> <li>Decision on Funding Applications</li> <li>Out of Session Decisions</li> <li>Quarterly Report – Overarching budget position of ISSP Funding</li> <li>Interim review of ISSP Governance Group</li> </ul>
8 May 2017	International Room, Level 5 Hawke Building	<ul style="list-style-type: none"> <li>Decision on Funding Applications</li> <li>Out of Session Decisions</li> <li>Quarterly Report – Overarching budget position of ISSP Funding</li> </ul>
14 August 2017	International Room, Level 5 Hawke Building	<ul style="list-style-type: none"> <li>Decision on Funding Applications</li> <li>Out of Session Decisions</li> <li>Quarterly Report – Overarching budget position of ISSP Funding</li> </ul>
13 November 2017	International Room, Level 5 Hawke Building	<ul style="list-style-type: none"> <li>Decision on Funding Applications</li> <li>Out of Session Decisions</li> <li>Quarterly Report – Overarching budget position of ISSP Funding</li> </ul>

## 6a. Statement by the Indigenous Governance Mechanism

Consistent with subsection 17(2)(b) of the guidelines, the ISSP Governance Group has reviewed 2017 performance and acquittal reports, and has endorsed them as an accurate record of UniSA's performance and activity across the reporting period.

## ISSP Contacts

2017 ISSP contact:

<b>Organisation</b>	University of South Australia		
<b>Contact Person</b>	Sue Mikilewicz, Director: Business Intelligence and Planning		
<b>Phone</b>	08 8302 7313	<b>E-mail</b>	Sue.mikilewicz@unisa.edu.au

Future UniSA ISSP contact:

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

**INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 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 2017 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 2017	1,773,224		1,773,224
Rollover of funds from previous years	-		-
Interest earned/ royalties	78	5,774	5,852
Sale of assets	-	-	-
(include other categories as appropriate e.g. HEPP for other funds)	-	-	-
CSP – Preserved (Net)	38,242		38,242
Away From Base	-	61,215	61,215
University Support	-	577,390	577,390
<b>A. Total Income 2017</b>	<b>\$1,811,544</b>	<b>\$644,379</b>	<b>2,455,923</b>

**2. Expenditure (excluding GST)**

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	1,537,026	451,776	1,988,802
Administration	38,247	182,577	220,824
Travel – domestic	26,514	85,005	111,519
Travel – international	-	-	-
ISSP Asset purchases	93,047	43,202	136,249
Conference fees and related costs	5,780	-	5,780
(other major expenditure categories ensuring breakdown sums to total at B below)	-	-	-
Scholarships	110,930	-	110,930
<b>B. Total Expenditure 2017</b>	<b>\$1,811,544</b>	<b>\$762,560</b>	<b>\$2,574,104</b>
<b>C. Unexpended funds PM&amp;C agreed to rollover</b>			
<b>D. Unexpended Funds to be returned to PM&amp;C</b>	-		
<b>E. TOTAL ISSP Funding use (B+C+D)</b>	<b>1,811,544</b>		

Note: A-E must equal zero



**3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2017**

- 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 2017 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
Dell desktop computers and monitors	12,795	12,795
TV Monitors	14,299	14,299
Student computer pools dedicated to Indigenous program – Pt Lincoln and Ceduna sites	64,650	64,650

**4a ISSP Asset - acquisitions and disposals summary**

Asset Description/ category	Acquisitions Purchase Value	Disposals/ Sale Price	Disposals Average Age
Dell desktop computers and monitors	12,795		
TV Monitors	14,299		
Student computer pools	64,650		

**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 – 2017 CERTIFICATION

Complete this certification after reading the completed 2017 Performance Report and 2017 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 2017 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 2017 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:   
Title:   
Signed:  Date:

### Certification made by Vice-Chancellor or equivalent delegate:

Name:   
Title:   
Signed:   
Date: