

# Indigenous Student Success Program

## 2020 Performance Report

<b>Organisation</b>	University of South Australia (UniSA)		
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### 1. Enrolments (Access)

During 2020 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 nine staff, eight Aboriginal and one non-Aboriginal, 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 2020, 69 Aboriginal students were enrolled in the University of South Australia's Aboriginal Pathway Program (APP). The APP prepares students for university study through its nine courses delivered over an 18-month period. The program is delivered regionally in Whyalla, Mount Gambier, Ceduna and Port Lincoln as well as at the City West campus in Adelaide's CBD. APP students receive support from Wirringka Student Services, 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.

WSS continued to participate in events where possible however, community engagement was lower than in previous years because of the COVID-19 pandemic.

WSS staff undertake outreach activities with high school students through the delivery of a series of presentations at high schools across South Australia. In 2020, WSS metro hosted 15 young men from the Clontarf Foundation providing a Mawson Lakes campus tour and a presentation of the support services provided by WSS. As part of 2020's National Reconciliation Week a virtual meeting was held with a Year 2 class from Trinity College North.

Another key outreach activity is the 'A Day in the Life of a Uni student' Program. This Program is conducted in partnership with UniSA Connect and engages Aboriginal students in a rotation of Science, Technology, Engineering and Mathematics (STEM) workshops with the program normally offering three different sessions. In 2020, WSS were only able to hold one 'A Day in the Life of a Uni Student' STEM Day Out program due to the impact of COVID-19. The Program was attended by 18 students from three local schools: Hendon Primary School, Paralowie R-12, and Underdale High

School. Aboriginal students from years 6 to 9 had an interactive experience at the Samsung SMARTSchool.

WSS staff participated with other South Australian universities in the South Australian Certificate of Education (SACE) Aboriginal Students Pathways [Online Challenge](#) for Aboriginal students in years 10-12. Over 130 students from 40 schools took part in the virtual trail through the SACE, university, and TAFE websites, highlighting the accessibility of higher education, and provoking thought around pathways to their chosen careers.

UniSA's partnership with AIME Mentoring 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. In 2020, AIME amended their program delivery as a result of COVID-19, launching IMAGI-NATION{TV}, an online TV show, that was promoted to high school partners and other networks.

UniSA is committed to facilitating the success of Aboriginal students. The comparative Aboriginal and Torres Strait Islander student data for the year 2016-2019 supplied by the Commonwealth (see Table below) indicates a continued steady improvement in EFTSL, Success Rate and Completions, including Regional and Remote students, with the exception of a slight decline in Success Rate when comparing 2018 to 2019. Completions remain unchanged at 61 from 2018 to 2019.

Institution Name:	University of South Australia							
Indigenous Student Success Program	2016		2017		2018		2019	
	Actual	Position	Actual	Position	Actual	Position	Actual	Position
EFTSL	243.27	20	254.46	22	274.18	21	303.86	20
EFTSL – Regional & Remote	86.08	17	97.42	16	98.42	17	110.23	15
Success Rate (units passed/units attempted)	74.77	20	72.61	25	74.05	23	70.85	30
Completions (head count)	68	13	49	16	61	19	61	19

The Aboriginal student enrolment and EFTSL data for 2020 (see Table below) shows there is a 11% increase in Aboriginal student enrolments when compared to 499 Aboriginal students from the previous year. The 2020 EFTSL shows a 5% increase when compared to the previous year.

### UniSA 2020 Aboriginal student enrolment & EFTSL

MEASURES as values	2019		2020	
	Students	EFTSL	Students	EFTSL
Student Records (X-Inst/Non-Awards)	3	0.63	8	1.13
UniSA Allied Hlth & Human Performance	33	16.25	49	27.38
UniSA Business	71	30.89	76	35.13
UniSA Clinical & Health Sciences	60	38.90	67	36.25
UniSA Creative	35	24.25	43	29.00
UniSA Education Futures	163	92.25	141	75.13
UniSA Justice & Society	112	56.63	133	70.45
UniSA STEM	34	22.44	46	22.92
<b>Teaching Enterprise</b>	<b>499</b>	<b>282.24</b>	<b>552</b>	<b>297.37</b>

SOURCE: UniSA's BUSINESS INTELLIGENCE HUB ACCESSED ON 23/03/21

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
A Day in the Life of a Uni Student (STEM)	ISSP
Aboriginal Pathway Program	Other university resources
Australian Indigenous Mentoring Experience (AIME)	Other university resources

### Scholarships - breakdown of 2020 payments<sup>1 2 3</sup>

Aboriginal students are offered five different types of Commonwealth Scholarships and Rewards. In 2020, 364 scholarships totalling \$346,623 were provided to Aboriginal students (see Table 1 for more information).

Approximately a quarter of the scholarships (\$87,846) are provided to support 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.

\$213,757 comprising 231 payments was provided to undergraduates students.

\$45,020 comprising 37 payments is provided to postgraduate students and this amount reflects the support to students that continue into postgraduate studies.

**Table 1**

	Education Costs		Accommodation		Reward		Total <sup>4 5</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling <sup>6</sup>	49,590	24	2,756	1	35,500	71	87,846	96
Undergraduate <sup>7</sup>	57,855	25	12,402	3	143,500	203	213,757	231
Post-graduate <sup>8</sup>	11,020	5	n/a	n/a	34,000	32	45,020	37
Other								
<b>Total</b>	<b>118,465</b>	<b>54</b>	<b>15,158</b>	<b>4</b>	<b>213,000</b>	<b>306</b>	<b>346,623</b>	<b>364</b>

New scholarships/Reward offered included Numa Tirkanthi High Achiever Prize, Aboriginal Transition Grant, and Aboriginal Supplementary Grants.

## 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, 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. In 2020, 32 students and of those 19 commencing and 13 continuing, attended Warringka Student Service's Uni Meet and Greet.

The Aboriginal Tutorial Program (ATP) model has at its foundation a holistic, tailored management approach. Overall, the ATP is achieving its goal of easier access for students to high-quality and high-impact tutoring. The participation in the ATP is lower in 2020 (28%) than 2019 (36%) however, the lower ATP participation rate is likely due to the significant changes to student life and study conditions since March 2020 in response to the COVID-19 pandemic. Below outlines assistance provided to students through the ATP and other activities.

The ATP was responsive to the COVID-19 pandemic in 2020, adapting the type of support offered to students. The high priority was to prepare ATP Tutors to deliver support in an online environment. ATP Tutors were provided with the opportunity to attend the inaugural ATP Tutor Networking Induction day offered by WSS staff. Throughout the year, ATP Tutors were offered further professional development opportunities such as Zoom training, and the University's modules on Introduction to Engaging Learners Online, Engaging Learners Online and Endnote Essentials.

Throughout the year students participated in group tutoring sessions with a 'drop-in' service and specialised ATP Tutors providing support in Anatomy and Physiology at City East Campus. In July, three Health and Wellbeing workshops were delivered (one face-to-face and two virtual mode) to 18 students, supporting student academic success and study-life balance.

Warringka 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 2020 Warringka Student Services comprised:

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

UniSA has dedicated study centres for Aboriginal and/or Torres Strait Islander students on each metropolitan, and one regional campus. These study centres aspire to create a community of cultural safety and academic success by providing a friendly and supportive environment to study. Students may gather for study, meet with Aboriginal students and staff including ATP Tutors for study pod work and group tutorial sessions. UniSA has four metropolitan study centres for students located at City West, City East, Magill, and Mawson Lakes and one regional study centre at Whyalla.

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 this will contribute to the enhanced success and retention rates of our students.

In 2020, we developed new promotional materials to raise awareness about scholarships available to Aboriginal students and the services offered by Warringka Student Services. The promotional activities were planned by the Communications and Marketing team in collaboration with the Student and Academic Services Scholarship team, Warringka Student Services, and the Office of the Pro Vice Chancellor: Aboriginal Leadership and Strategy.

Activities included the production of a series of testimonial and information videos, an updated Aboriginal student support brochure, branded USBs, and student notebook. These resources support student awareness of the support and opportunities available to Aboriginal students at UniSA. The

project incorporated significant contributions from a UniSA final year media Aboriginal student who co-directed the videos, Aboriginal Elders, Aboriginal students and staff, and suppliers from Aboriginal organisations.

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 2020**

Level of study	Number of students assisted	Total hours of assistance <sup>9</sup>	Expenditure <sup>10</sup> (\$)
Enabling	33	966	
Undergraduate	107	3,128	
Postgraduate	17	506	
Other			
<b>Total</b>	<b>157</b>	<b>4,600</b>	<b>295,459</b>

**Table 2b Indigenous Support Activities provided in 2020<sup>11</sup>**

Activity <sup>12 13</sup>	Number of student participants	Expenditure (\$)
Wurringka Student Services support for Aboriginal students at UniSA - Pastoral Care support for Enabling, Undergraduate, and Postgraduate students	~525	1,005,253

### 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, promote cultural safety across the University, and participate on scholarship panels, interview panels and reconciliation working groups.

UniSA also features an Aboriginal Graduate Program that is a two-year program offering Aboriginal university 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. The 2019/2020 winter and summer intakes included a total of eight enrolled UniSA students who had an internship through the CareerTrackers Program. The program also supports seven Alumni.

The Deadly Alumni initiative supports Aboriginal graduates by providing opportunities for Aboriginal alumni to network, apply for graduate intern positions and enhance their career opportunities. In November 2020, the Deadly Alumni celebration did not proceed due to COVID-19 pandemic and State-wide shutdown however, the awarding the Tappa Tangka Manninendi Award to a student with the highest GPA was conducted outside of the usual celebration.

Celebrations of graduates unfortunately did not proceed in 2020 due to COVID-19 pandemic and State-wide shutdown.

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 State Government’s Aboriginal Employment Register. Wurringka staff have also 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

## 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 Wurringka Student Services at Whyalla and Mount Gambier campuses. The Whyalla ASCEO also services three offsite locations in Port Lincoln, Ceduna, and Port Augusta. Each staff member undertakes regular visits to local schools and Aboriginal community organisations. Activities include student meetings, pathways sessions, an Aboriginal health and careers expo, campus tours and stalls at key community events promoting UniSA programs to students, parents/caregivers, and staff. In 2020, due to the COVID-19 pandemic and State-wide restrictions limited engagement opportunities. However, Pathway and University information sessions were delivered in regional areas at Eyre, Mount Gambier, and Naracoorte High Schools.

UniSA provides quality technology and free access to computers and resources for Aboriginal students in a culturally safe study centre at the Whyalla campus. Students have onsite accommodation available at the Whyalla campus for short- and long-term occupancy.

Regional and remote students are offered five different types of Commonwealth Scholarships. In 2020, 144 scholarships totalling \$127,248 were provided to regional and remote Aboriginal students (see Table 4).

UniSA monitors and tracks the progress of Aboriginal students across the student lifecycle. The comparative Aboriginal student data for regional students from 2016-2019 supplied by UniSA's strategic dashboard (see Table below) indicates a strong increase in Success Rates when comparing 2018 to 2019. It is hoped that the support undertaken to improve the Success Rates for 2019 also translate into increased retention rates for 2019.

<b>UniSA Aboriginal Education Key Performance Indicators - Regional Hubs (Whyalla and Mount Gambier)</b>				
	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Retention rates</b> (government reported retention - <u>Bachelor only</u> - commencing & continuing - note, equity scope is applied to both Aboriginal and non-Aboriginal cohorts)				
Aboriginal and Torres Strait Islander students	71.43%	100.00%	75.00%	n.y.a.
<b>Success rates</b> (government reported success rate - <u>Bachelor only</u> - commencing & continuing - note, equity scope is applied to both Aboriginal and non-Aboriginal cohorts)				
Aboriginal and Torres Strait Islander students	77.55%	82.19%	75.00%	85.32%
<b>Number of completions</b> (government reported completions - UG & PG - Australian - Regional location is based on Home Address location)				
Aboriginal and Torres Strait Islander students	1	5	3	3

n.y.a = not yet available

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<sup>14 15</sup>**

	<b>Education Costs</b>		<b>Accommodation</b>		<b>Reward</b>		<b>Total<sup>16</sup></b>	
	<b>\$</b>	<b>No.</b>	<b>\$</b>	<b>No.</b>	<b>\$</b>	<b>No.</b>	<b>\$</b>	<b>No.</b>
A. 2019 Payments	71,830	26	7,914	2	42,000	28	121,744	56
B. 2020 Offers <sup>17</sup>	49,590	24	15,158	4	62,500	116	127,248	144
C. Percentage <sup>18</sup> (C=B/A*100)								
<b>2020 Payments</b>	49,590	24	15,158	4	62,500	116	127,248	144

## 5. Working with Vulnerable People Requirement<sup>19</sup>

	<b>Yes/No</b>
Has the university completed a risk assessment?	Yes
Have staff involved in ISSP received training?	Yes
Does the university 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 [Stretch Reconciliation Action Plan](#) (Stretch RAP) 2018 - 2021.

The RAP is student-centric and supporting Aboriginal students towards success is at its core. In 2020, UniSA has prioritised the design, development and delivery of a range of support services for Aboriginal students in the wake of the COVID-19 pandemic. The ISSP Governance Group has played a central role in facilitating this work, which has included the introduction of emergency grants to students facing economic hardship, a laptop loan scheme to support the pivot to online learning and the provision of internet services to students in regional and remote study locations. A range of new scholarships and prizes have also been established.

This work aligns directly with the approach to Aboriginal education set out in the Stretch RAP, which more broadly aims 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

### 6.2. Indigenous Workforce Strategy

UniSA is committed to becoming the University of Choice for Aboriginal and Torres Strait Islander Peoples by 2025. 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.

<https://i.unisa.edu.au/siteassets/human-resources/ptc/files/resources/yaityawarpulaitappa-screen.pdf>

The 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. <https://www.unisa.edu.au/contentassets/1554824d5c1f4e14a1ed1c309e7e33c8/unisa-stretch-rap-2018.pdf>

The AEAP and the RAP have been widely distributed amongst key stakeholders at UniSA, all Aboriginal staff and is available to be accessed to all staff as well as the wider community on the UniSA website.

UniSA's People, Talent and Culture team with the Aboriginal Employment Consultant and a PTC Working group has continued to lead the implementation of the AEAP. Strategic oversight and advice is also sought from the office of Aboriginal Leadership and Strategy.

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

The Vice Chancellor's Development Fund (VCDF) continues to fund two new Aboriginal Graduates per year to the Aboriginal Graduate Program. This program is an important program to enable us to 'grow our own' students into roles at the university. The program is also open to students from the two other South Australian university's. Participants take part in 4 six monthly rotations over two years. These rotations could be anywhere in the university. In 2020, Graduates were based in Student Academic Services (SAS) and Allied Health. As a result of disruptions caused by COVID-19 which included working from home for up to 4 months, the Graduates completed a full year rotation in their respective areas.

In their final placement Graduates are assured of an interview when applying for professional positions at the HE04 level.

All vacancies at UniSA (including Internal positions) are available to external Aboriginal candidates and each year we have seen a steady rise in applications from Aboriginal applicants. Aboriginal applicants are assured of having an Aboriginal advocate involved in the selection process and if they progress to interview, in the interview process. Feedback is given and the Consultant: Aboriginal Employment and Development and recruiters offer assistance with writing applications and interview techniques.

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. All Supervisors of Aboriginal staff are required to complete Working With Aboriginal People training.

**Table 6.2 Indigenous workforce data (2020 breakdown)<sup>20 21 22 23</sup>**

Level/position	Permanent		Casual/contract/fixed-term	
	Academic	Non-academic	Academic	Non-academic
01				1
02				1
03		1		4
04		4		5
05		2		5
06		8		3
07		3		1
08		1		
10				1
A			2	
B	5			
D			1	
E	1			
Senior Staff	1			
Sessional Academic			20	
<b>Total</b>	<b>7</b>	<b>19</b>	<b>23</b>	<b>21</b>

### 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 Enterprise Leadership Team 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
Leata Clarke	Manager, Wirringka Student Services	2018 – present
Prof Carol Grech	PVC: Student Engagement and Equity (Deputy Chair)	2018 – 2020
Neville Rankine	Representative from Financial Services (as nominated by Chief Financial Officer)	2017 – present
Roopa Bhindi	Management Accountant	2019 - 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
Prof Sharron King	Dean of Programs (UniSA College)	2020 - Present
David Rathman	UniSA Elder in Residence	2020- Present
Rhys Peden	Student Representative	2019 - Present
Michael Watkins	Student Representative	2019 - Present

### 2020 Meeting Schedule and Agenda Summary

Meeting Date	Agenda Items
7 April	<ul style="list-style-type: none"> <li>• Wirringka Student Services end of 2019 Funding update</li> <li>• 2020 funding Allocation</li> <li>• COVID-19 supporting Aboriginal Students to Transition to Online Study and Learning</li> <li>• Mt Gambier Wirringka Space</li> <li>• 2019 Performance and Financial Acquittal Report</li> <li>• Aboriginal Tutorial Project Update</li> </ul>
19 May	<ul style="list-style-type: none"> <li>• COVID-19 supporting Aboriginal Students – Options for Consideration</li> <li>• ISSP Evaluation Project Final Report</li> <li>• Wirringka 2020 Budget Summary</li> </ul>

	<ul style="list-style-type: none"> <li>• 2019 Preserved Scholarships mid-year update to the NIAA</li> <li>• Aboriginal Supplementary Grant &amp; Student Hardship Fund</li> <li>• Aboriginal Tutorial Program Q1 Progress Report</li> </ul>
26 August	<ul style="list-style-type: none"> <li>• 2020 Budget Update</li> <li>• 2021 Allocation of Funding</li> <li>• Tappa Tangka Manninendi Award</li> <li>• ISSP Evaluation Project Report – Response to recommendations</li> <li>• Support and Counselling for students during COVID-19 and Black Lives Matter times</li> <li>• Wurringka Student Services Budget Update</li> <li>• Aboriginal Tutorial Program Midyear Progress Report</li> </ul>
14 November	<ul style="list-style-type: none"> <li>• 2020 Budget Update</li> <li>• Aboriginal Pathway Program (APP) Funding Request</li> <li>• 2020 Rollover Submission</li> <li>• Opportunities for Strategic Investment</li> <li>• ISSP Governance Group Terms of Reference</li> <li>• WHS and WWVP obligations</li> <li>• Scholarships End of Year Report</li> <li>• Wurringka Student Services Budget Update</li> <li>• Aboriginal Tutorial Program SP5 Progress Report</li> </ul>
Out of Session	<ul style="list-style-type: none"> <li>• Aboriginal Pathway Program (APP) Transition Grant</li> <li>• Funding Request – Blak Out</li> <li>• Wurringka Student Services – Marketing Project</li> </ul>

Aboriginal students are formally represented by an Aboriginal and Torres Strait Islander Student Representative role on the Board of the UniSA Student Association (USASA). This 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.

In 2020, the Chair invited a member of UniSA’s Elders in Residence program to sit on the Governance Group. This provides a direct connection between the business of the Governance Group and Aboriginal Elders, and ensures Elders’ views are centred in the deliberations and decision-making of the Governance Group.

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

Consistent with subsection 17(2)(b) of the guidelines, the ISSP Governance Group has reviewed 2020 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

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<sup>1</sup> Only payments made during 2020 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.

<sup>2</sup> Record the number of students (head count) not EFTSL.

<sup>3</sup> Include both preserved and new ISSP scholarships.

<sup>4</sup> This figures in this column should be the sum of the relevant row.

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

<sup>6</sup> Include payments to all enabling students, including remote and regional students.

<sup>7</sup> Include payments to all undergraduate students, including remote and regional students.

<sup>8</sup> Include payments to all postgraduate students, including remote and regional students.

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

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

<sup>11</sup> Add more rows if necessary.

<sup>12</sup> Include a brief description of the activity.

<sup>13</sup> 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.

<sup>14</sup> Only record amounts which would/did require payment during the 2020 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.

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

<sup>16</sup> This figures in this column should be the sum of the relevant row.

<sup>17</sup> Record all verbal and written scholarship offers for the 2020 calendar year, including those offers that were not accepted by the student. Record the 2020 component of new scholarship offers and the planned 2020 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).

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

<sup>19</sup> This section confirms that the provider complies with Section 35A of the Guidelines.

<sup>20</sup> 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.

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

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

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

# Indigenous Student Success Program 2020 Financial Acquittal

Organisation

University of South Australia


## 1. Financials – income and expenditure

**Table 1a ISSP income available to support Indigenous students in 2020 (excluding GST)<sup>1</sup>**

Item	(\$)
<b>A. ISSP Grant</b>	
ISSP Grant 2020 (flexible component)	1,727,154
ISSP Grant 2020 for preserved scholarships	-
<b>Subtotal ISSP Grant 2020</b>	<b>1,727,154</b>
<b>B. Other ISSP Related Income</b>	
Rollover of ISSP funds from 2019	175,697
Interest earned/royalties from ISSP funding	-
Sale of ISSP assets	-
<b>Subtotal other ISSP related income</b>	<b>175,697</b>
<b>Grand total for 2020</b>	<b>1,902,851</b>

**Table 1b Other funding available to support Indigenous students in 2020 (excluding GST)<sup>2</sup>**

Item	(\$)
<b>A. Other non-ISSP funds</b>	
Other funding provided under HESA <sup>3</sup>	845,504
Other Commonwealth Government funding	39,621
ATO cash flow boost voluntarily allocated by you to this activity	-
Funds derived from external sources <sup>4</sup>	115,000
<b>Total of other non-ISSP funds for 2020</b>	<b>1,000,125</b>



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**Table 1c Expenditure on support for Indigenous students during 2020 (excluding GST)<sup>5</sup>**

Item	Actual ISSP (\$) <sup>6</sup>	Estimate other funds (\$) <sup>7</sup>	TOTAL (\$) <sup>8</sup>
Preserved scholarships			
“New” scholarships from flexible ISSP funding	346,623		346,623
Teaching and learning <sup>9</sup>			
Salaries for staff working on ISSP activities (excluding JobKeeper payments) <sup>10 11 12</sup>	1,195,231	795,865	1,991,096
Administration for staff working on ISSP activities <sup>13</sup>	29,967	44,766	74,734
Travel – domestic (airfares, accommodation & meals)	8,931	31,590	40,521
Travel – international (airfares)			
Travel – international (accommodation and meals)			
Conference fees and related costs <sup>14</sup>	3,616		3,616
ISSP Asset purchases made during 2020 <sup>15</sup>			
Other (including other ATO cash flow boost expenditure not included in above figures)	85,808	127,904	213,711
<b>A. Total Expenditure 2020</b>	<b>\$1,670,176</b>	<b>\$1,000,125</b>	<b>\$2,670,301</b>
<b>B. Unexpended 2020 ISSP funds approved for rollover into 2021 grant year</b>	<b>232,675</b>		
<b>2020 ISSP funding committed (A + B)</b>	<b>1,902,851</b>		
<b>D. Other unexpended 2020 ISSP Funds to be returned to PM&amp;C<sup>16</sup></b>	-		
<b>C. Unexpended 2020 preserved scholarships funds to be returned to PM&amp;C</b>	-		

<b>For NIAA information only</b>	
JobKeeper payment/s received and expended on this activity (value \$)	NA

## 2. Rollovers


**Table 2 Rollovers agreed**

	Rolled over (\$) (A)	Expended/committed <sup>17</sup> (\$) (B)	Excess to be returned to the Department <sup>18</sup> (C) (C = A – B)
2019 funds rolled over into 2020	175,697	175,697	-
2020 funds approved for rollover into 2021	236,500	236,500	

### 2019 funds rolled over into 2020

\$143,000

UniSA Aboriginal Supplementary Grant offered to support students who were impacted by the 2020 study climate and was introduced in response to COVID-19. Applicants were students who were studying an undergraduate or postgraduate coursework program, Aboriginal Pathways Program, Foundation studies, or Diploma program.

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The grant provided financial assistance for purchases to support the change in study requirements due to the online mode offered to replace campus run courses.

\$ 32,697

The balance of the rollover over funds was used in part to:

- Raise awareness of the scholarships and student support services available to Aboriginal students. Peer to peer communication achieved through the production of printed materials and videos to feature students, Wurringka Student Services staff and Elders.
- Fund a Aboriginal High Achiever Prize (Numa Tirkanthi) for the highest achieving Aboriginal student enrolled in an undergraduate program in each of the University of South Australia's seven academic Units.

#### 2020 funds rolled over into 2021

\$187,000

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

\$49,500

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

### 3. Goods and Services Tax

**Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2020<sup>19</sup>**

1. GST received by you in 2020 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> <sup>20</sup>		\$NA
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) <sup>21</sup>		\$NA
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /	Date remitted: / /

### 4. ISSP Assets

**Table 2a ISSP Assets inventory<sup>22</sup>**

Asset Description/ category	Adjustable Value <sup>23</sup>	ISSP contribution <sup>24</sup>
NA		

**Table 2b ISSP Assets - purchases during 2020**

Asset Description/ category	Purchase Value	ISSP contribution
NA		

**Table 2c ISSP Assets - disposals during 2020**

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



## 5. Endorsement of the Financial Acquittal<sup>28</sup>

2020 Financial Acquittal supported and initialled by:

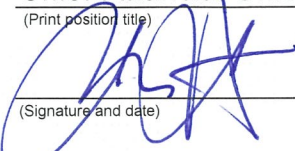
**Mr Peter Prest**

(Print name of relevant officer)

**Chief Financial Officer**


(Print position title)

(Signature and date)

 20/4/21

Telephone contact: 08 8302 1181

E-mail: peter.prest@unisa.edu.au

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## INDIGENOUS STUDENT SUCCESS PROGRAMME 2020 CERTIFICATION

*Complete this certification after reading the completed 2020 Performance Report and 2020 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 2020 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 2020 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2020 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

- <sup>1</sup> The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2020 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.
- <sup>2</sup> Please estimate the funds available.
- <sup>3</sup> Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- <sup>4</sup> Examples of other funding are philanthropic donations, other student payments, business income etc.
- <sup>5</sup> Where applicable, figures provided in this table must be consistent with the figure provided in the institution's 2020 Performance Report.
- <sup>6</sup> List the expenditure of the income listed in Table 1a above.
- <sup>7</sup> List the expenditure of the income listed in Table 1b above.
- <sup>8</sup> Sum ISSP expenditure and other funds expenditure.
- <sup>9</sup> Estimate expenditure on Indigenous students for teaching and learning across all faculties. This may be a pro-rata of CGS funding.
- <sup>10</sup> 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.
- <sup>11</sup> Include expenditure on salaries for staff that provide tutorial assistance.
- <sup>12</sup> May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- <sup>13</sup> 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.
- <sup>14</sup> Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- <sup>15</sup> Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- <sup>16</sup> Include unspent 2019 funds that were rolled over into 2020 but were not expended during 2020 (i.e. the amount recorded in Table 2, column C).
- <sup>17</sup> For 2019 funds rolled into 2020, the amount included here should be the amount expended in 2020. For 2020 funds agreed for rollover into 2021, the amount recorded here should be the amount of the funding that has been committed for expenditure in 2021.
- <sup>18</sup> This amount should be included in the total unspent 2020 amount listed in Table 1c, Section D.
- <sup>19</sup> If GST is not paid to you, do not complete the table in section 3. If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
- <sup>20</sup> This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- <sup>21</sup> This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- <sup>22</sup> Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- <sup>23</sup> Adjustable value means the cost of an asset less its decline in value determined in accordance with the Australian Taxation Office Guide to Depreciating Assets 2014..
- <sup>24</sup> The ISSP contribution should be recorded in the same ratio to the ISSP funds used to purchase the item (this includes any sale of an older asset trade in of old assets purchased with ISSP funding).
- <sup>25</sup> Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.
- <sup>26</sup> The ISSP component should be the proportion of the sale price in the same ratio as the proportion of ISSP funding that contributed to the purchase of the asset.
- <sup>27</sup> Where groups of assets are disposed of, an average age can be provided.
- <sup>28</sup> 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

  
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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.

  
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