

Indigenous Student Success Program

2020 Performance Report

Organisation	Flinders University		
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With a footprint spanning across South Australia, the Northern Territory and regional Victoria, Flinders University acknowledges that its campuses are located on traditional lands of Aboriginal people. These are the lands and waters of the following peoples: Kurna, Arrernte, Boandik, Bungarla, Dagoman, Gunditjmara, Jawoyn, Larrakia, Nauo, Ngarrindjeri, Peramangk, Ramindjeri, Wardaman, Warramungu, Yolngu.

The Office of Indigenous Strategy and Engagement (OISE) is structurally located in the Portfolio of the Deputy Vice Chancellor (Students) at the Bedford Park campus in Adelaide. The Pro Vice-Chancellor Indigenous (PVC Indigenous) is located within OISE and is responsible for overseeing Indigenous strategy across the University, and Yunggorendi Student Engagement (YSE), where Indigenous student support and engagement is administered.

In February 2020, Flinders appointed Associate Professor Simone Ulalka Tur in the inaugural role of Pro Vice-Chancellor (Indigenous) for a three-year term. Prior to Associate Professor Tur's appointment, a joint appointment of Associate Professor Tur and Dr Ali Gumillya Baker to the Interim Pro Vice-Chancellor (Indigenous) role signified the ongoing commitment and strong focus on Indigenous success and engagement across the University.

In June 2020, Flinders University launched its inaugural Innovate Reconciliation Action Plan following 18 months of consultation with Flinders University staff, students and community across South Australia and the Northern Territory.

The Indigenous Student Success Program (ISSP) funding continued to be the predominant funding source of the OISE supporting all programs and salaries (\$1.8m) that included rollover of \$275k from 2019. In OISE the PVC (Indigenous) and the Business Manager roles are funded by the University. Other non-ISSP funding from government and external sources for Indigenous programs and activities across the University totalled \$1.5m. As indicated in the 2020 Financial Acquittal (attachment B2), actual ISSP funding expenditure was \$1.45m with rollover request into 2021 of \$361k. Total expenditure across the University during 2020 was \$3m.

In 2020 there were 377 Indigenous students enrolled at Flinders University of which 188 commencing and 189 continuing. Of all enrolments the largest cohorts of Indigenous students were in the College of Education, Psychology and Social Work (86), College of Nursing and Health Sciences (80), and College of Humanities, Arts and Social Sciences (48).

COVID-19

A year of unprecedented upheaval due to the global COVID-19 pandemic resulted in Flinders University closures and restrictions to accessing on-campus spaces. The OISE was successful in navigating its student support, office administration and Indigenous strategy to online modes. The leadership team consisting of the PVC (Indigenous), Business Manager and Coordinator of YSE monitored and participated with the University Portfolio COVID Response Team and a University-wide COVID-19 Taskforce, chaired by the Senior Deputy Vice-Chancellor & DVC Students Professor Clare Pollock, so that emerging issues could be addressed promptly.

From late March until mid-May 2020 and again for a short period in November 2020 the Bedford Park OISE and YSE spaces were closed to students and staff as Adelaide entered its (state-wide) lockdowns. The usual 24-hour swipe card access to computer rooms, kitchen facilities and lounge areas were suspended. Students who needed to come on campus were directed to other common areas of the campus and to mainstream support areas. Regular communications between students and staff became paramount. With the benefit of laptops, web technology, and VPNs, staff continued to provide a quality service to students, and in-fact the service levels increased.

The University moved degree programs (where feasible) online, using a mixed-mode delivery approach where on-campus or placement activity was required. Support for all students through the Flinders Learning Online services (FLO) was also available.

The following steps were put in place by the OISE and YSE to support Indigenous students during COVID-19:

Student Space

- Student space was closed from 6 April – 22 May and re-opened with reduced hours from 9-5pm from 25 May. Students were redirected to common areas of the University and other communication points for face-to-face general enquires.
- Social distancing measures with signage were placed in student areas advising of 1.5 metres distancing.
- Access and direction to Indigenous student spaces were adjusted to include a fire stairwell. The usual common stairwell which is shared by the Health, Counselling and Disability Services was restricted as this stairwell and foyer was transformed into a triage area and was also shared by the University's medical centre.
- Removal of furniture to allow for 1.5m distancing between seating in Indigenous student lounge and kitchen area.
- Replacement of all kitchenware including plates and cups, and replaced with disposable items, such as paper cups and plates and plastic cutlery.
- Alternate computers were disabled to ensure distance of 1.5 meters between workstations.
- Cleaning products purchased and provided for students i.e. hand sanitisers placed in computer suite, student lounge and kitchen areas.
- Surface spaces for computers and all student areas and cleaned regularly throughout the day by University cleaning staff.
- Indigenous Student Support Officers (ISSO) monitored and recorded names of students who used common spaces for potential contact tracing.

Student Support

- All student support services relocated to online with various emails to students from ISSO's and Deadly Study Skills Advisors to ensure that students had access to online learning.
- ISSOs had regular contact with students who required regular check-ins and support.
- Yunggorendi Tutorial Program (YTP) funding increased by \$50K to support additional online tutoring for students.
- Weekly online drop-in sessions were scheduled for students to meet with ISSOs and Deadly Study Skills Advisors if required.
- Online lunch sessions for students to meet in an online setting to support student wellbeing.
- Online wellbeing sessions were promoted, such as online yoga run by University students.
- Risk management rules were put in place for 1:1 tutoring stipulating that no face-to-face tutoring was to occur in private spaces.
- Additional support through the Deadly Study Skills program has been provided to support students via online platforms around their academic engagement across the SA/NT corridor and access to discipline-based tutors through the Yunggorendi Tutorial Program.
- ISSO's negotiated extensions for student work and assessment adjustments (supplementary assessments).
- ISSO's negotiated moratorium on grade failures.

Financial Relief

- In addition to University financial relief, an Indigenous hardship fund was developed with modified and flexible eligibility.
- Payment of Commonwealth scholarships were fast tracked to ensure that eligible students received payments earlier.
- Promotion of and referrals to the financial support and services directory webpage, and where needed arranging immediate and direct referrals with the Flinders University Student Association (FUSA) financial advocacy service staff.

Additional Support

- ISSO's sent regular text communications and advocated for students who were vulnerable.
- Regional and Remote students who returned home were provided regular check-ins by ISSO's.
- Vulnerable students who use the University as a safe space were directed to other learning areas of the University such as the Flinders University Student Association (FUSA) Hub and the Library.
- Developed internal referral to counselling procedure, to ensure high priority access to designated counsellors for Indigenous students.
- PVC (Indigenous) met with the Director Student Services to flag vulnerable students during COVID-19 period.
- Arranged regular fortnightly meetings with the Student Experience team, as a member of the Flinders Support Network (FSN) to:
 - Review, share and coordinate communications in general and especially those that relate to contacting Indigenous students who are part of the *Supporting Student Progress and Success* initiative (Aug 2020 and Jan 2021);

- Review and share information (lists and academic progress details) that relate to those Indigenous students who are part of the *Supporting Student Progress and Success* initiative (Aug 2020 and Jan 2021).
- Appointment of Wellbeing Coordinator to develop and coordinate culturally informed activities as part of an overall social program for Indigenous students, both online and in person – RUOK Day and weekly lunch schedule.
- Respective areas within Colleges and Portfolios maintained consistent and ongoing communication with staff and students:
 - to provide ongoing updated information and
 - to receive ongoing feedback on matters arising and wellbeing of staff and students because of the pandemic.

During this time promotion of University supports and services was at its highest with multi-channel communication streams such as email, Facebook and text messages to ensure that students were kept up to date and connected. Most staff felt a closer connection with their colleagues, meeting over web conferencing, as concerns and care for mental and emotional health became forefront.

1. Enrolments (Access)

Yunggoorendi Access and Outreach (ISSP Funded) – Access and Outreach staff work with key areas across the University including the Education Pathways Team, Prospective Student Office, Flinders Rural Aboriginal Health team and Community Engagement Officers in the Flinders Northern Territory Medical Program (NTMP) to deliver inbound and outreach recruitment programs, activities and engage in community events.

Due to COVID-19 and the inability to host and attend outreach activities at schools and with community, the number of outreach initiatives were low. Our student engagement team had to adapt and develop online methods to promote University. We found that the potential of online platforms for Indigenous engagement became evident and provides opportunities for greater outreach across the SA/NT corridor. However, this required balance as fostering a sense of belonging grounded in relationships aligns to Indigenous ways of knowing being and doing. The table below shows outreach and support activities conducted in 2020 by Yunggoorendi Student Engagement. The funding source for these activities was ISSP funding.

Table 1 – Indigenous Support Activities provided in 2020

Activity	Number of student participants	Expenditure (\$)
Nunga Tag (February)	300 approx. students	\$60
Aboriginal SACE Conference (April, online format)	400 approx. students	n/a
Life in the Uni Lane (October)	90 approx. students (over two days)	\$3,243
Reconciliation Week (April) online weaving workshop	Multiple events 10 people for workshop	\$500
NAIDOC Week (November) Central Yorke School NAIDOC event	300 approx. students	\$50
Nunga Tag (February)	300 approx. students	\$60
Aboriginal SACE Conference (April, online format)	400 approx. students	n/a
Life in the Uni Lane (October)	90 approx. students (over two days)	\$3,243
Reconciliation Week (April) online weaving workshop	Multiple events 10 people for workshop	\$500

Leigh Creek (September) School group visited Bedford Park campus	10 – 15 approx. students	n/a
Immanuel College (September) YSE team visited school	20 approx. students	n/a
Warriappendi School (September) YSE team visited school	5 -10 approx. students	n/a
Nunga Tag	300 – 400 approx. students	\$2,000
Hamilton High School Donated merchandise for senior graduation ceremony	15 approx. students	\$138
Just 2 Deadly Murray Bridge Donated merchandise for senior graduation ceremony	70 approx. students	\$270

Indigenous Admission Scheme (ISSP funded) - The Indigenous Admission Scheme (IAS) administered by Yunggoendi Student Engagement is an alternative entry pathway for Aboriginal and Torres Strait Islander peoples who may not have been able to enter university by traditional means. There are two entry points per year, at the beginning of each semester. The process consists of a written application and interview with College representation, with previous education and related activities forming the prospective student's application.

The total number of IAS applications received in 2020 was 33 with 23 offers for commencement being made through either IAS or to students with an ATAR. Four students were made offers based on their VET qualifications, 6 withdrew their applications.

In 2020 a total of 110 undergraduate and 75 postgraduate offers were made to Indigenous students via SATAC. Note that the number of offers relates to any offer made for a given application preference within an admissions cycle (not the number of applicants receiving offers). An applicant can receive more than one offer in the course of an admissions cycle. The number provided is for offers via SATAC and excludes internal transfer and direct applications.

Indigenous Entry Scheme (Medicine) (non-ISSP funded) - A key priority of the Northern Territory and Commonwealth governments is to increase the participation of Aboriginal people in medical training. Flinders University's Indigenous Entry Stream (IES) is available to Aboriginal graduates who wish to study Medicine either in Adelaide or in the Northern Territory. For this stream, students can apply directly to Flinders University for graduate entry to the Doctor of Medicine without having to sit the University Clinical Aptitude Test (UCAT). Students who do not sit the GAMSAT can apply for graduate entry through the Indigenous Entry Scheme and complete the University's Indigenous Preparation for Medicine Program (IPMP). In 2020, three students gained admission through this scheme and two were accepted in the Northern Territory Medical Program (NTMP). The other applicant withdrew from the process due to COVID-19 and Public Health work commitments.

Foundations Studies Program (non-ISSP funded) - Flinders offers a Foundation Studies Program which is a bridging program for Indigenous and non-Indigenous students. Indigenous students may apply directly into the Foundation Program or be recommended through the Indigenous Admissions Scheme process. In Study Period two of 2020, 22 Indigenous students were enrolled in the program. After 11 completions, 8 Indigenous students were made offers into undergraduate programs in 2021.

Indigenous Student Guide - The Office of Indigenous Strategy and Engagement annually updates its Indigenous Student Guide which is provided to prospective students at recruitment and community events and is available to download at:

<https://www.flinders.edu.au/content/dam/documents/study/domestic/pathways/indigenous-student-guide.pdf>

Flinders Rural Health SA/NT (non-ISSP funded) - While social distancing impacted on the usual engagement of students with local rural and Indigenous communities, contact via telephone calls to schools occurred during the peak of COVID-19. Once restrictions relaxed in SA our Aboriginal Health team have met regularly with 2-3 Aboriginal students at a time who are interested in careers in health. A total of 15 meetings were held.

“Community Engaged Health Programs and Pathways” taskforce group comprising Flinders University, SA Health, MADEC, River Murray Mallee Aboriginal Corporation and local Aboriginal Elders commenced meeting with the purpose to engage local unemployed Aboriginal people and high school students by creating pathways through TAFE, Flinders Uni Courses and SA Health. Two meetings were held in November and December (Riverland Only). A similar forum as above (Aboriginal Interagency Forum) met in Murray Bridge.

Online webinars and recruitment discussions to ensure contact with rural and remote students.

COVID-19 restrictions limited school face-to-face follow-up meetings. Schools that were contacted via email or telephone included:

- Glossop High School Years 8-12 students.
- Renmark High School Years 8-12 students.
- Loxton High School Years 8-12 students.
- Port Augusta High School Years 8-12 students.
- Quorn High School to follow up on 2 students commencing Year 12 who have shown an interest in Medicine.
- Mount Barker High School to follow up on students in their final year who are keen to study Paramedics or Nursing with Flinders University.

After COVID-19 restrictions were lifted, follow up visits to students attending high schools in the following regions (who participated in the 2019 expo) were completed:

- Bordertown – 1 x Year 11 student interested in Medicine.
- Naracoorte – 2 x Year 11 students interested in Medicine.
- Kingston SE – 1 x student interested in Physiotherapy.
- Meningie – full day visit scheduled for 3rd term.

Border closures prevented Western Victoria school visits. In 2019 the following schools requested follow up and were contacted via email and telephone during 2020:

- 2 Secondary Colleges in Hamilton, Victoria where 40 Aboriginal students from Anangu Pitjantjatjara Yankunytjatjara (APY) Lands are enrolled.
- Horsham, Dimboola, Nhill, Heywood and Portland secondary schools.

Collaboration with the Aboriginal Community Controlled Health Organisation (ACCHO) in 2019 enabled our team to recruit and support Aboriginal people working in these services to enrol in health sciences degrees as mature students.

Work continues with the Aboriginal Health Council of SA (AHCSA) to encourage Aboriginal Health Workers to study medicine or an allied health profession (when students have completed Certificate 3 and 4 in Aboriginal Primary Health Care). A partnership between Flinders University EQUALS will support Aboriginal and Torres Strait Islander students to enrol in Enrolled Nurse (EN) and aged care courses to build confidence toward Registered Nurse (RN) courses and Flinders graduates.

Indigenous Student Orientation (ISSP funded) - In addition to Flinders University's O'Week program for all students, 19 commencing Aboriginal students attended the 3-day Yunggorendi Student Orientation Program. Hosted by Yunggorendi Student Engagement staff at the beginning of Semesters 1 and 2, the program offers a renewed, student centred, culturally affirming program for commencing students, with an emphasis on including family and community members. During this time students meet the Yunggorendi Student Engagement team members to learn about the University's student supports and services. Existing students also participate in the program and provide real life examples and responses in a Q&A session.

The bright tiled artwork at the entrance of the Office of Indigenous Strategy and Engagement and Yunggorendi Student Engagement Offices is hard to miss. The collaborative artwork tiling project forms part of the students' orientation and sense of belonging to Yunggorendi and builds into the fabric of the centre and University, with the tiles being permanently affixed to the pillars at the entry of the building.



The 2020 Indigenous student orientation program student and staff group
Entertainment by Indigenous artist Corey Theatre.
Day 1 a Kaurna Welcome to Country and Smoking Ceremony provided by Uncle Mickey O'Brien.
Day 3 of orientation activities a BBQ to welcome new student and their families.



Other strategies and activities funded by University resources - The College of Medicine and Public Health (CMPH) Indigenous Health Strategy was developed in 2020. Key priorities and objectives include:

- recognition of Aboriginal and Torres Strait Islander peoples as traditional owners and custodians of the lands, Indigenous Knowledge systems and values, recruitment and employment of Aboriginal and Torres Strait Islander peoples to grow teaching and research capabilities and develop academic and professional leaders.
- increase Indigenous student enrolments, retention, successful graduation to employment through integrated and tailored support, pathways, culturally safe curricula and pedagogy; research that reflects community-priorities to enhance the health and well-being of Indigenous Australians.
- develop culturally safe graduates; and to further develop modes of community engagement to ensure comprehensive participation in, and representation of community perspectives into, Indigenous matters of relevance to our college.

In 2020, the College of Business, Government and Law developed the Igniting Success Working Party. The purpose of the working party is to provide solutions to increase the student participation in all aspects of College life.



These images are of mosaic tile projects affixed to the Yunggorendi Mande building. They were created by Indigenous students at orientation. The images were used to create the Reconciliation pins that are available to purchase, with proceeds going to the Indigenous Memorial Fund.



Table 2 – Indigenous Student Enrolment trends from 2015 - 2020

		Indigenous Enrolments					
Commencing Status	Course College	2015	2016	2017	2018	2019	2020
Commencing	College of Business, Government and Law	14	20	20	19	22	15
	UG	11	16	19	16	18	14
	PG	3	4	1	3	4	1
	College of Education, Psychology and Social Work	27	24	41	32	27	43
	UG	15	22	31	23	21	35
	PG	12	2	10	9	6	8
	College of Humanities, Arts and Social Sciences	20	30	16	15	17	24
	UG	16	23	15	14	14	20
	PG	4	7	1	1	3	4
	College of Medicine and Public Health	12	12	18	18	13	21
	UG	3	2	2	4	5	3
	PG	9	10	16	14	8	18
	College of Nursing and Health Sciences	21	16	25	31	39	36
	UG	16	12	16	18	26	20
	PG	5	4	9	13	13	16
	College of Science and Engineering	11	11	21	19	9	15
	UG	10	9	18	19	7	15
	PG	1	2	3	0	2	0
	Deputy Vice-Chancellor (Students)	4	20	13	15	19	29
	Non College	4		3	4	5	5
Commencing Total		113	133	157	153	151	188
Continuing	College of Business, Government and Law	21	26	25	30	24	28
	UG	14	18	21	27	20	24
	PG	7	8	4	3	4	4
	College of Education, Psychology and Social Work	53	51	38	54	53	43
	UG	44	40	33	44	44	37
	PG	9	11	5	10	9	6
	College of Humanities, Arts and Social Sciences	26	33	39	34	24	24
	UG	16	20	25	26	21	20
	PG	10	13	14	8	3	4
	College of Medicine and Public Health	30	30	26	27	24	26
	UG	6	8	6	3	4	6
	PG	24	22	20	24	20	20
	College of Nursing and Health Sciences	31	32	26	36	39	44
	UG	23	25	20	26	27	35
	PG	8	7	6	10	12	9
	College of Science and Engineering	11	20	21	28	28	21
	UG	10	18	19	24	24	18
	PG	1	2	2	4	4	3
	Deputy Vice-Chancellor (Students)			4			2
	Non College		2	2	1	3	
Continuing Total		172	194	181	210	195	188
All enrolments	College of Business, Government and Law	35	46	45	49	46	43
	College of Education, Psychology and Social Work	80	75	79	86	80	86
	College of Humanities, Arts and Social Sciences	46	63	55	49	41	48
	College of Medicine and Public Health	42	42	44	45	37	47
	College of Nursing and Health Sciences	52	48	51	67	78	80
	College of Science and Engineering	22	31	42	47	37	36
	Deputy Vice-Chancellor (Students)	4	20	17	15	19	31
Non College		4	2	5	5	8	5
All enrolments Total		285	327	338	363	346	376
Grand Total		285	327	338	363	346	376

Indigenous EFTSL

The table below indicates the rise or fall of Indigenous Equivalent Full-Time Student Loads (EFTSL) and enrolments in 2020. The data indicates a 5.4% increase in Indigenous student commencing load, or 9% increase in student enrolment numbers. This is up 20.8% from 2019 - 2020 for student load and 25.3% from 2019- 2020 for enrolments.

This increase may be attributed to focussed outreach and recruitment initiatives in 2019 with targeted pathways activities and community engagement.

The decrease in Indigenous continuing students may be attributed to COVID-19 in particular with students from regional and remote locations deciding to return home. Many Indigenous communities enforced local lockdowns which may have impacted studies. This is consistent with Table 9, The Rise and Fall of Indigenous Remote and Regional students, p.18.

Call and text campaigns were undertaken by Indigenous Student Support Officers to all commencing students, and second and third year students at risk of progression.

Table 3 – The Rise or Fall of Indigenous EFTSL

Broad Citizenship	Year	Commencing Status	Load				Enrolments			
			Indigenous	Non-Indigenous	Unknown	% Indigenous	Indigenous	Non-Indigenous	Unknown	% Indigenous
Australian	2019	Commencing	81.95	5,104.28	103.11	1.5%	150	8,371	205	1.7%
		Continuing	117.65	8,442.61	22.43	1.4%	195	13,161	32	1.5%
		Total	199.60	13,546.89	125.54	1.4%	345	21532	237	1.6%
	2020	Commencing	98.99	5,072.63	155.93	1.9%	188	8,619	322	2.1%
		Continuing	111.40	8,621.84	62.38	1.3%	188	13,177	93	1.4%
		Total	210.39	13,694.47	218.30	1.5%	376	21796	415	1.7%
	Commencing Increase 2019->2020		+20.8%	-0.6%			+25.3%	+3.0%		
	Total Increase 2019->2020		+5.4%	+1.1%			+9.0%	+1.2%		

1.2 Scholarships

Scholarships continued to play an important role in the retention of Aboriginal students.

In 2020, Flinders awarded 24 Indigenous Education Costs Scholarships, 15 Indigenous Commonwealth Accommodation Scholarships, and 17 Reward Scholarships, totalling \$170,614.

In 2020 Indigenous Commonwealth scholarships were awarded to 56 students. This included 24 Education Costs Scholarships, 15 Accommodation Scholarships and 17 Reward Scholarships.

The value of an Indigenous Education Costs Scholarship was \$2,756

The value of an Indigenous Accommodation Costs Scholarship was \$7,500

Table 4 – breakdown of 2020 payments including metro, regional and remote.^{i ii iii}

	Education Costs		Accommodation		Reward		Total ^{iv v}	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ^{vi}								
Undergraduate ^{vii}	46,852	21	90,000	13	16,000	16	152,852	37
Post-graduate ^{viii}	5,512	3	11,250	2	1,000	1	17,762	5
Other								
Total	52,364	24	101,250	15	17,000	17	170,614	42

2. Progression

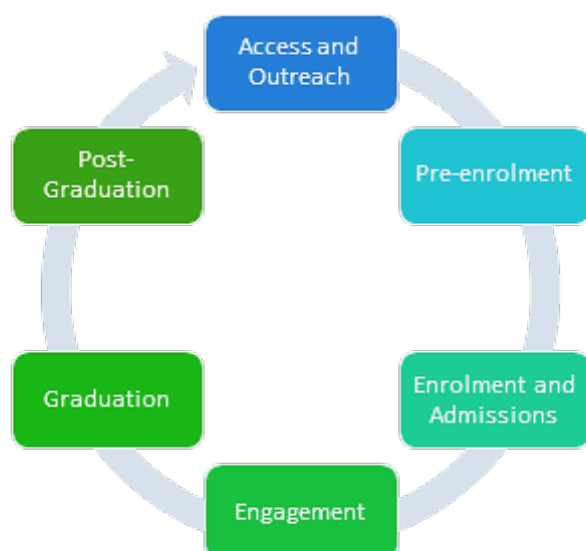
Yunggorendi Student Engagement (ISSP funded) is a small team of nine staff consisting of a Coordinator, three Indigenous Student Support Officers, an Access and Outreach Officer, a Wellbeing Coordinator, two Study Skills Advisors, and an Administration Officer who is responsible for the Yunggorendi Tutorial Program. The team is responsible for providing advice and assistance to prospective and current Indigenous students.

Yunggorendi Student Engagement services continue to offer online options from Indigenous Student Support Officers (ISSO) and Deadly Study Skills Advisors to ensure that students have access to online learning and support. Support through the Deadly Study Skills program has been provided to support students across Flinders' large footprint in SA/NT via online platforms around their academic and University engagement. The Yunggorendi Tutorial Program provides one-on-one discipline-based tutors.

Indigenous Student Success Framework (ISSF) - The development of the ISSF commenced in 2020. The framework will provide a targeted approach across Flinders University and a supportive structure for localized strategies within Colleges towards Aboriginal and Torres Strait Islander student success. It is the first of its kind at Flinders and aligns with the University's aspirations for all Indigenous students. The framework is underpinned by the University's Strategic Plan, *Making a Difference – the 2025 Agenda* which asserts its vision and goals for Indigenous student success by promoting equal and equitable access for Aboriginal and Torres Strait Islander people with a target of 1.9% participation by 2025. The framework also aligns directly with the recently launched Innovate Reconciliation Action Plan (RAP), Retention and Wellbeing strategies and programs, and agreements with the Australian Government, the Universities Australia Indigenous Strategy, all of which commit to increasing Indigenous student participation across enrolments and completions in undergraduate and postgraduate degree programs. The ISSF will be implemented in 2021.

Indigenous Student Support (ISSP funded) – The Yunggorendi Indigenous Student Support Officers (ISSO's) are responsible for providing individual support throughout the student's degree. Support ranges from pre-enrolment advice, academic advocacy, pastoral support, housing, and finance.

The following diagram describes the student lifecycle. It starts from how they came to hear about Flinders University programs through access and outreach activities and then follow the cycle through enrolment, engagement, graduation, and finally post-graduation.



Deadly Study Skills (ISSP funded) – The Study Advisors have supported Yunggorendi students with all aspects of study as well as providing academic support to the Yunggorendi Tutorial Program. The role includes: the creation and continual updating of a new Yunggorendi Student Hub and Yunggorendi Tutorial Program FLO site; the compilation of a range of study support modules for undergraduate and postgraduate students; the weekly posting of a student e-newsletter; the creation of a Yunggorendi student handbook; academic support and delivery of multiple study sessions for the Yunggorendi student orientation; and the organisation and facilitation of training and awareness workshops for YTP tutors.

GETTING READY TO SUBMIT YOUR FIRST ASSIGNMENT?
A REMINDER OF AVAILABLE SUPPORT:

- YTP (1:1) DEDICATED TOPIC TUTORING
- DEADLY STUDY PROGRAM
- STUDENT LEARNING SUPPORT SERVICE (SLSS)

ps. If you've taken up YTP but are yet to meet with your tutor, please let us know.
pps. SL census date: 2nd April (last day to withdraw)

**FEELING ANXIOUS?
ASSIGNMENTS DUE?
NEED SUPPORT?**

Visit the Student Learning Support Service (SLSS)
Where? The Commons. LVL2 Central Library
Drop In! No appointment necessary.

PENNY'S TIP OF THE WEEK!
**DID YOU KNOW THAT SLSS OFFER STUDY
SESSIONS TO TACKLE MATH ANXIETY?**

Study advisors are available for face-to-face and online, individual and small group tutoring sessions with Yunggorendi students, assisting with and advising on a range of aspects of study including navigating FLO, semester planning, essay writing, research methods, academic literacy, presentation planning, referencing, reading and lecture engagement.

In addition, Study Advisors have supported Yunggorendi in participating in University wide student success and wellbeing processes. Deadly Study Skills Advisors take a flexible and innovative approach to their role, working in connection with the YSE team to ensure the diverse community of Yunggorendi students are provided with engaging and culturally responsive study support.

YTP Study Group

Study Group

Follow the link to Collaborate, then choose the corresponding session and join in

Yunggorendi student wellbeing and study tips

Yunggorendi R_U_OK_Final.mp4 (Source)

Yunggorendi Orientation 2021

Mid-Year Orientation 2020

Orientation 2020

Assessment 101

Zotero: Your new refere...

Time Management

Yunggorendi Postgrad ...

University in the Media...

#BLM

Exam Prep

EXAM PREPARATION

Your Mob Cultural Training (non-ISSP funded) – The University purchased the online Your Mob Cultural Training package which provides foundational Indigenous cultural training to staff. The program is embedded in the Flinders University new staff induction suite as part of the online induction model and was also promoted across the university to existing staff.

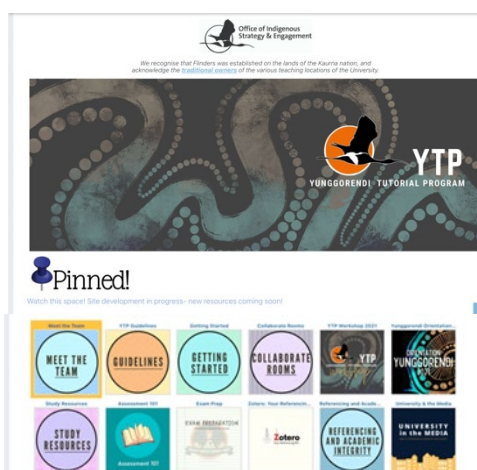
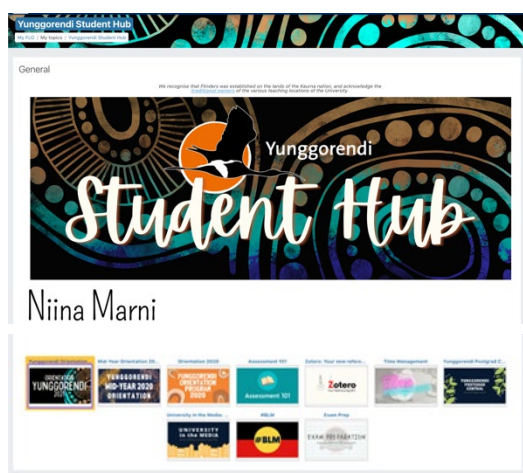
One of the RAP deliverables is to develop a Cultural Learning Strategy for all staff. In 2021 a cultural barometer will be introduced with face-to-face cultural training for staff and an additional program for managers and supervisors.

Dedicated Indigenous Counsellors (non-ISSP funded) – The Flinders University Health, Counselling and Disability Service provides a range of services to students and staff across the University. In 2020 dedicated Counsellors supported 27 Indigenous students, of which 85 counselling sessions were provided to these students. 26% of students attended 1 counselling session, 56% of students attended between 2 and 5 counselling sessions and 18% of individual students attended more than 6 counselling sessions.

Doctor of Medicine Scholarship - In November 2019 the Aboriginal and Torres Strait Islander Doctor of Medicine Student Scholarship was introduced. The scholarships (of \$20,000 per year for up to four years - total value of up to \$80,000) are provided to all Aboriginal and Torres Strait Islander students who enrol in the Flinders University Doctor of Medicine (MD) in South Australia.

Professional Development Fund (ISSP funded) - The Yunggorendi Indigenous Student Professional Development Fund is available to students for the purpose of contributing to study related and professional development activity. The activity can include travel, field trips, clinical placement, conference attendance and workshops. The fund is available to both Undergraduate and Postgraduate students, to the value of \$750. In 2020, 10 students accessed this funding.

FLO (non-ISSP funded) – Flinders Learning Online Yunggorendi Student Hub portal provides students with access to updated information and advice on University related matters including available resources, study skills resources, Abstudy, housing, cadetships, tutoring, and scholarships. The site is regularly updated with events, news and information relevant to study and engagement at Flinders. In addition, the FLO Yunggorendi Tutorial Program portal provides tutors with resources and support services relevant for students. The aim is to support student success and foster relationships and collaborative and community learning and support.



Tjilbruke student lounge (ISSP funded) – The lounge for Indigenous students is located at the Bedford Park campus. It has been tastefully refurbished to include study spaces, computer suite, kitchen with food pantry and relaxation area. Yunggorendi support staff are also located in offices in the same location so that students have ease of access to supports and services.

Student Engagement (ISSP funded) – Engagement activities for students include weekly lunches and workshops aimed at engaging students on campus and providing a sense of belonging.

FISA (non-ISSP funded) - Governed by the Clubs and Societies of the University, the Flinders Indigenous Student Association (FISA) is student run with an elected president, secretary, treasurer, and committee members. The Association is funded by the Flinders University Student Association (FUSA) and receives funding from the Office of Indigenous Strategy and Engagement to support student related events.

Indigenous Student Ambassador Program (ISSP funded) - The Yunggorendi Student Ambassador Program is a program for students to assist with inbound and outbound recruitment activities. Students undertake training and are employed as casual staff members by the University.

Student Ambassador Program (non-ISSP funded)- In addition, the Office of Student Recruitment employs current Flinders University students as ambassadors to assist in the delivery of school presentations, campus experiences and workshops. There are two purposes for this; one to provide an authentic student voice in our engagement with the community and schools, and, secondly, to provide income through paid work for existing students.

Cadetships (non-ISSP funded) – Yunggorendi Student Engagement promotes Career Trackers and AFL Sports Ready as potential host employers for paid internships, cadetships and employment for Aboriginal and Torres Strait Islander students studying at Flinders.

Career Hub (non-ISSP funded) - The University also supports student careers and employability through its Career Hub. The online portal provides access to numerous resources to support students after graduation. The service also career planning advice, and a service that assists with resumes, applications and interview preparation. The portal also has access to job vacancies, volunteering, internships and vacation programs.

Indigenous success/progress rates

The table below indicates the rise or fall of Indigenous Success/Progress rates in 2020. The 2019-2020 data indicates an overall increase of 0.58% of the total Indigenous success rate, compared with the non-Indigenous total success rate of 0.38%. This increase can be attributed to a number of factors including the continuation of the study skills program in 2020 focussing on student progression. This involved concentrated work with tutors in the Yunggoendi Tutorial Program to support the tutoring of Indigenous students, including cultural training and awareness workshops, development of academic skills modules and FLO pages. The University's focus on student retention has also contributed to student success.

The 2019 – 2020 commencing success rate of Indigenous students indicates a slight decrease of 0.1%, compared with the commencing success rate of non-Indigenous which decreased by 0.79%. This indicates an overall decrease rate for all students.

The 2019 – 2020 continuing success rate of Indigenous students increased by 2.34% and the 2019 – 2020 continuing success rate of non-Indigenous increased by 1.04%. This increase supports our continued focus on student progression programs and initiatives.

Table 5 - The rise or fall of Indigenous success/progress rates

Broad Citizenship	Year	Commencing Status	Load			Success Rate [%]		
			Indigenous	Non-Indigenous	Unknown	Indigenous	Non-Indigenous	Unknown
Australian	2019	Commencing	81.95	5104.28	103.11	63.17%	84.49%	66.88%
		Continuing	117.65	8442.61	22.43	75.05%	89.57%	73.63%
		Total	199.60	13546.89	125.54	70.08%	87.62%	68.08%
	Provisional 2020	Commencing	98.99	5072.63	155.93	63.07%	83.70%	68.81%
		Continuing	111.40	8621.84	62.38	77.39%	90.61%	81.67%
		Total	210.39	13694.47	218.30	70.66%	88.00%	72.19%
	Increase in Commencing Success Rates 2019->2020					-0.2%	-0.9%	
	Increase Total Success Rates 2019->2020					+0.8%	+0.4%	

2.1 Tutorial Assistance

The Yunggorendi Tutorial Program connects Indigenous students with tutors who have topic expertise. It provides supplementary tutoring for students enrolled in degree programs, including the foundation course. Tutors support students to develop their understanding and critical engagement in the curriculum. In 2020, 81 Indigenous students received tutorial assistance from the Yunggorendi Tutorial Program. This was made up of a total of approximately 2,681.05 tutoring hours. Tutorial staff are employed as casual staff and were paid approximately \$165,000 in salary payments. The following table outlines the breakdown of tutorial assistance and payments in 2020.

Table 6 – Yunggorendi Tutorial Program

Level of study	Number of students assisted	Total hours of assistance ^{ix}	Expenditure ^x (\$)
Enabling	0	0	
Undergraduate	55	1166.50	
Postgraduate	26	1514.55	
Other	0	0	0
Total	81	2681.05	\$165,104

3. Completions

Graduations – Yunggoorendi Student Engagement hosts a graduation celebration for Indigenous students and their families following their formal graduation ceremony on campus. Due to COVID-19, graduation ceremonies were not held in 2020 and a virtual message was sent by the Pro Vice Chancellor (Indigenous) congratulating students on graduating.

In 2020, 46 Indigenous students completed their studies. This included 31 Undergraduate, 15 Postgraduate, 6 were Higher Degree by Coursework.

Indigenous Student Completions.

The table below provides comparison data of Indigenous student completions in 2019 and 2020.

The data indicates an overall decrease of 6 completions for 2020 compared to 2019. The total number of Indigenous undergraduate completions has not changed; however, the postgraduate (other) completions is lower by 6. Higher Degree by Coursework indicates a decrease by 2 as does the Higher Degree by Research completion numbers indicate a decrease by 2.

This indicates an overall decrease in Indigenous student completions by 10.7% from 2019 – 2020.

As a comparison, the total non-Indigenous student completions rate decreased by 20.3% from 2019 – 2020.

As a proportion of all completions the overall % rate for Indigenous and non-Indigenous was 0.9% which is a slight increase of 0.1% from 2019.

Table 7 – The Rise or Fall of Indigenous Student Completions

	Year	Course Level – Medium	Indigenous	Non-Indigenous	Unknown	% Completions
Completions	2019	Higher Degree Coursework	7	1,999	1	0.3%
		Higher Degree Research	2	180		1.1%
		Postgraduate Other	12	961	9	1.2%
		Undergraduate	26	3,241	20	0.8%
		Exchange		2		0.0%
		Enabling	9	285	18	2.9%
	2019 Total Completions		56	6,668	48	0.8%
	Provisional 2020	Higher Degree Coursework	5	1,237	223	0.3%
		Higher Degree Research		171		0.0%
		Postgraduate Other	6	830	4	0.7%
		Undergraduate	26	2,489	21	1.0%
		Exchange				
		Enabling	13	586	39	2.0%
	Total 2020 Provisional Completions		50	5313	287	0.9%

4. Regional and remote students

The Flinders Rural Health, Flinders NT and the Poche Centre (SA/NT) have a specific focus on recruiting prospective students for Medicine, Nursing, Public and Allied Health Degree programs. A team, the 'A-team', together with the Rural Health Student Club and the Prospective Student Office, developed a comprehensive regional recruitment program to visit regional High Schools to build relationships and provide information about studying health at Flinders. The A-team are involved in school visits and the recruitment of Aboriginal and Torres Strait Islander students into Medicine and other Allied Health disciplines. The A-team actively supports students that are in the third year of studying and has chosen a rural placement to complete their studies. Supports that have worked are mentoring, meeting with the student, and encouraging a commitment to study. The A-Team maintain contact with past Indigenous medical graduates to support them in their decision making for their fellowship (specialisation) training.

Broader support is available on the University's campuses and online to support Indigenous student progression and success. Students can access learning support from the Student Learning Centre, virtual classrooms and discussions centres, library support, technical support and general support services including: Flinders Connect; Career Hub; Counselling and Disability service and Student lounges. The Flinders University Student Association (FUSA) provides support for grants, scholarships, accommodation, and academic and financial advocacy.

Scholarship data for remote and regional students

The value of an Indigenous Education Costs Scholarship was \$2,728

The value of an Indigenous Accommodation Costs Scholarship was \$7,500

The table below indicates that in 2020, 23 students were offered and accepted a scholarship, which is an increase in the total payment amount of 41.2% (\$37,657) and increase of 10% in the total number of payments.

Table 8 - Scholarship data for remote and regional students xi xii

	Education Costs		Accommodation		Reward		Total ^{xiii}	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2019 Payments	27,280	11	64,108	14			91,388	20
B. 2020 Offers ^{xiv}	16,545	8	112,500	15			129,045	23
C. Percentage ^{xv} (C=B/A*100)							41.2%	10%
2020 Payments	16,545	8	112,500	15			129,045	23

Value of scholarships awarded by the University to remote and regional students in the 2019 academic year	\$91,388
Value of scholarships awarded by the University to remote and regional students in the 2020 academic year	\$129,045

Indigenous remote and regional students

The table below shows the rise or fall of Indigenous equivalent full-time student load (EFTSL) and enrolments for remote and regional students. The table indicates an increase of approximately 55% of the commencing **load** of Indigenous students from 2019 and 11% total Indigenous increase overall. A 50% increase in Indigenous **enrolments** from 2019 – 2020, which is an overall increase of nearly 10% of Indigenous rural and remote enrolments.

This increase in enrolments of Indigenous remote and regional students can be attributed to focussed SA and NT outreach activities, including participation in the 2019 SACE Aboriginal pathways regional roadshows.

Table 9 - The Rise or Fall of Indigenous remote and regional students

Broad Citizenship	Year	Commencing Status	Load				Enrolments			
			Indigenous	Non-Indigenous	Unknown	% Indigenous	Indigenous	Non-Indigenous	Unknown	% Indigenous
Australian	2019	Commencing	22.50	937.01	17.00	2.3%	44	1,599	32	2.6%
		Continuing	40.06	1,463.10	6.13	2.7%	67	2,339	7	2.8%
		Total	62.56	2,400.11	23.13	2.5%	111	3,938	39	2.7%
	2020	Commencing	34.87	991.94	18.87	3.3%	66	1,720	46	3.6%
		Continuing	34.56	1,461.46	16.13	2.3%	56	2,329	24	2.3%
		Total	69.43	2,453.39	35.00	2.7%	122	4,049	70	2.9%
	Commencing Increase 2019->2020		+55.0%	+5.9%			+50.0%	+7.6%		
	Total Increase 2019->2020		+11.0%	+2.2%			+9.9%	+2.8%		

Rural/Remote Student Progression

The table below shows the rise or fall of Indigenous success/progress rates of students from remote and regional areas. It indicates a decrease from 2019-2020 in the success rate by 0.8% of commencing students, and a total decrease in the Indigenous student success rate of 3.3%.

The 2019 – 2020 commencing success rate of rural and remote Indigenous students indicates a decrease of 0.5%, compared with the commencing success rate of non-Indigenous which decreased by 0.8%. This indicates an overall decrease rate for all students.

The factors for the decrease in commencing Indigenous numbers can be broad such as the transition from their home to larger CBD areas, isolation experienced from being away from their family and communities, and the COVID-19 pandemic as outlined above.

The 2019 – 2020 continuing success rate of rural and remote Indigenous students remains unchanged and the 2019 – 2020 continuing success rate of non-Indigenous rural and remote students increased by 0.2%.

An internal review was undertaken of 2020 of student accommodation scholarships and eligibility guidelines to support the transition of regional and remote students into supported on-campus accommodation, including access to counselling, social activities, and meals. This will be implemented in 2021. In 2021, the workload of Indigenous Student Support Officers has been prioritised to student transition, supporting families and progression.

Table 10 - Rural/Remote Student Progression

Broad Citizenship	Year	Commencing Status	Load			Success Rate [%]		
			Indigenous	Non-Indigenous	Unknown	Indigenous	Non-Indigenous	Unknown
Australian only	2019	Commencing	22.50	937.01	17.00	61.7%	85.8%	75.2%
		Continuing	40.06	1463.10	6.13	78.2%	90.2%	87.8%
		Total	62.56	2400.11	23.13	72.1%	88.5%	78.6%
	Provisional 2020	Commencing	34.87	991.94	18.87	61.2%	85.0%	69.7%
		Continuing	34.56	1461.46	16.13	78.2%	90.4%	87.7%
		Total	69.43	2453.39	35.00	69.7%	88.2%	77.7%
	Increase in Commencing Success Rates 2019->2020					-0.8%	-0.9%	
	Increase in Total Success Rates 2019->2020					-3.3%	-0.3%	

5. Working with Vulnerable People Requirement ^{xvi}

	Yes/No
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

Flinders University has an Innovate Reconciliation Action Plan that has been approved by NIAA as a document that meets the requirement for an Indigenous Education Strategy. The RAP was launched in June 2020.

6.1 Indigenous Education Strategy

Reconciliation Action Plan - In June 2020, through the peak of COVID-19 restrictions, the University launched its first Innovate Reconciliation Action Plan (RAP) as part of its ongoing work to increase Aboriginal and Torres Strait Islander community participation, retention, and success in higher education as a whole-of-University responsibility. <https://www.flinders.edu.au/reconciliation-action-plan>

The launch was delivered online during National Reconciliation Week (27 May- 3 June 2020) with Welcome to Country and Smoking Ceremonies recordings in South Australia and the Northern Territory being streamed across social media, the giant screen in the student Hub, and the University's website.

<https://www.youtube.com/watch?v=iRtaD7G1uC0>

With a collective vision to foster an environment that recognizes and embraces Aboriginal and Torres Strait Islander peoples, knowledges, and cultures. This vision for reconciliation is grounded in the concepts of *togetherness*, *reciprocity*, and *respect*. <https://youtu.be/45KHh8X3rC8>

With 78 deliverables, the RAP will assist with embedding Indigenous commitment, knowledges, perspectives, teaching practices, engagement, cultural across the University.

Significantly the development of the following deliverables commenced in 2020:

- Indigenous Student Success Framework
- Indigenous Engagement Plan
- Cultural Protocols document
- Cultural Learning Strategy
- Review of University policy and procedures to align with Indigenous strategies
- Indigenous Procurement Strategy
- Indigenous Research Strategy
- Re-fresh of Indigenous Workforce Strategy



A RAP Oversight Committee, co-chaired by the Vice-President and Executive Dean College of Medicine and Public Health and Pro Vice-Chancellor (Indigenous) was established endorsed through the Senior Executive Team on May 28, 2020 to monitor the implementation of the RAP deliverables.

The RAP Oversight Committee meets quarterly, with membership including senior management and staff and student representation. The committee's focus is a process to support the promotion and progress of whole university engagement and its' deliverables of the RAP, a monitoring mechanism for the populating College and Port-folio actions toward the deliverables and reporting to Reconciliation Australia.

The University did not provide a report to Reconciliation Australia in 2020 as the RAP was less than 12 months old. A report will be provided in September 2021.

Strategic Plan - Flinders continues to progress the University's Strategic Plan [Agenda 2025: Making a Difference](#) commits the University to engage with Indigenous Australians, students, staff and the community to respect Indigenous knowledge systems and perspectives, and to progress [Indigenous advancement in education, research, employment and wellbeing](#).

6.2 Indigenous Workforce Strategy

The University has an Indigenous Workforce Strategy (IWS) and Indigenous Workforce Strategy Committee chaired by the Senior Deputy Vice-Chancellor & Deputy Vice-Chancellor (Students). The aim of the IWS Committee is to monitor and report on the implementation of the IWS. Through the implementation of the IWS, the University aims to increase the attraction and retention of Aboriginal and Torres Strait Islander People to the University workforce, to provide them with equitable employment opportunities across the University, and to increase their representation, participation and career development opportunities within the University.

The Indigenous Workforce Strategy (IWS) Advisory Group composition in 2020 was comprised of:

Senior Deputy Vice Chancellor & Deputy Vice-Chancellor (Students)

Pro Vice Chancellor Indigenous

Director, People & Culture

Manager, Equity & Diversity

2 x Aboriginal staff members

1 x Staff member nominated by the Deputy Chair of the UCC

Executive Officer

The University will take active measures and use its best endeavours to achieve Aboriginal and Torres Strait Islander employment of 3% of FTE staff by the nominal expiry date of the University's Enterprise Agreement (30 June 2022). The Committee is responsible for ensuring that active steps are taken to review, improve and implement the aims of the IWS with particular reference to its objectives of 11.1 and 11.2, which are to: encourage and foster Aboriginal and Torres Strait Islander Employment and participation at all levels of work activity; encourage and facilitate Aboriginal and Torres Strait Islander staff members'

participation in professional development opportunities and development of their own career strategies and goals; increase the attraction and retention of Aboriginal and Torres Strait Islander staff; and establish relevant University frameworks which support broader Indigenous engagement across the University.

In late 2020, the PVC (Indigenous) was tasked with refreshing the University's Indigenous Workforce Strategy document. Working groups were formed to undertake a short review and re-develop strategies in the areas of Attraction and Recruitment, Culture and Retention, Development and Advancement, and Governance and Leadership. The updated document will be completed and launched in 2021.

The University's has committed to employing an Indigenous Employment Coordinator to support the Indigenous Workforce Strategy initiatives.

The Innovate Reconciliation Action Plan RAP also has specific deliverables to maintain and increase an Indigenous workforce and to foster a university environment that is inclusive of Aboriginal and Torres Strait Islander people knowledges, perspectives and lived experiences and contributions.

Indigenous Workforce

The following table shows the Indigenous workforce comparison data from 2019 to 2020 based on an internal report on 31 December of each year.

In 2020 there were 44 Indigenous staff compared to 50 in 2019. This is an overall decrease of 6 (-12%).

In 2020 there were 34 fixed term Indigenous staff compared to 40 in 2019 (-15%).

In 2020 there were 10 continuing Indigenous staff and 10 in 2019.

Table 11 - Flinders University Indigenous Workforce (2020 Staff Headcount) by Level

	Continuing		Casual/Contract/Fixed term		Total
Levels as at 31/12/2019	Academic	Professional	Academic	Professional	
Level A			6		
Level B			9		
Level C	4		3		
Level D	3		2		
Level E			1		
Casual Academic			3		
Level 3					
Level 4				2	
Level 5		1		6	
Level 6				5	
Level 7				1	
Level 8		2			
Level 9				1	
Non-award				1	
Total Indigenous Staff Headcount at 31/12/2019	7	3	24	16	50
Level as at 31/12/2020	Academic	Professional	Academic	Professional	Total
Level A			1		
Level B	1		10		
Level C	4		3		
Level D	1		1		
Level E					
Casual Academic			3		
Level 3				1	
Level 4				3	
Level 5		1		3	
Level 6				6	
Level 7		1		2	
Level 8		2		1	
Level 9					
Total Indigenous Staff Headcount at 31/12/2020	6	4	18	16	44

Office of Indigenous Strategy and Engagement Staffing Profile

The Office of the Indigenous Strategy and Engagement (OISE) is structurally positioned in the Portfolio of the Deputy Vice Chancellor (Students.) OISE is led by the Pro Vice-Chancellor (Indigenous) and at the end of 2020 had a total number of 11 staff in the following positions.

Table 12 – Office of Indigenous Strategy and Engagement Staffing Profile (FTE)

Title	Employment Status	Indigenous/ non-Indigenous	Funding Source
Pro Vice Chancellor Indigenous	Contract	Indigenous	University Funded
Business Manager	Continuing	Indigenous	University Funded
Coordinator Yunggorendi Student Engagement	Contract	Indigenous	ISSP funded
3 x Indigenous Student Support Officers	Contract	2 x Indigenous	ISSP funded
		1 x non-Indigenous	ISSP funded
Access and Outreach Officer	Contract	Indigenous	ISSP funded
3 x Administrative Officers (2.0FTE)	1 x contract	2 x Indigenous	ISSP funded
	1 x continuing	1 x non-Indigenous	ISSP funded
Wellbeing Coordinator (0.6 FTE)	Contract	1 x Indigenous	ISSP funded
Academic Study Skills Advisors	Casual	2 x non-Indigenous	ISSP funded
Senior Elder on Campus (0.1 FTE)	Casual	1 x Indigenous	ISSP funded
Project Officer (0.4 FTE)	Casual	1 x Indigenous	ISSP funded

Aboriginal staff in decision making roles

Other activities that involve Aboriginal and Torres Strait Islander staff in decision making at the University include the following.

Table 13 – Aboriginal staff in decision making roles

Committee Name	Aboriginal staff member	Years of employment
Academic Senate	Associate Professor Simone Ulalka Tur	23 years
Indigenous Workforce Strategy	Associate Professor Simone Ulalka Tur Dr Chris Wilson, Senior Lecturer Humanities Arts & Social Sciences Dr Maree Meredith, Deputy Director POCHE SA+NT Ms Kelly Maxwell, Business Manager OISE	23 years 17 years 2 years 18 months
Education Quality Committee	Associate Professor Simone Ulalka Tur	23 years
RAP Steering Committee	Associate Professor Simone Ulalka Tur Dr Maree Meredith, Deputy Director POCHE SA+NT Kelly Maxwell, Business Manager OISE Uncle Richard Fejo, POCHE SA+NT	23 years 9 years 18 months 12 months
Respect Now Always Advisory Group	Associate Professor Simone Ulalka Tur	23 years
Equal Opportunity and Diversity Committee	Associate Professor Simone Ulalka Tur	23 years
College Executive, College of Medicine and Public Health CMPH	Dr Maree Meredith, Deputy Director POCHE SA+NT	2 years
Rural and remote Health Strategy, College of Medicine and Public Health CMPH	Dr Maree Meredith, Deputy Director POCHE SA+NT	9 years
College of Medicine and Public Health, Deans Advisory Group	Dr Maree Meredith, Deputy Director POCHE SA+NT	9 years
Indigenous Research Strategy	Associate Professor Simone Ulalka Tur Dr Ali Gumillya Baker, Lecturer Humanities Arts & Social Sciences Dr Maree Meredith, Deputy Director POCHE SA+NT Dr Tamara McKean, College of Medicine & Public Health Dr Natalie Harkin, College of Humanities Arts & Social Sciences Kelly Maxwell, Business Manager OISE	23 years 21 years 7 years 2 years 7 years 18 months

6.3. Indigenous Governance Mechanism

Underpinned by the principles of Reconciliation through the RAP, Flinders has established four Indigenous governance groups for progress and advancement of Indigenous engagement both internally and externally. <https://blogs.flinders.edu.au/fit/2020/11/10/centring-indigenous-governance-within-the-university/>

The Tarrkarri-ana Committee – Tarrkarri-ana provides advice to the Pro-Vice Chancellor (Indigenous) in relation to policies and programs that facilitate Indigenous student success and is a compliance mechanism of Indigenous Student Success Program (ISSP) funding. Tarrkarri-ana is a Kurna word meaning ‘towards the future’ and encapsulates the role of the group to support and build of culture of excellence for Indigenous students with Flinders University.

Terms of Reference

The role of the Flinders University Tarrkarri-ana Committee is to provide advice to the University in relation to policies and programs that ensure Indigenous student success.

1. The Tarrkarri-ana Committee is responsible for reporting on:
 - the implementation and monitoring of the Indigenous Student Success Program (ISSP) funding
 - the University’s ISSP outcomes
 - advice on the implementation of the University’s Reconciliation Action Plan (RAP)
 - advice on the implementation of the Flinders University Indigenous Workforce Strategy.
2. The Tarrkarri-ana Committee will provide advice on:
 - Indigenous Student Engagement
 - Indigenous Governance
 - Indigenous Knowledges and Perspectives
 - Indigenous Employment and Indigenous Workforce Strategy IWS
 - Indigenous Research
 - Community Engagement and Partnerships
 - International Connections
3. In undertaking its role, the Tarrkarri-ana Committee will:
 - Consider the prescribed rules of the ISSP funding
 - Provide advice, review and make recommendations on the use of ISSP grants.
 - Offer a broader perspective on Indigenous education and program direction
 - Consider the strategic directions of Flinders University and Higher Education nationally

Membership:

Pro Vice-Chancellor Indigenous (Chair)

Business Manager, Office of Indigenous Strategy and Engagement (Executive Officer)

Coordinator, Yunggorendi Student Engagement

Director, POCHÉ (or nominee)

Indigenous student representative (FUSA/FISA)

Indigenous Academic representatives (NT/SA)

Manager, Student Finance and Scholarships

Director, Student Recruitment (or nominee)

Principal Flinders Living, Corporate Services, Flinders Living

Director, Health Counselling & Disability Services

Manager, Equal Opportunity & Diversity, People and Culture

DVC S, Portfolio Finance Officer

Elders Network - The newly formed Elders Network led by Elders on campus Uncle Lewis Yarluburka O'Brien, Aunty Pat Miller and Uncle Richard Fejo, meets monthly to engage with the University's RAP, centre Indigenous Knowledges, perspectives and long-held philosophies, and support Indigenous staff and student success into the core business of the University.

The Elders Network provides cultural leadership on University initiatives, and centres cultural autonomy and well-being at the heart of their work.

Indigenous Advisory Council - An Indigenous Advisory Council (IAC) to the Vice-Chancellor was established in 2020 and met for the first time in October. The IAC provides broader Indigenous community and stakeholder input to Flinders University.

The IAC has an all Aboriginal and/or Torres Strait Islander membership. It includes the University's Elders on campus, as well as external senior leaders drawn from key SA and NT public sector, private sector, non-for-profit, and community-controlled organisations. The IAC is integral to the University's governance framework and provides advice to the University on Aboriginal and Torres Strait Islander matters across South Australia and the Northern Territory, including social, education and sectorial matters to improve the access, participation and outcomes of Indigenous people in higher education.

Reconciliation Action Plan Oversight Committee - Co-chaired by Vice-President and Executive Dean of the College of Medicine and Public Health Professor Jonathan Craig and Associate Professor Tur, the newly formed Reconciliation Action Plan Oversight Steering Committee has leadership and oversight for the monitoring of implementation of the University's Innovate Reconciliation Action Plan. It comprises senior staff within the University and Indigenous student membership.

Pro Vice Chancellor Indigenous - Indigenous Governance Mechanism and senior decision-making roles.

The PVC (Indigenous) is an ex-officio member of senior University governance committees including:

- Academic Senate
- Education Quality Committee
- The University's Research committee
- The University's Higher Degree by Research committee
- Indigenous Workforce Strategy Committee
- Reconciliation Action Plan Oversight Committee (co-chair)
- Equal Opportunity and Diversity Committee
- Respect Now Always

Colleges across the University also have specific additional Indigenous involvement in decision making, including on College Education committees and Indigenous advisory committees.

For the 6.3.1 statement please see page 37.

7. Rollover Projects

2019 (from 2018 ISSP funding)

Project A - Postgraduate Student Support Program - completed

The purpose of the program was to increase the number of Aboriginal and Torres Strait Islander students studying at postgraduate level at Flinders University by:

- Encouraging undergraduate students to considering enrolling in postgraduate studies.
- Supporting students to transition from undergraduate to postgraduate study.
- Provide ongoing support to students studying at postgraduate level.

A postgraduate student was employed to undertake a benchmarking exercise across the sector and put forward recommendations for an Indigenous Postgraduate Student Support Program. A consultation process was undertaken across the three larger universities in Adelaide, Flinders University, University of South Australia and University of Adelaide.

Project B - Residential Leadership Program for Secondary School Students – reconfigured and scheduled 2021

Initial planning for Indigenous Youth Leadership Camps began in 2018. The target group was years 8-12 students studying across South Australia, with each camp having a focus area, for example STEM, Creative Arts and Drama.

The aim of the program was to provide students with an introduction to University life in their areas of interest, support their personal development and leadership skills, focussing on their health, wellbeing and Aboriginal culture and pride.

The program could not be completed in 2018 due to a restructure across the University and an exodus of 6 staff and new staff being appointed.

The residential program was scheduled in for 2019, however after a consultation process with Flinders Living (accommodation on campus) it was discovered that there were limited times that accommodation would be available to the school students to stay on campus. Further consultation with schools and community led to the direction of the camps changing with a need for more focus on leadership and aspiration building. The project was then put off until 2020 with the decision to hire a Project Officer with a school-teaching background to develop a program that was SACE accredited (10 credits). The newly developed SACE accredited program was developed and ready to be administered in 2020, with both scheduled times being postponed due to COVID lockdowns.

Project C - Engagement Activities - completed

The aim of this activity was to establish mechanisms, cultural protocols and codes of conduct to guide the University in its engagement with Indigenous peoples and communities and to establish procedures and protocols to ensure the inclusion of Indigenous Elders and community members in formal and ceremonial occasions.

Funding was utilised to cover costs of community and cultural consultations regarding the use of Aboriginal languages in documents such as the RAP, on the University's website and for Welcome to Country protocols and procedures for the University.

Project D - River Journey – reconfigured and scheduled 2021

The aim of the project was to introduce middle and senior level Indigenous secondary students to career planning, subject choices, and higher education. This was a collaborate project between Yunggorendi Student Engagement and the Education Pathways team aimed at providing a personalised approach to

raising the aspirations of Indigenous students. This initiative has been successfully run by the University for a broader student demographic and combines several strategies into a targeted model.

<https://www.flinders.edu.au/study/schools-teachers/services-for-schools>

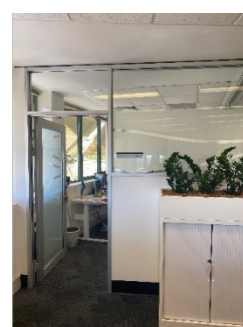
During the consultation process for the Residential Leadership Program for Secondary School Students, it became evident that there was an overlap in the community's and schools' needs. Following this it was decided that the River Journey and Residential Leadership Program would combine into one program that would be developed by a Project Officer who was previously a high school teacher. The program would be SACE accredited (10 credits) for senior school students.

These Project D rollover funds were expended in 2020 on the development of the program. Unfortunately, the program did not run in 2020 due to COVID-19. Due to budget decrease in 2021, in order to run the program in 2021, unspent 2020 ISSP funds were approved as rollover.

2020 (from 2019 ISSP funding)

Project A - A dedicated confidential student space for wellbeing and counselling consultations - completed

The aim of the project was the convert a large office in the YSE student lounge area into two office spaces which would provide a dedicated, confidential and culturally safe student counselling space for Indigenous students. The project was completed in 2020.



Project B - New Accommodation Scholarships for Indigenous Students – rolled over 2021

In addition to increasing our Indigenous Commonwealth Accommodation Scholarships to \$7500p/a to support, but not limited to, students who were ineligible for Abstudy, the aim of the top up scholarship to cover full accommodation fees for Indigenous students who were residing on campus at either the Student Hall or Deidre Jordan Village. The scholarship would offer 10 x \$2500 scholarships to increase the total accommodation scholarship amount to \$10k.

Unfortunately, due to COVID-19 there was no uptake of these new accommodation top up scholarships. The funding was requested for rollover again in 2021.

Project C - Employ a Kurna Elder in Residence - completed

These funds were utilised to employ Senior Elder Uncle Lewis O'Brien as Senior Elder on Campus at the Bedford Park location in South Australia.

"Our Elders-on-Campus appointments are vital to deepening the University's engagement with Aboriginal and Torres Strait Islander communities, enhancing Indigenous perspectives across our education and research, and enriching the support we are able to offer our Indigenous students and staff."

Uncle Lewis' appointment follows those of Larrakia and Wurrumungu Elder Richard Balang/Japaljarri Fejo at Darwin campus, and Arrernte Elder Dr Pat Miller AO at Alice Springs in June 2020. The new roles are part of

a University-wide initiative to engage more deeply with Aboriginal and Torres Strait Islander communities, enhance Indigenous perspectives across education and research, and enrich support for Aboriginal and Torres Strait Islander students and staff – aligning with Flinders University’s [Innovate Reconciliation Action Plan](#) (RAP) launched in June 2020.

Project D - Cultural Artwork in Indigenous student learning space - completed

A new mural in the Tjilbruke Student Lounge in the Yunggorendi Building was launched September 2020. This space is a very important place on our campus where Aboriginal and Torres Strait Islander students have a place to study, connect, and access dedicated student support. The Tjilbruke Student Lounge invokes a sense of unity and belonging in the students who use it, and heighten their feeling of being valued, respected, and supported at Flinders.



From left, Professor Clare Pollock, Professor Jonathan Craig, Uncle Lewis Yarluburka O'Brien, Professor Colin Stirling and Associate Professor Simone Ulalka Tur at the Yunggorendi Tjilbruke Lounge mural unveiling, where Uncle Lewis was announced as Senior Elder-on-Campus

The mural was painted by Pitjantjatjara Yankunytjatjara artist and Flinders University Alumni, Elizabeth Close. <https://www.youtube.com/watch?v=ADUqtLis4J0&t=93s>

“We wanted the artist to speak to the importance of belonging and community, and to visualise their story and journey into higher education from an Indigenous perspective,” says Pro Vice-Chancellor Indigenous, Associate Professor Simone Ulalka Tur.

“We have Aboriginal and Torres Strait Islander students who come to Yunggorendi Mande from many communities around the country, and we want all students to feel welcome. We needed to give the artist the freedom to achieve that in a way that would reflect this diversity. This had to represent everyone, it has to speak to all the students who come here”, Associate Professor Tur explains.



“The view of the coast and sky is magnificent in this space, so I wanted to honour that through the pallet. The texture speaks to the landscape including the undulations of the coastline, together with the different lands of the people who use this area.” Quote by Elizabeth Close

The variations in pattern reflect the many different places students have come from – rolling hills to coastal communities or rocky landscapes across the nation. The circles in the kitchen area represent the concept of community; the curves across the doors reflect students on a common

journey of learning; the large curved wall honours where students have come from and where they are going. “It is very much landscape based,” Ms Close explains. “As a Pitjantjatjara Yankunytjatjara woman I couldn’t sit here on Kaurna country and tell their stories, nor could I tell my own stories on Kaurna land. What I can do, is speak broadly to that connection to country we all share.



The project was managed by [Ochre Dawn Creative Industries](#), who liaised with Flinders, the artist and other suppliers who manufactured the pillar vinyls and signage.

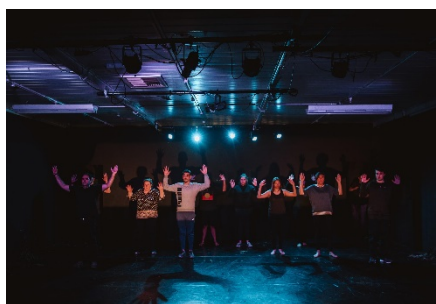
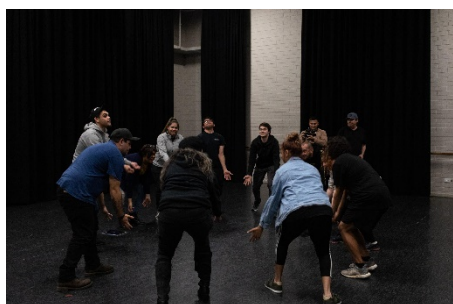
Project E - Creative Arts Pathways and Leadership Program - completed

The aim of this program was to develop and conduct a school-based activity for Creative Arts pathways that target regional and remote students and promoting careers in the creative arts industries, around Visual Arts, Dance, Screen Production, Creative Writing, Drama, Digital Media and Fashion.

Yunggorendi engaged with ActNow Theatre to develop a First Nations Arts Pathway Program, which took place between 6th to 9th of October. The 4-day program combined on campus experiences at Flinders University on days one and two and the at Wigg and sons/State Theatre on day three, and finally RUMPUS Theatre on day four. The Program was led by Alexis West, with support from Kiara Milera, Yasmin Gurreeboo and First Nations Emerging Producer Louise Wellington. 24 participants registered and 11 attended the program over the four-day period, with 10 on the first day, 11 through the week and 10 on the last day. A total of seven regional registrations were received with three of those attending from Port Augusta, Gawler and Meningie.

The program consisted of daily acting and movement workshops; sessions on staging, lighting, videography, spoken word poetry, theatre games and exercises, attendance at a script reading at state theatre, film industry information sessions and personal reflections and knowledge from industry professionals. Thirteen of the nineteen workshop leaders and guests were Aboriginal and Torres Strait Islanders performing arts specialists.

On the final night, participants showcased their skills and production they have developed over the four days to Industry professionals at RUMPUS theatre. Participants performed an acknowledgement of country in Kaurna language followed by a screening of monologues filmed throughout the week and as the grand finale, the students performed in front of a live audience.



Act Now Creative Arts Pathways Program Survey Responses

All comments and feedback received in the participant's surveys were positive. The following are some of the responses

Overall how would you rate the program?

1 (Not Good) 2 3 4 5 (Excellent)

77.8% - 5

22.2% - 4

Did you get out of the workshops what you were hoping too?

1 (No, not at all) 2 3 4 5 (yes, absolutely)

44.4% - 5

44.4% - 4

11.1% - 3

What is the likelihood you will continue in the arts (i.e. study/work/further workshops)?

1 (Definitely not) to 5 (Yes, I definitely will)

100% - 5

What was your favourite part of this program and why?

"Listening to Kiara [and] her sharing copy of scripts [and] then Kiara showreel motivated me [and] felt like a real success model, and how to write/lead to something being made"

"Learning skill, it is important to have them skills."

"The reading because I have never seen a reading before, and I enjoyed it."

"I enjoyed every bit of the program, but I loved the spoken poetic it taught me a bit more then [sic] what I knew."

"Film making area, as It's the work in which I want to pursue"

"Meeting all the great people."

"Speaking because afterwards I would feel good about myself., Games with Alexis, Yasmin and Sarah because they make me feel positive about myself and safe, It was also fun."

"The Nara Wilson talk by far, it let me know exactly what I have to do after this workshop to seek employment."

8. Success Stories

Launch of Innovate Reconciliation Plan during Reconciliation Week (*Theme In this Together*), 1 June 2020. Total: 1,744 online views (as at November 2020).

Welcome to Country and Smoking Ceremonies – Three Welcome to Country and Smoking Ceremonies conducted by Kurna (Bedford Park), Larrakia (Darwin) and Arrernte (Alice Spring) Traditional Owners on 27 May 2020. Welcome to Country and Smoking Ceremonies screened on the University's main webpage throughout Reconciliation Week. Total: 5,654 views (as at November 2020). Welcome to Country and Smoking Ceremonies, URL link: <https://www.facebook.com/FlindersUniversity/videos/welcome-to-country-smoking-ceremony/1080873418979637/>

Inaugural annual Uncle Lewis Yarluburka Public Lecture – Was delivered by Professor Tom Calma titled: 'Reconciliation, Thinking and You'. Total: 3,332 views (as at November 2020), URL Link: <https://www.youtube.com/watch?v=CYC9sYG6Hvg>

Reconciliation billboard – A billboard promoting the Flinders Reconciliation Action Plan was positioned on the corner University Drive and Sturt Road, Bedford Park, South Australia. The artwork was created from the mosaic tiled created by Indigenous students at orientation.



Reconciliation - In this Together Video – Total: 7,149 (as at November 2020) online views from link on Flinders site. URL Link: <https://youtu.be/45KHh8X3rC8>

FUMA Exhibition - *In the hold: Decolonising Cook in contemporary Australian Art*, curated by Dr Ali Gumillya Baker and Fiona Salmon, 2 June - 30 September 2020, URL Link: <https://www.flinders.edu.au/museum-of-art/exhibitions/in-the-hold>

Reconciliation Pins – Approximately 160 Reconciliation pins made with the design from tiles painted by first year Indigenous students were sold. Proceeds going to the Indigenous Scholarship Fund.

Don Dunstan Foundation and Reconciliation SA webinar – Flinders University Pro Vice-Chancellor (Indigenous) presented with Reconciliation SA and University of Adelaide, Pro Vice-Chancellor Indigenous Professor Shane Hearn, on 'Influencing our Influencers: How we can build on reconciliation together', 28 May 2020.

NAIDOC Week - To celebrate NAIDOC Week, Flinders University's Office of Indigenous Strategy and Engagement held a rock painting activity in the Hub at lunchtime today (Tuesday 10 November), sharing cupcakes that reflect the new mural in the Yunggorendi Tjilbruke student lounge.



8.1 Indigenous Student Success Stories

Flinders law graduate Gail Brennan awarded Scholar of the Year for 2020 NAIDOC Week.

Ms Brennan is a proud Ngarrindjeri and Adnyamathanha woman from the Murraylands who scooped the Scholar of the Year award. In 2016 she embarked on a Bachelor of Laws and Legal Practice, in pursuit of her long-held ambition to be a lawyer and a changemaker for Aboriginal and Torres Strait Islander peoples graduating two months ago.

"I'm very overwhelmed and thankful to receive this award," Ms Brennan said.

"My four grandmothers, my matriarchs, were able to be there for the presentation and the award is for them, as well as the next generation coming up. Hopefully it helps inspire people that uni is an option and to follow their dreams."

An active mentor, student ambassador, and law tutor in the Yunggorendi Student Engagement team, Ms Brennan epitomises the Flinders spirit of Making a Difference. See [here](#).



Flinders in Touch (FiT) Articles

Elder Forums 2020 - October 2020 [Reconciliation](#)

Appointment of Elders 2020 - [Uncle Lewis](#) [Uncle Richie](#) and [Aunty Pat](#)

Indigenous Governance 2020 - [November 2020](#)

YSE 2020 - [Mural launch](#)

Pro Vice-Chancellor Indigenous - [Simone's announcement](#)

Statement by the Indigenous Governance Mechanism

Consistent with subsection 17(2)(b) of the guidelines, the Tarrkarri-ana Committee as the ISSP Indigenous Governance Mechanism, has reviewed this Performance Report and Financial Acquittal and has endorsed the information as an accurate indication of 2020 activities.

End notes

ⁱ 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.

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

ⁱⁱⁱ Include both preserved and new ISSP scholarships.

^{iv} This figures in this column should be the sum of the relevant row.

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

^{vi} Include payments to all enabling students, including remote and regional students.

^{vii} Include payments to all undergraduate students, including remote and regional students.

^{viii} Include payments to all postgraduate students, including remote and regional students.

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

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

^{xi} 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.

^{xii} Note the data in this table is a subsection of the all student scholarship data provided in Table 1.

^{xiii} This figures in this column should be the sum of the relevant row.

^{xiv} 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).

^{xv} This data confirms the provider's compliance with Section 21(3) of the Guidelines.

^{xvi} This section confirms that the provider complies with Section 35A of the Guidelines.

1. **Section 3. Completions (outcomes), provide information on the following in relation to the Indigenous students of 2020:**

- **Strategies to improve – identify objectives to increase completion / retention rate**

The launch of the University's inaugural Innovate Reconciliation Action Plan (RAP) in June 2020, strengthened the University's commitment and prioritisation of Indigenous student success in higher education through strategies to increase Aboriginal and Torres Strait Islander student participation, progression and completions. The RAP has 78 deliverables with senior staff accountability across the whole University, which includes localised action plans across portfolios and college-level to ensure the embedding of Indigenous student and staff participation and outcomes across the institution.

To implement and monitor student completions and retention, the development of an Indigenous Student Success Framework (ISSF) commenced in 2020 for implementation in 2021 and is currently in draft form and going through a consultation process. Under key priorities of *Access and Participation; Retention; Completion and Employability*, the ISSF will have targets and key performance indicators and timelines. The ISSF will align with the University's strategic policy to 2025 and the Innovate Reconciliation Action Plan.

Programs to support student completion and retention include:

In 2020 the Yunggorendi Student Engagement YSE team implemented a number of programs and activities to increase Aboriginal and Torres Strait Islander retention and completion. This includes the employment of **Yunggorendi Student Engagement's Deadly Study Skills Advisors** to provide additional academic study support in addition to the **Yunggorendi Tutorial Program** to support student progressions through to completions. The Study Advisors have a range of study support models for undergraduate and postgraduate students and provide academic support and study sessions to assist with the student progression and completion. The Study Advisors are available for face to face and online individual and small group sessions to assist with a range of study skills including planning, essay writing, research methods, academic literacy, presentation planning, referencing, reading and lecture engagement.

Indigenous Student Support Officers (ISSOs) provide pastoral support to students within the whole student study cycle, from pre-enrolment to completion. ISSO's are allocated to a Colleges to support students throughout their degree program.

Through this study cycle ISSO's provide academic advice and advocacy, referrals (health, counselling, disability & financial support), study plan support, information and referral for the Yunggorendi Tutorial Program YTP, student workshops, luncheons and activities.

The ISSO's work with Flinders Living staff (on campus accommodation) who provide extra-curricular support and programs for students who live on campus, and working with other student accommodation services across Adelaide, IYMP and Tikka Tirrka. These accommodation services also support students' studies and monitor student attrition.

The Coordinator, Yunggorendi Student Engagement (YSE) has been a member of the Flinders University Retention Working Group since 2018 and participated in the development and implementation of the new strategy, particularly with the design of the Supporting Student Progress and Success initiative, and more

specifically providing content tailored to the support and service needs of Indigenous students, including that on offer by external providers, in response to them opting into the Student Success Plan initiative. These students had been identified as having trouble progressing, and the YSE team members work closely with staff in the colleges to provide any relevant and appropriate qualitative information from our contacts with the student.

The YSE team has a focus in 2021 of developing the relationships with the relevant staff in colleges and realigning current team members workloads to help improve the current student retention and success outcomes.

- ***Strategies to help from completion to employment***

In 2020 there were 51 Indigenous course completions, of which 40 were enabling or undergraduate and 11 were postgraduate.

The University tracks the employment rates of Indigenous graduates through the Graduate Outcomes Survey Report. In 2020, 27 graduates who identified as Aboriginal and/or Torres Strait Islander completed Graduate Outcome Surveys. 92% of these students gained full time employment, 4% gained part time employment, and 4% were not employed. The 4% who were not employed enrolled in further study.

The University's Careers and Employability Service is a dedicated service to prepare students for their careers. Students are supported in planning their careers, broadening skills and experiences, connecting with employers and industry professionals, and finding job opportunities. The online CareerHub is an online careers portal for students to access a full range of services including job vacancies. Students can book appointments and view upcoming careers events and access resources from the portal.

The Student Ambassador program provides paid, casual employment for students to attend schools and prospective student events. Indigenous Student Ambassadors are employed casually by YSE.

- ***Strategies to assist graduates***

The work of the YSE team is focussed on providing opportunities that include paid cadetship and internships with the aim of increasing the level of employability of current students. First year students are invited to attend an orientation program that includes sessions to meet the Careers and Employability team and are provided with an overview of cadetship and internship schemes which relate to current students and their respective employer.

The YSE team work closely with Work Integrated Learning teams in each discipline to support students' requests to combine relevant paid work and practice-based topic outcomes to meet their WIL component, where appropriate. As part of this process the Work Integrated Learning Support team also identify placement opportunities in organisations which have a current Reconciliation Action Plan as they are deemed to be a more supportive environment for Indigenous students. Indigenous students are given priority in these locations.

One member of the YSE team takes the lead as key contact person and facilitates communication with industry and the University's Careers and Employability team. The Coordinator of YSE helps with developing the relationships with potential employer groups and attends College based working party meetings to share this information with relevant academic and professional staff. All opportunities are shared with the students and where relevant are targeted to specific cohorts of students. These opportunities are also shared with the Careers and Employability team.

- **Strategies to monitor student outcomes after graduation**

The University tracks the employment rates of Indigenous graduates through the Graduate Outcomes Survey Report. The University's newly developed FLIP (Flinders Intelligence Portal) is a dashboard that provides point in time data to monitor student participation and outcomes.

- **How were these strategies paid?**

Activities within the Office of Indigenous Strategy and Engagement and Yunggorendi Student Engagement are funded by ISSP supplementary funding. College and Portfolio-level activities are funded by the respective Colleges.

2. Section 6.1 Indigenous Education Strategy (IES) – the information provided does not satisfy the criteria of the ISSP Guidelines (in reference to below)

13 Indigenous Education Strategy

To meet the requirements of these Guidelines, the Indigenous Education Strategy of a *Table A* provider or a *Table B* provider must:

- (a) include key performance indicators; and
- (b) prioritise increasing the number of Indigenous students enrolling in, progressing in and completing courses leading to *higher education awards*; and
- (c) facilitate, monitor and improve upon the inclusion of Indigenous knowledge in curricula, graduate attributes, and teaching practices; and
- (d) include activities for *students* and employees of the provider that promote cultural competency in Indigenous cultures, traditions and histories and the diversity of circumstances of Indigenous people in Australia.

- **Please resubmit an updated version of this section that specifically addresses each criteria, as well as:**
 - **Your practical implementation/evaluation of the IES**
 - **Report the progress against targets/milestones outlines in your IES**

The University's Strategic Plan, *Making a Difference – the 2025 Agenda* through its *Engagement and Impact* mission, commits to engaging with Indigenous Australian students, staff and the community to respect Indigenous Knowledge systems and perspectives, and to progress Indigenous advancement in education, research, employment and wellbeing.

To set its strategic direction the University has key strategies, frameworks and governance structures to implement and monitor the Indigenous education strategies of the University, including Indigenous student enrolments, progression and completion of degree programs, facilitating, monitoring and improving upon the implementation of Indigenous knowledge in curricula, graduate attributes and teaching practices; and activities for students and employees that promote cultural competency in Indigenous cultures, traditions and histories and diversity of circumstances of Indigenous people in Australia.

The University's Indigenous Education Strategy consists of a number of strategies which form the Indigenous engagement and framework across Flinders University.

The University's inaugural Innovate Reconciliation Action Plan, ratified June 2020, has 16 core actions (78 deliverables) to progress the University's Indigenous engagement through reconciliation. Specifically, the RAP has set key targets in

relation to student participation, Indigenous workforce and the inclusion of Indigenous Knowledges and perspective within the curriculum.

For increasing student participation, the RAP Actions 10 and 11 under the pillar, *Opportunities*, identify increasing Indigenous PhD students; increase uptake of scholarships; and the target of increasing Aboriginal and Torres Strait Islander participation rate of 1.9% by 2025.

Prior to the RAP the University adopted the Flinders Indigenous Engagement Framework (FIEF) in 2013 based on three underlying principles: 1. Recognition and respect for Indigenous peoples, knowledges and cultures; 2. Integrated, university wide strategies, policies and programs; and 3. High expectations with clear goals. The PVC (Indigenous) will review the previous iteration of the FIEF (2016) and its alignment with national Indigenous higher education priorities and developing ISSF and IRS documents. FIEF - <https://www.flinders.edu.au/content/dam/documents/about/indigenous-engagement-framework.pdf>

To implement and monitor these the development of an Indigenous Student Success Framework (ISSF) commenced in 2020 for implementation in 2021 currently in draft form and going through a consultation process, under the priorities of *Access and Participation; Retention; Completion and Employability*. The ISSF will have targets and, key performance indicators and timelines. The ISSF will align with the University's strategic policy to 2025.

In addition to the ISSF, an Indigenous Research Strategy is being developed (a deliverable in the University's RAP), led by Deputy Vice-Chancellor (Research) and Pro Vice Chancellor (Indigenous) for implementation in 2021 with targets to increase Indigenous honours and Research Higher Degree students.

Tarrkarri-ana Committee chaired by the PVC (Indigenous), monitors the implementation the ISSP funding, outcomes, make recommendations and provide advice to advance Indigenous student success. Tarrkarri-ana meets three times a year and receives point-in-time data on Indigenous student participation (against the 1.9% target), retention and completion. In 2021 an Indigenous Student Success Framework will be developed and will include Indigenous student retention and completion targets. In 2020 Tarrkarri-ana met twice as this new governance committee was endorsed mid-2020.

In 2020 the University formed a retention working group to develop a Flinders' Student Success Strategy (outlined above) and implementation approach. Yunggorendi Student Coordinator, Jody St Clair is a member of the retention working group to identify strategies and success factors which can support Aboriginal and Torres Strait Islander student retention within the University. For 2021 Yunggorendi Student Engagement has a focus on programs and initiatives which support Aboriginal and Torres Strait Islander student retention.

Indigenous knowledge in curricula

The University's RAP Action 5: *To increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning*, deliverable is to deliver, commit to broadening the reach of Aboriginal and Torres Strait Islander cultural content as integral to their course of study. This is being monitored through the Universities education quality committees and support students increased cultural competency in Indigenous Knowledges and perspectives as part of their university studies.

The PVC (Indigenous) is an ex-officio member of the University's course approval and review committee: Education Quality Committee (EQC), and of the Academic Senate.

EQC is responsible for: providing advice on the accreditation of coursework courses in a discipline new to the University; providing advice to the Deputy Vice-Chancellor (Students) on the accreditation, evaluation, suspension and withdrawal of all other coursework awards under delegation; providing advice to the Deputy Vice-Chancellor (Students) on the approval of changes to courses except where this has been delegated elsewhere; monitoring course quality processes and their outcomes; oversight and provision of advice on academic strategies, policies and practices which ensure successful outcomes for students; and maintaining oversight of academic integrity.

Indigenous Education and Student Support is part of the standing Agenda items for EQC which meets up to 12 times a year. In addition to Indigenous focused items, the six Colleges within the University have College Education Committees chaired by College Deans (Education). From March 2020, the PVC (Indigenous) requested that *Indigenous Knowledges and Perspectives* be a standing item of education committee meetings to able monitor the inclusion of *Indigenous Knowledges and perspective* which are reported within the EQC papers.

All courses, specialisations, majors and minors are required to *identify and describe the extent to which Indigenous Knowledges and perspectives are embedded in the curriculum*. In addition, Course Learning Outcomes may include Indigenous-specific Learning Aims and Outcomes where appropriate, particularly aligned to professional accreditation requirements. All new courses and significant course changes and all course reaccreditation reports; and College implementation plans are reviewed by EQC, including a review of Indigenous education content.

Through the Centre for Innovation, Teaching and Learning (CILT), the University's Festival of Learning and Teaching 2020 showcased examples of Colleges embedding Indigenous Knowledges and perspectives within degree programs and topics, titled: *The spirit of reconciliation: Indigenous Knowledges in the curricula*.

<https://www.flinders.edu.au/engage/culture/whats-on/festival-learning-teaching>

Learning and Teaching Academy

The Flinders Learning and Teaching Academy operates in a hub and spoke model with an Academy in each College and an umbrella academy to facilitate coordination between the Colleges and support University wide activities. This provides a structure within which to consolidate and leverage existing activities for learning and teaching innovation, enrichment and scholarship.

The Learning and Teaching Academy supports all teaching academics to develop knowledge, share practice and work on key strategic themes including the Indigenisation of curriculum. Updates of the activities of the Learning and Teaching Academy is reported at the Education Quality Committee.

Cultural Competency of Staff

All University staff were able to access cultural awareness training as part of the University's online learning suite which is also embedded in the new staff induction package. In 2021 a Cultural Learning Strategy will be developed for staff. It is unsure at this time whether there will be completion targets attached to the strategy, however, all staff are able to access the online program and are strongly encouraged to complete the training.

Indigenous Cultural Awareness Foundation Course

The course provides key learning of:

- An appreciation of Aboriginal and Torres Strait Islander peoples' long held philosophies, connection to Country and ways of knowing, being and doing from time immemorial and in the contemporary.
- An understanding of cultural protocols and significance of Welcome to Country and Acknowledgement of Country.
- Knowledge of the diversity of Aboriginal and Torres Strait Islander communities.
- A foundational understanding of Australia's Indigenous history, settler colonialism, social and cultural policy and dispossession of Aboriginal and Torres Strait Islander people and communities.
- Knowledge of Aboriginal and Torres Strait Islander people's self-determination, resistance, and activism.

<https://staff.flinders.edu.au/employee-resources/working-at-flinders/equal-opportunity/resources-and-training>

In addition to the Indigenous Cultural Awareness Foundation course, College and Portfolios have undertaken specific cultural programs and staff participated in Reconciliation Week activities around the launch of the University's Innovate

RAP. These activities were promoted in Flinders In Touch articles, email, banners and Flinders Learning Online (FLO) the University's online learning platform.

3. Section 6.2 Indigenous Workforce Strategy (IWS) – resubmission of this section, except for your provided Table 11. The criteria required is the following (with Section 12 of the ISSP Guidelines as reference):

- **Explain their success in meeting section 12**
 - **Provide a link to the University's Workforce strategy (an electronic hyperlink is required). If the IWS is not finalised, please confirm this, as your submitted report states that it will be completed this year.**
- **Implementation / evaluation of the IWS**
- **Report progress against targets / milestones outlined in the strategy**

12 Indigenous Workforce Strategy

To meet the requirements of these Guidelines, the Indigenous Workforce Strategy of a *Table A* provider or a *Table B* provider must:

- (a) include the following key performance indicators:
 - (i) a key performance indicator that the number of employees engaged by the provider who are Indigenous persons is at least 3 per cent, or other higher percentage agreed by the Minister and the provider before 24 November of the year before the grant year, of all employees of the provider; and
 - (ii) one or more additional key performance indicators relating to the employment of Indigenous persons by the provider; and
- (b) prioritise the following matters:

Flinders University's Indigenous Workforce Strategy aims to provide sustainable employment and economic engagement opportunities for Indigenous peoples at Flinders.

<https://www.flinders.edu.au/content/dam/documents/jobs/indigenous-workforce-strategy.pdf>

Although the (2017-2020) Indigenous Workforce Strategy (IWS) does not set specific targets it has the following objectives:

Objective 1: Build organisational capability to recruit and retain Indigenous staff

Objective 2: Provide equitable employment opportunities for Indigenous candidates

Objective 3: Provide retention and career progression opportunities for Indigenous employees

Monitored by the IWS Committee (previously known as Employment Strategy for Indigenous Australians, ESIA Committee), the accountabilities of the strategy lie across the University's Senior Executive Team (SET) including the Deputy Vice Chancellor (Students), Director People and Culture, Executive Director Office of Communications, Marketing and Engagement, and Deans of Colleges. Priority 9.6 of the RAP suggests College and Portfolios develop action plans to increase Indigenous employment. This action is monitored by the RAP Oversight Committee.

On 31 December 2020, there were 33.2 FTE Indigenous Fixed Term and Continuing staff. At the same time in 2019, there were 26.5 FTE Indigenous Fixed Term and Continuing staff.

In late 2020, the PVC (Indigenous) was tasked with refreshing the University's Indigenous Workforce Strategy document. Working groups were formed to undertake an evaluation and short review of the current 2017 strategy and outcomes. It was determined that the IWS needed targets and updated strategies to reflect current national priorities and funding compliance. The new IWS will include objectives in Attraction and Recruitment, Culture and Retention, Development and Advancement, and Governance and Leadership. The document sets a 3% participation target and will align with the University's Indigenous Research Strategy and Indigenous Student Success Framework which are pipeline strategies for Indigenous employment across the University. The updated IWS document will be completed and launched in 2021.

4. Section 6.3 Indigenous Governance Mechanism, please provide:

- ***Confirmation of the number of meetings held by the Indigenous Governance Groups in 2020, and a brief summary of ISSP issues discussed***

The Tarrkarri-ana Committee – Tarrkarri-ana provides advice to the Pro-Vice Chancellor (Indigenous) in relation to policies and programs that facilitate Indigenous student success and is a compliance mechanism of Indigenous Student Success Program (ISSP) funding. Tarrkarri-ana is a Kurna word meaning 'towards the future' and encapsulates the role of the group to support and build of culture of excellence for Indigenous students with Flinders University. See Tarrkarri-ana Terms of Reference below.

In 2020, the Tarrkarri-ana Committee met in April and October. Issues discussed included:

- monitoring of ISSP grants and funding cycle, 2019 ISSP performance report and financial acquittal.
- scholarships, RAP.
- Indigenous Student Support and data, development of an Indigenous Student Success Framework.
- 2020 Indigenous programs and scholarships; and
- Indigenous Workforce Strategy development, and COVID-19 implications for Indigenous students.

The Coordinator of Yunggorendi Student Engagement provides point in time student data, including enrolment, progression, and completion rates at these meetings.

- ***A more substantial statement (6.3.1 of your submission paragraph) [word limit of 400 words]
For instance, you may include the following:***

A summary of the status of your KPI's - if your targets/KPIs are not currently being met, a short statement as to how the University is planning to address this target/KPI in the future is acceptable: if we require additional detail in this regard, we will request it

The Tarrkarri-ana Committee is an oversight committee that ensures compliance of the use of ISSP funding across Student Services areas including scholarships, accommodation, student union, recruitment and outreach, health and counselling. The Committee also brings together key areas of the University to discuss and provide advice matters of Indigenous student success.

The Key Performance Indicators of the Tarrkarri-ana members will be to implement, monitor and report on the deliverables set out in the Indigenous Student Success Framework relating to their respective areas. It is the

intention that the members will report on these KPI's once the ISSF is endorsed. Further information on the Committee can be found in the Terms of Reference below.

Terms of Reference

The role of the Flinders University Tarrkarri-ana Committee is to provide advice to the University in relation to policies and programs that ensure Indigenous student success.

1. The Tarrkarri-ana Committee is responsible for reporting on:

- the implementation and monitoring of the Indigenous Student Success Program (ISSP) funding
- the University's ISSP outcomes
- advice on the implementation of the University's Reconciliation Action Plan (RAP)
- advice on the implementation of the Flinders University Indigenous Workforce Strategy.

2. The Tarrkarri-ana Committee will provide advice on:

- Indigenous Student Engagement
- Indigenous Governance
- Indigenous Knowledges and Perspectives
- Indigenous Employment and Indigenous Workforce Strategy IWS
- Indigenous Research
- Community Engagement and Partnerships
- International Connections

3. In undertaking its role, the Tarrkarri-ana Committee will:

- Consider the prescribed rules of the ISSP funding
- Provide advice, review and make recommendations on the use of ISSP grants.
- Offer a broader perspective on Indigenous education and program direction
- Consider the strategic directions of Flinders University and Higher Education nationally

Membership:

Pro Vice-Chancellor Indigenous (Chair)

Business Manager, Office of Indigenous Strategy and Engagement (Executive Officer)

Coordinator, Yunggorendi Student Engagement

Director, POCHÉ (or nominee)

Indigenous student representative (FUSA/FISA)

Indigenous Academic representatives (NT/SA)

Manager, Student Finance and Scholarships

Director, Student Recruitment (or nominee)

Principal Flinders Living, Corporate Services, Flinders Living

Director, Health Counselling & Disability Services

Manager, Equal Opportunity & Diversity, People and Culture

DVC S, Portfolio Finance Officer

The University's RAP Oversight Committee monitors the implementation of the RAP, and a tracking mechanism is being developed to track actions and outcomes of the deliverable.

Goals for 2021

In 2021, each College and Portfolio area of Flinders University will develop local action plans to enact initiatives set out in the RAP document.

The following strategies are being developed in 2021 which will detail specific targets and accountabilities:

Indigenous Workforce Strategy (refresh)	Target 3% by 2025
Indigenous Research Strategy	Specific targets to be developed and met by 2025
Indigenous Student Success Framework	Target 1.9% enrolments by 2025
Indigenous Cultural Learning Strategy	Specific % target to be developed for staff undertaking cultural training by 2022.

Indigenous Student Success Program

2020 Financial Acquittal

Organisation

Flinders University

1. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2020 (excluding GST)¹

Item	(\$)
A. ISSP Grant	
ISSP Grant 2020 (flexible component)	1,536,770
ISSP Grant 2020 for preserved scholarships	0
Subtotal ISSP Grant 2020	1,536,770
B. Other ISSP Related Income	
Rollover of ISSP funds from 2019	274,879
Interest earned/royalties from ISSP funding	505
Sale of ISSP assets	0
Subtotal other ISSP related income	275,384
Grand total for 2020	1,812,154

Table 1b Other funding available to support Indigenous students in 2020 (excluding GST)²

Item	(\$)
A. Other non-ISSP funds	
Other funding provided under HESA ³	762,611
Other Commonwealth Government funding	708,982
ATO cash flow boost voluntarily allocated by you to this activity	0
Funds derived from external sources ⁴	65,133
Total of other non-ISSP funds for 2020	1,536,726

Table 1c Expenditure on support for Indigenous students during 2020 (excluding GST)⁵

Item	Actual ISSP (\$) ⁶	Estimate other funds (\$) ⁷	TOTAL (\$) ⁸
Preserved scholarships	0	0	
"New" scholarships from flexible ISSP funding	170,614	495,991	666,605
Teaching and learning ⁹		70	70
Salaries for staff working on ISSP activities (excluding JobKeeper payments) ^{10 11 12}	1,015,724	953,596	1,969,320
Administration for staff working on ISSP activities ¹³	45,058	17,270	62,328
Travel – domestic (airfares, accommodation & meals)	2,581	36,998	39,579
Travel – International (airfares)		0	0
Travel – International (accommodation and meals)	0	0	0
Conference fees and related costs ¹⁴	0	23	23
ISSP Asset purchases made during 2020 ¹⁵	0	0	0
Other (including other ATO cash flow boost expenditure not included in above figures)	216,847	32,778	249,625
A. Total Expenditure 2020	\$1,450,824	\$1,536,726	\$2,987,550
B. Unexpended 2020 ISSP funds approved for rollover into 2021 grant year	361,000		
2020 ISSP funding committed (A + B)	\$1,811,824		
D. Other unexpended 2020 ISSP Funds to be returned to PM&C¹⁶	330		
C. Unexpended 2020 preserved scholarships funds to be returned to PM&C	0		

For NIAA Information only

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

0

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)
2019 funds rolled over into 2020	274,879	194,879	0
2019 funds approved for roll over into 2021	80,000		
2020 funds approved for rollover into 2021	281,000		

Project A – A dedicated confidential student space for wellbeing and counselling consultations – completed

Project B – New Accommodation Scholarship for Indigenous Students (rolled over to 2021)

Project C – Employ a Kurna Elder in residence – complete

Project D – Cultural Artwork in Indigenous Student Learning Space – completed

Project E – Creative Arts Pathway and Leadership Program – complete

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2020¹⁹

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> ²⁰		\$0
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) ²¹		\$0
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

Table 2b ISSP Assets - purchases during 2020

Asset Description/ category	Purchase Value	ISSP contribution

Table 2c ISSP Assets - disposals during 2020

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

5. Endorsement of the Financial Acquittal²⁸

2020 Financial Acquittal supported and initialled by:

Richard Porter

(Print name of relevant officer)

Chief Financial Officer

(Print position title)



(Signature and date)

12/4/2021

Telephone contact: 08 8201 3709

E-mail: richard.porter@flinders.edu.au

INDIGENOUS STUDENT SUCCESS PROGRAMME 2020 CERTIFICATION

Complete this certification after reading the completed 2020 Performance Report and 2020 Financial Acquitall 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: Simone Tur
Title: Pro Vice Chancellor (Indigenous)
Signed: [Signature] Date: 27-4-21

Certification made by Vice-Chancellor or equivalent delegate:
Professor Clare Pollock

Name: Senior Deputy Vice-Chancellor
Title: Deputy Vice-Chancellor (Students)
Signed: [Signature] Date: 30-4-21

[Signature]

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 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.

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 2020 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 2019 funds that were rolled over into 2020 but were not expended during 2020 (i.e. the amount recorded in Table 2, column C).

¹⁷ 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.

¹⁸ This amount should be included in the total unspent 2020 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.