

Indigenous Student Success Program

2022 Performance Report

Organisation	Flinders University		
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Flinders University operates on the traditional lands of Aboriginal peoples across South Australia and Northern Territory, including the lands of the Arrernte, Dagoman, Erawirung, First Peoples of the River Murray and Mallee region, First People of the South East SA, Jawoyn, Kurna, Larrakia, Ngadjuri, Ngarrindjeri, Ramindjeri, Wardaman, Warumunga and Yolngu peoples.

Flinders University's inaugural Innovate Reconciliation Action Plan (RAP) 2020 - 2022 provided a comprehensive framework towards reconciliation and embedding Indigenous engagement across the University. It also provided a strong impetus for a targeted approach and thus leveraged additional strategies, targets, policies, and procedures that promoted increased participation of Indigenous students and staff as well as expanding on the range of academic and research programs. The RAP also enhanced the cultural competency of staff and students, through cultural training and Indigenous perspectives in the curriculum.

The Office of Indigenous Strategy and Engagement (OISE) receives Indigenous Student Success Program (ISSP) funding and is positioned within the Portfolio of the Deputy Vice Chancellor (Students) at the Bedford Park campus in Adelaide (Kurna). The Pro Vice Chancellor Indigenous (PVCi) is responsible for the development and implementation of the University's Indigenous strategies. The Manager, Office of Indigenous Strategy and Engagement is responsible for the administrative functions of the centre and supports the PVCi with the strategic priorities, and the Manager Yungkurinthe Student Engagement (YSE) is responsible for leading Indigenous student support and engagement and monitoring the *Indigenous Student Success Targets 2022 – 2025 (ISST)*.

The ISST promotes objectives and targets in five priority areas: **Commencing, Participation, Progression, Retention, and Completion**. These targets align with priorities outlined the University's Strategic Plan, Student Success and Retention Strategy, Reconciliation Action Plan 2020 - 2022, and national priorities, including agreements with the Australian Government.

COMMENCING	PARTICIPATION	PROGRESSION	RETENTION	COMPLETION
The number of commencing Aboriginal and Torres Strait Islander student Enrolments (1 st year)	The total number of enrolments	The proportion of enrolled topics completed by Indigenous students each year	The proportion of Indigenous students returning to continue their studies each year prior to having completed their course	The number of course completions by Indigenous students
2025 Target = 3%	2025 Target = 1.9%	2025 Target = 80%	2025 Target = 85%	2025 Target = 1.6%

1. Enrolments (Access)

In 2022, Flinders enrolled 418 Indigenous students across its undergraduate, postgraduate, and enabling programs. Within this cohort, 295 Indigenous students were enrolled in undergraduate programs, 85 in postgraduate programs, and 38 in enabling or other programs. These enrolments represented 1.6% of Flinders' total course enrolments towards the 2025 target of 1.9%.

Of the total Indigenous student cohort, 169 were first year Commencing undergraduate and postgraduate students. The remaining 212 were Continuing students within undergraduate or postgraduate studies. This indicates a high retention rate among Indigenous students at Flinders and a commitment to supporting Indigenous students and providing opportunities for ongoing education.

Flinders has seen a steady increase in Indigenous student enrolment numbers over the past four years, as indicated in the chart below. This growth can be attributed to the personalised supports and case management approaches by the YSE team, and the expansion of scholarships, which have made higher education more accessible to a wider range of students. Particularly in COVID-19 years (2020 – end 2021), student support and services were increased to support online learning in isolation, student wellbeing and hardship. By providing financial support through ISSP funding, HEPPP and philanthropic resourcing, Flinders has been able to attract and retain students who may have otherwise faced barriers in participating in higher education.

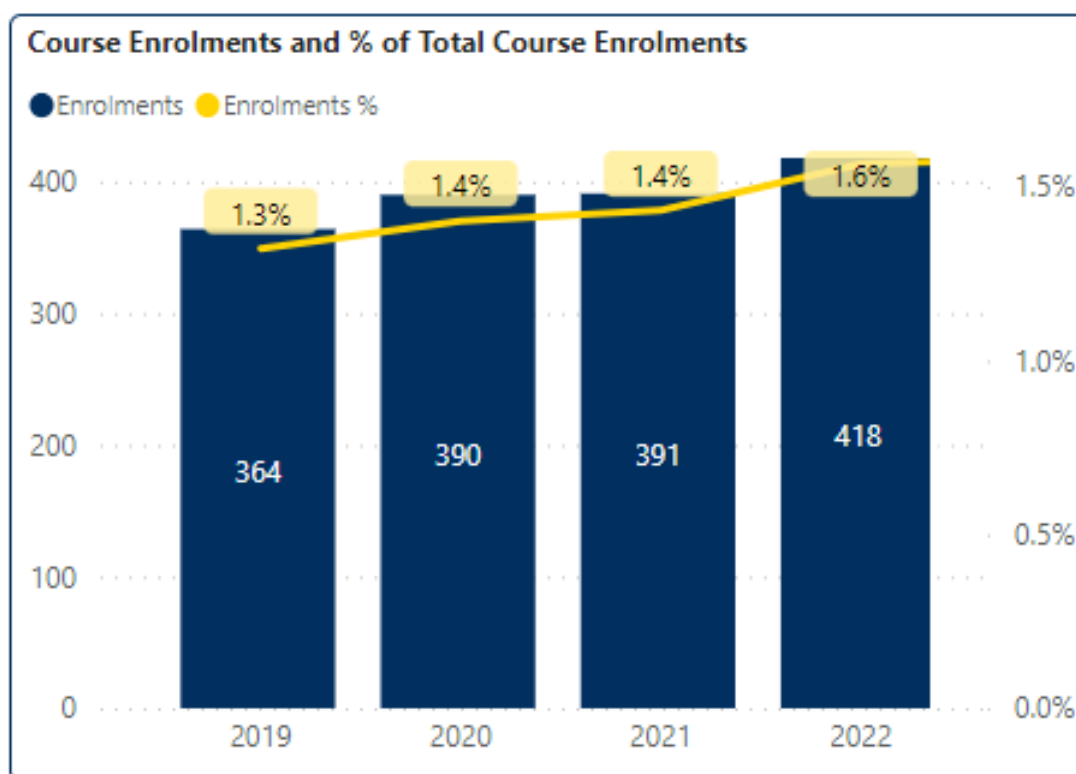


Figure 1 – Total Indigenous Course Enrolments 2022

The *Indigenous Student Success Targets 2022 – 2025* also aims to increase the Indigenous student Commencing rate to 3% by 2025. In 2022 the rate was 1.7% an increase of 0.3% (n=30) from 2019.

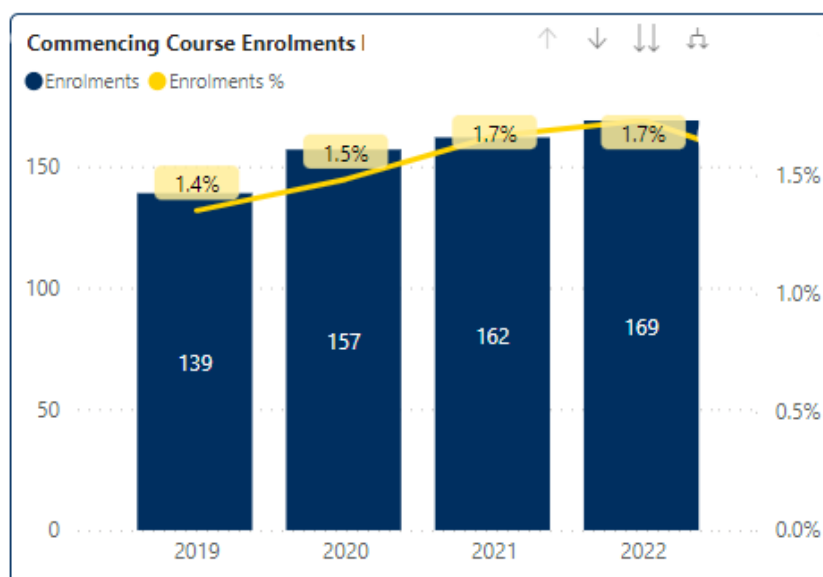


Figure 2 - 2022 Indigenous Commencing Course Enrolments

In 2022, Indigenous students were enrolled at Flinders on a variety of admission basis, indicated in the table below: This consisted of 14 students from the Flinders Foundation course, 81 from other higher education studies, 33 students on the basis of their ATAR scores, 29 students from vocational education and training, 12 on the basis of their work and life experiences.

Notably the higher education admission basis rate increased from 68 in 2021 to 81 in 2022, possibly due to targeted recruitment efforts and increased availability of scholarships. Additionally, anecdotal evidence suggests that Flinders' reputation for providing exceptional supports and services to Indigenous students by the YSE team and the facilities in the Tjilbruke Lounge and study spaces, continues to attract a growing number of Indigenous students each year.

Basis of Admission Group	2019	2020	2021	2022
Enabling or Foundation Course		4	14	14
Higher Education	56	64	68	81
Not entered				
Recent Secondary ATAR only	37	30	20	19
Recent Secondary ATAR plus other criteria		3	3	2
Recent Secondary not ATAR		12	10	12
VET	14	27	35	29
Work & Life Experience	31	17	12	12
Total	139	157	162	169

Figure 3 - 2022 Commencing Course Enrolments by Basis of Admission

1.1 Embedded ISSP strategies, activities and programs that support and improve access for Aboriginal and Torres Strait Islander students.

The Yungkurinthe Student Engagement (YSE) team is dedicated to supporting Indigenous students and contributing to outcomes outlined in the University's *Indigenous Student Success Targets 2022 - 2025*. The YSE team comprises a manager, three Indigenous Student Support Officers, a Deadly Study Skills Officer, and a Tutorial Program Officer, all of whom provide a range of services including advocacy, pastoral support and referrals, academic support, tutoring and accommodation services.

The Indigenous Admission Scheme (IAS) is an inclusive and supportive entry pathway for Indigenous students into university. IN2UNI, a Year 12 transition to university program, and culturally responsive orientation programs are core programs run through YSE that improve access and participation of Indigenous peoples in higher education.

1.1.1 Student Support

In 2022, higher number of students returned to campus and were desirous of face-to-face contact after two years of learning under the COVID-19 pandemic. The chart below was provided by Indigenous Student Support Officers in YSE and provides an indication of the number of unique student interactions by college and month in Semester 2, 2022. The chart shows that higher interactions occurred at end of each semester (July and October) when students required focussed attention on completing assignments and exam preparation. Students from the colleges of Education, Psychology and Social Work (EPSW) and Medicine and Public Health (MPH) appeared to require the highest number of supports. It is important to highlight that the Indigenous student cohort numbers are also higher in these degree programs.

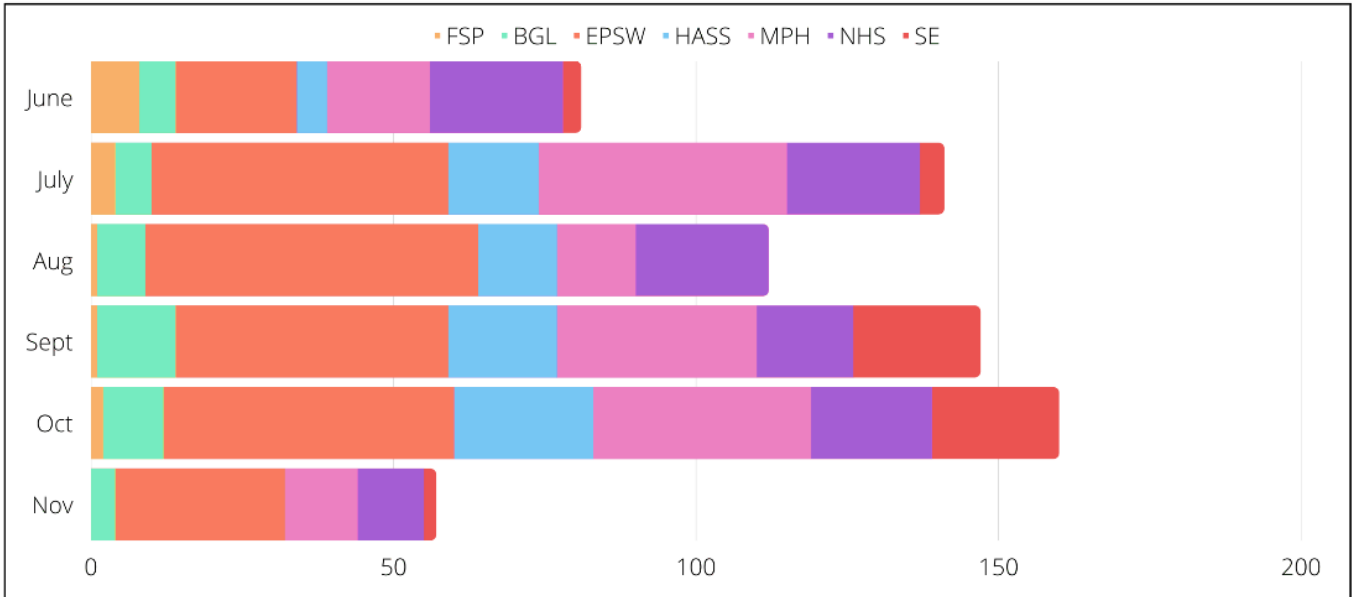


Figure 4 - Indigenous Student Support Officers' Student Engagement by College (S2)

Summary of Student Support:

- Tailored student support and referral to broader university services throughout the student academic lifecycle. Broader university professional services included Health, Counselling and Disability services, and Careers and Employability Service.

- Consistent contact with approximately 90 students throughout the year, either face-to-face, email or phone/text.
- Interactions consisted of primarily advocacy, study/course related and financial assistance.
- Enrolment advice provided by ISSOs from pre-enrolment to postgraduate students, through to employment.
- Advocacy between Indigenous students and Colleges and other wellbeing services supported student to balance study deadlines.
- Academic skills development provided to Indigenous students via the Deadly Study Skills program in the development of academic writing, time management, essay writing, exam preparation, researching and referencing.
- Deadly Study Skills advocated for and referred students to other Yungkurinthe Student Engagement programs/services to ensure best outcomes for students.
- There was 79% growth in hours utilised and 163% appointment growth in the program in 2022, reaching 41 students.

The chart below provides an indication of the pattern of interactions by Indigenous students with Indigenous Student Support Officers in Semesters 1 and 2, 2022. The data indicates that weeks 5, 6, 9 and 13 are typically the busiest weeks for students requiring support.

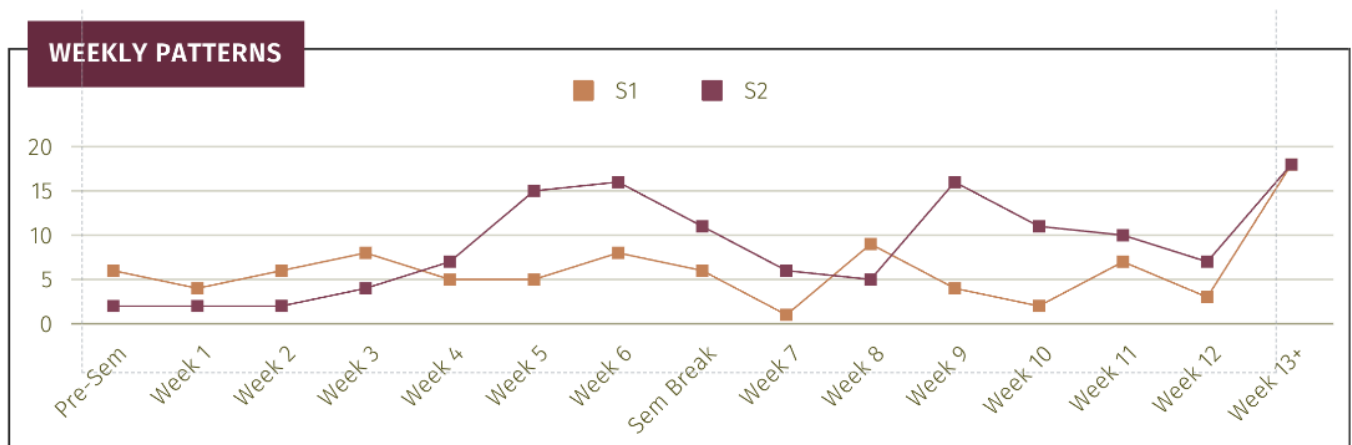


Figure 5 - Weekly Pattern of Student Engagement by Semester

1.1.1.1 Flinders Living Accommodation

- Flinders Living Top-up scholarship supported 19 Indigenous students living on campus.
- The Top-Up scholarship is to the value of \$9k and contributes to the full costs of living on campus. Students must be in receipt of the Indigenous Commonwealth Accommodation Scholarship (ICAS) or Access Scholarship to receive the Top-Up.
- Students receive mentoring and study supports whilst living on campus, which contributed to an average GPA of 4.55 in S1 and 4.65 in S2.
- Two Indigenous students have been appointed as a Residential Tutor and Residential Coordinator, respectively.
- A first-year resident was elected by peers as a member of the House Committee of the University Hall Residents' Club Inc.

1.1.2 Access and Pathways

- Indigenous Admission Scheme (IAS) provided an alternative entry pathway to University for Aboriginal and Torres Strait Islander people.
- Indigenous Outreach and Pathways Officer presented outreach and pathways options to High Schools and Indigenous communities in South Australia and Northern Territory, in conjunction with broader University outreach and pathways programs.
- Key partnerships and sponsorships at annual community events and activities, such as Southern Nunga Tag, boosted promotion of University Indigenous access programs.
- A University-wide partnership and major sponsorship with Power Community Program (Port Power AFL Club) through the SANTOS Aboriginal Power Cup, football carnival and careers and education expo promoted Flinders University to over 250 students.
- Annual Life in The Uni Lane program provided two full days of introduction and immersion into university life for 50 Indigenous High School students.
- The STEM Aboriginal student congress promoted Flinders University and access pathways to over 250 Indigenous High School students.
- Attendance at the Turkindi Careers and Education expo promoted Flinders University to over 150 Indigenous community members, providing promotion to mature aged community.
- The Turkindi community email distribution list consists of over 2000 Aboriginal and Torres Strait Islander community members. The email list was utilised by the Office of Indigenous Strategy and Engagement and Yungkurinthe Student Engagement to promote University pathways via email.
- The IN2UNI pre-orientation program offered a 3-day transition and engagement to university programs for commencing Aboriginal and Torres Strait Islander students.
- A tailored, 3-day Indigenous Student Orientation Program was offered to commencing students and complemented Flinders University's O'Week program in Semesters 1 and 2.
- A collaborative artwork tiling project formed part of the students' orientation program to provide a sense of belonging at Yungkurinthe 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.
- Annual Koori Mail advertisements promoted Flinders University's Indigenous Admission Scheme.
- Culturally safe spaces for Indigenous students and staff were promoted by offering culturally specific campus tours to commencing students.
- The Indigenous Student Guide updated annually provides detailed information to prospective and commencing students.
- Regular postings to the Yungkurinthe Student Engagement Facebook page promoted University pathways, supports, programs, and community.
- The University developed marketing collateral and Indigenous identifiers and promotional materials as give-aways for high school students and community members at events.

1.2 New strategies, activities and programs that support and improve access for Aboriginal and Torres Strait Islander Students

1.2.1 Financial Support

- In addition to core Commonwealth scholarships, Student Professional Development grants of up to \$750 were awarded to seven students to attend training, such as attending the World Indigenous Peoples' Conference of Education (WIPCE) in Adelaide. Applicants were required to describe how attending the conference would contribute significantly toward their learning.
- Two Hardship grants up to \$750 were awarded to students who were experiencing financial difficulties.
- YSE provided access to pantry items in the Tjilbruke student kitchen. The fridge and freezer were also stocked every fortnight with dry and frozen foods.
- Additionally, upon recognising that a student was experiencing difficulties in their learning, YSE collaborated with Health Counselling and Disability services to finance a psycho-educational evaluation costing \$1100. The purpose of the assessment was to identify the students' requirements and the most effective way to assist the student throughout their academic program.

1.2.2 Programs

- In 2022, *Orientation @ Yungkurinithi* was hosted online (COVID-19 restrictions) and student packs were posted to students. The online program was diverse, engaging, and included a livestreamed Welcome to Country, comedy show, art immersion, weaving workshop as well as information sessions to support student transition, including YSE services, information on engaging online and activities that promote wellbeing.
- Between 6-20 students participated in the numerous events across the program.
- Yungkurinithi Student Engagement piloted a National Literacy and Numeracy Test (LANTITE) preparation workshop to assist students studying in the College of Education, Psychology and Social Work. The workshop supported, preparing for and completing the test requirements. Alongside a presentation that captured pertinent information about LANTITE, three students in attendance were given 1:1 support and practise tests, which allowed the literacy and numeracy leads to assess their needs and formulate individual strategies for successful completion.
- The Flinders University Elders Program consisting of Elders located at three of its largest campuses, Bedford Park (Kurna), Darwin (Larrakia) and Alice Springs (Arrernte) connected students to culture, mentoring and role modelling. A student feedback report highlighted that students found connecting students with Elders benefitted their learning grounded in Indigenous ways of knowing, being and doing, fostered a community and offered a sense of belonging. For students who were yet to engage with Elders, these same themes were apparent illustrating that the Elder Program is considered an important cultural and wellbeing initiative. When asked about future Elder Program activities, students indicated that Storytelling, Art, Languages, yarning sessions and gathering were priorities. The chart below indicates the types of activities students would like to participate in.

1.3 Impacts of scholarships, bridging/enabling support, and outreach services (ISSP)

1.3.1 Impacts of Scholarships

Commonwealth scholarships have had significant impacts on Indigenous students, providing crucial financial supports that enable students to access and continue with their education.

Accommodation scholarships, including the Flinders Living Top Up scholarship have been vital for students facing significant barriers to finding affordable housing in Adelaide. The cost of living in Adelaide has increased significantly, with the accommodation and education costs scholarships easing the financial burden on students, allowing for specific focus on studies.

Total of 45 scholarships amounting to \$239,388 were awarded in 2022 to undergraduate and postgraduate students, of which:

- 23 Indigenous Commonwealth Education Costs (ICECS) scholarship payments were awarded.
- 11 Indigenous Commonwealth Accommodation Scholarships (ICAS) scholarship payments were awarded.
- 11 Rewards scholarships were awarded to students.
- An additional \$57,770 from previous years' rollover funds were not reported in this table, contributed to Flinders Living top-up scholarships.
- \$2781 was also awarded to students for Professional Development training. (This amount is not included in the table below)

Table 1 - ISSP Scholarships - breakdown of 2022 payments¹

	Education Costs		Accommodation		Reward		Total ²	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling³	0	0	0	0	0	0	0	0
Undergraduate⁴	59,254	21.5	165,000	22	11,000	11	235,254	54.5
Post-graduate⁵	4,134	1.5	0	0	0	0	4,134	1.5
Other	0	0	0	0	0	0	0	0
Total	63,388	23	165,000	22	11,000	11	239,388	56

1.3.2 Impact of Outreach

In 2022, outreach and pathways programs with Indigenous communities in South Australia metro and rural and remote areas, as well as in the Northern Territory in Darwin, Alice Springs, Katherine, and Nhulunbuy consisted of a range of activities often involving staff from the College of Medicine and Public Health Rural and Remote Health Teams. Activities such as high school visits, targeted at schools with high numbers of Indigenous students, community events and sports programs and the Port Power Aboriginal programs, promote opportunities for Indigenous students to learn about higher education pathways, to connect with Flinders staff and Indigenous student Ambassadors. The outreach activities help build relationships with school-aged children from years 8-12, modelling success and higher education pathways.

Flinders University has established partnerships with the Port Power Aboriginal Community Programs and the SANTOS Aboriginal Power Cup, which have been successful in promoting education and workforce

pathways for Indigenous secondary school students. The SANTOS Aboriginal Power Cup, an education-based program that uses Australian Rules Football (AFL) to engage Indigenous students in their education, has been a significant success. The program aligns with the South Australian School Curriculum and was delivered in partnership with the South Australian Aboriginal Secondary Training Academy. The initiative has played a crucial role in encouraging Indigenous students to pursue education and career opportunities, using AFL to promote their academic and vocational aspirations.

The Port Power Aboriginal Community Programs Power Cup is a significant initiative that Flinders University sponsors. The program aims to promote cultural awareness and understanding through sports, with a specific focus on engaging Indigenous communities in Adelaide. This program has played a crucial role in building relationships between Port Adelaide Football Club, the Indigenous community, and Flinders University. The University's support of the program has been vital in promoting education and career opportunities for Indigenous students, which is consistent with Flinders' goal of fostering strong community relationships with Indigenous people.

In 2022, the Port Power Aboriginal Community Programs and the SANTOS Aboriginal Power Cup partnered to deliver a successful carnival and careers and education market, attracting approximately 300 students. The initiative provided students with the opportunity to learn about different education and career paths, engage with employers and education providers, and develop their networking skills. Flinders University's support for these programs has been critical in promoting the importance of education and career pathways for Indigenous students and ensuring access to the resources and support necessary to achieve their goals. In 2022, a Leadership Day was hosted at the Bedford Park campus for over 300 students, to immerse themselves in education on campus for a day. Flinders has recommitted its sponsorship of this program in 2023.

<https://www.portadelaidefc.com.au/community/programs/aboriginal-power-cup>

A high school student participant survey has been designed to capture the impacts of outreach activities which will provide qualitative data about student perceptions about university and higher education, and whether the activities have changed personal views and aspirations about further education.

In 2023, a Commencing student survey will capture data about new enrolling students' participation at these outreach events and activities. This will provide true impacts and outcomes of these activities.

Event Name	Student Numbers	External Stakeholders
SANTOS Aboriginal Power Cup AFL Carnival	297 year 10, 11 and 12 students (26 th May) 287 year 10, 11 and 12 students (27 th May)	Power Community Limited Team Braedon Talbot (Community Programs Manager) Christine Glenn (Aboriginal Programs Officer) Jake Battifuoco (General Manager Power Community Limited) * All naming partners of the SAPC were part of the partners expo on Thursday the 26th of May.
SANTOS Aboriginal Power Cup School Visits	Oceanview College Salisbury High School John Pirie High School Gawler & District High School Murray Bridge High School Playford College Para Hills High School Berri Regional Secondary College Ceduna Area School	Power Community Limited Team Braedon Talbot (Community Programs Manager) Christine Glenn (Aboriginal Programs Officer) SAASTA Janelle Saunders (Aboriginal Engagement Officer)

	<p>Central Yorke High School Le Fevre High School Port Augusta Secondary School Port Lincoln High School Victor Harbour High School Whyalla Secondary College Immanuel College</p>	
SANTOS Aboriginal Power Award Ceremony		<p>Power Community Limited Team Braedon Talbot (Community Programs Manager) Christine Glenn (Aboriginal Programs Officer)</p> <p>* All naming partners of the SAPC were invited to the awards ceremony and AFL game.</p>
The Workabout Centre Aboriginal Career Exploration Expo	Approximately 400 students in years 10, 11 and 12.	The Workabout Centre Natasha Chisholm (Senior Project Officer) Workabout Centre Regional
Closing The Gap Expo Day		Sonder Tegan Whalan (Country CTG ITC Indigenous Health Project Officer) Alema Pilot (ASETO Seaford Secondary College)
Southern Region Nunga Tag Carnival and Community Event		
STEM Aboriginal Student Congress		Leanne Milazzo (Project Officer, Aboriginal STEM Congress) Jacky Smith (Manager, Aboriginal Learner Congress & STEM Scholarships Curriculum Programs Directorate)
Power Cup Port Lincoln	80 – 100 students	Power Community Limited Team Braedon Talbot (Community Programs Manager) Christine Glenn (Aboriginal Programs Officer) Jake Battifuoco (General Manager Power Community Limited) Boyd West (Port Lincoln Highschool)
Aboriginal Career Exploration Day	Approximately 120, year 10 students	The Workabout Centre Natasha Chisholm (Senior Project Officer) Workabout Centre Regional and Metro Coordinators SAASTA Miranda Mulder (State-wide Curriculum Coordinator) Tara Budarick (School Operations Coordinator)
Aboriginal Power Cup Leadership Conference	Approximately 135 year 11 and 12 students	Power Community Limited Team Braedon Talbot (Community Programs Manager) Christine Glenn (Aboriginal Programs Officer) Jake Battifuoco (General Manager Power Community Limited)
		<p>External Presenters</p> <ul style="list-style-type: none"> • SANTOS • Blooms • Ventia • Spotless
Aboriginal Power Cup Flinders BBQ Dinner	Approximately 300 staff and students	Power Community Limited Team Braedon Talbot (Community Programs Manager) Christine Glenn (Aboriginal Programs Officer) Jake Battifuoco (General Manager Power Community Limited)
Rural Health Open Evening		Elsbeth Radford (Community Engagement and Communication Officer) Chris Slee (EPT) Indi Buckskin-James (Indigenous Outreach and Pathways Officer)
Flinders University Open Day	10 students	
ACE Industry Immersion Week	50 students	
Life in the Uni Lane	80-100 students	Key schools
IN2UNI	15 students	
TOTAL	APPROXIMATELY 1800 STUDENTS	

The IN2UNI pre-orientation program was piloted in 2021 and continued in 2022, seeing a 30% growth in participation. Thirteen students attended the streamlined one-day transition program which introduced students to the University’s application process while also providing tailored course information and an opportunity to interact with current enrolled students and learn more about Yungkurrinathi programs, initiatives and events and life at university.

Of the 2022 IN2UNI cohort, 11 of 13 attendees were made an offer of study. Significantly, of the 11 registrants from 2021 program, 9 were granted offers and 8 continued to study their chosen degree in 2022. One student deferred and commenced in 2023.

Overall, the IN2UNI has maintained a consistent success rate with 85% of students accepting Flinders University offers of study. Growth in the IN2UNI program shows the continuity of student journey and progression into Bachelor’s degrees, maintaining and increasing admissions.

The chart below shows the conversion data of students attending the IN2UNI transition program in 2021 and 2022 and the success of receiving an offer and then continuing education.

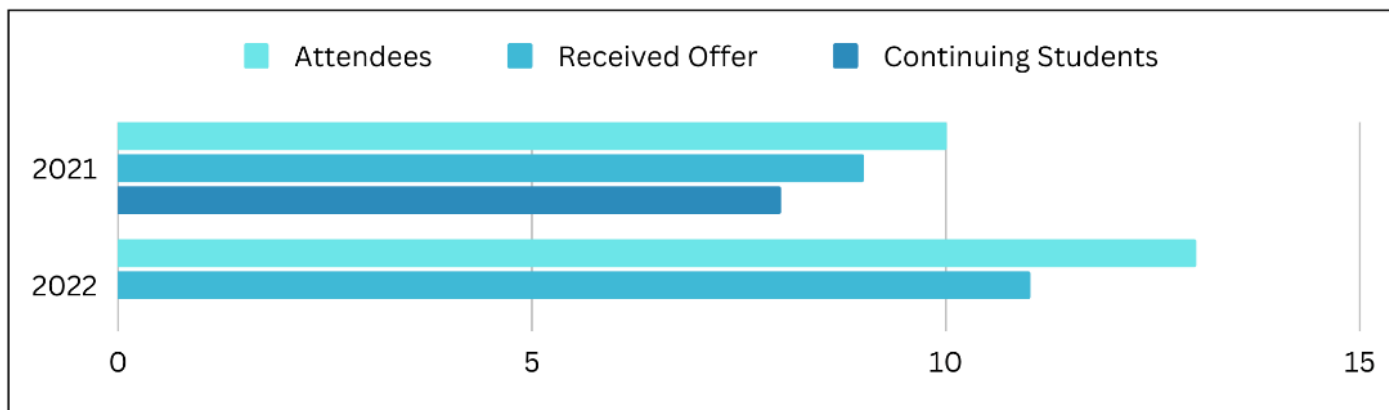


Figure 6 - IN2UNI Growth, Engagement and Success

1.4 Broad strategies implemented by the University to increase access and enrolments for Aboriginal and Torres Strait Islander students (non-ISSP)

- The Foundation Studies Program in 2022 saw 26 students enrol and of those 15 (58%) chose to continue into an undergraduate degree of their choosing. One student withdrew from the program but has since re-enrolled in 2023.
- Paramedicine introduced the Indigenous Student Mentor Program which elected two Indigenous paramedicine mentors to work with 10 Indigenous students who opted into the program. Meetings were held with both mentors and an average five mentees in attendance.
- Yungkurrinathi hosts its own Ambassador Program, employing students to support Outreach and other university events and programs. In 2022, Yungkurrinathi employed 15 students who supported Orientation, IN2UNI and ACE Days amongst other events.
- The Yungkurrinathi Ambassador Program aims to foster leadership, networking and relationship building while also providing professional development and degree relevant experience.
- The Erica Jolly Scholarship (Education Degree) was reviewed and broadened its criteria to capture students required to complete LANTITE and/or students attending regional/remote placements.

- The College of Education, Psychology and Social Work, in consultation with Yungkurinthe, have also revised the Sub-quota to Bachelor of Psychology (Honours) to create a more competitive and accessible opportunity for Indigenous students.
- The St Theodore’s Anglican Church Nursing Scholarship was reviewed with the donor to make it more visible for students and increase applications. The reviewed name, Indigenous Rural Nursing Scholarship, more clearly represents the criteria of the scholarship.
- The Indigenous Entry Scheme (IES) to undertake Doctor of Medicine is a key priority of the Northern Territory and Commonwealth Governments to increase Aboriginal and Torres Strait Islander medical professionals. Students can apply directly to Flinders University for graduate entry to the Doctor of Medicine or for graduate entry through the IES and complete the University’s Indigenous Preparation for Medicine Program (IPMP).
- In 2022, a cohort of 4 students undertook the revised IPMP, which took place as a five-day intensive in Darwin. Staff from Yungkurinthe Student Engagement and the wider Office of Indigenous Strategy and Engagement also attending offering a range of advice and support. All students successfully completed the IPMP and passed their FUELS exam component, with each student being offered a place in in the MD program in 2023.
- The College of Medicine and Public Health (MPH) continue to provide college-based support program which consisted of:
 - Student check-ins
 - Providing students with a learning coach
 - Year level coordinators to provide degree/topic assistance.
 - Scholarship support
 - Pastoral care
 - FAIMM mentoring program.

The following activities were undertaken in Northern Territory by Community Engagement staff in the College of Medicine and Public Health.

Health & Leadership Experience which consisted of one-day interactive experience to the Leaders of Tomorrow Program (High Achieving High School students) & the Aboriginal Health Academy students (Indigenous Allied Health Australia).

30 young Aboriginal & Torres Strait Islander students took part in this event together on campus at Charles Darwin University, Northern Territory Medical Program.

The experience commenced with a welcome to country from our Elder on Campus followed by guest speakers. The students moved into groups and rotated through the stations run by Flinders University staff, students, NT Health Department staff.



2. Progression (outcomes)

The *Indigenous Student Success Targets 2022 – 2025* aim to increase the number of topics successfully completed by Indigenous students as a percentage of topics enrolled. The target is to increase the success rate to 80% by 2025.

In 2022 a positive trend continued with a progression rate of approximately 79% up from the 2021 rate of approximately 76%. This success can be attributed to the dedicated support provided by the YSE team including academic, pastoral, cultural, financial and wellbeing supports.

The chart below indicates the data from 2019 – 2022 of Student Retention, Attrition and Success. Pleasingly the attrition rate decreased, and the retention rate remained stable in 2022. The Indigenous student success rate was pleasingly up by 3% which is consistent with the uptrend of other data areas.

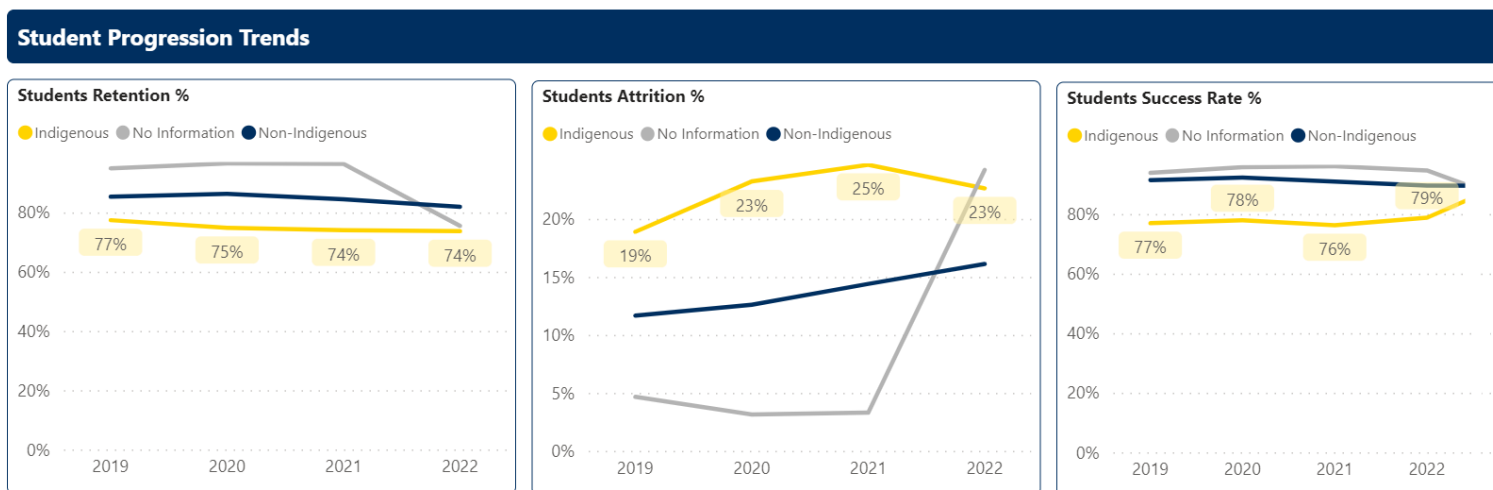


Figure 7 – Student Progression Trends (Retention, Attrition and Success Rate)

2.1 Embedded strategies, activities, and programs to support students to complete units.

- Tutors in the Yungkurrinthe Tutorial Program (YTP) were inducted by ISSO's and Deadly Study Skills Advisors and provided cultural awareness training prior to commencing in the program.
- Deadly Study Skills Advisors provide 1:1 or group sessions on academic writing, researching, referencing, time management skills and ideas.
- The Tjilbruke Student Lounge, kitchen with food pantry, computer suite and individual tutoring rooms provided a comfortable, culturally safe space for students to study and connect with other students.
- Modern technology including computers, interactive screens with online learning capabilities and Smart whiteboards were available for student use in the Tjilbruke Student lounge.

2.2 New strategies, activities, and programs to support student's complete units and retain students.

- Support for all students through the Flinders Learning Online services (FLO).
- Weekly online drop-in sessions for students to meet with ISSOs and Deadly Study Skills Advisors if required.
- ISSOs sent regular text communications and advocated for students who were vulnerable.
- Students were able to access counsellors designated for Aboriginal and Torres Strait Islander students.

2.3 How does the university measure the effects of these strategies have student progression? Impacts of support through tutorial assistance and mentoring and other measures.

Flinders University typically uses a variety of measures to assess the effects of strategies aimed at supporting student progression. The Yungkurinthe Student Engagement team, including Indigenous Student Support Officers and Deadly Study Skills Advisor, record student interactions as demonstrated in charts provided above, indicating support utilised and if referrals were required. Notes of student interactions allow the YSE team to tailor responses and actions to ensure students are supported throughout their studies. Data from these records provide insights into the student learning cycle, behavioural patterns, and student needs. The YSE team can direct support strategies accordingly.

A student satisfaction survey was conducted to gather feedback from Indigenous students about their experiences and engagement with the pastoral, advocacy, and educational initiatives provided by the YSE team. Across all measures, 75-85% of the 47 students to complete the survey responded positively.

“Yungkurinthe was instrumental in my success as a uni student by providing me with meaningful university connections and a support network as well as assisting me navigate university programs.”

“I really liked the services I received- particularly from the student support officers. Through their emails they were also able to provide me with information regarding opportunities I otherwise wouldn't have known about.”

“I have found that Yungkurinthe provides a strong community network and support for all students. This support took on the form of social activities to develop community and academic support for individual students. I found them well run, organised and definitely approachable.”

Gaps in services were centred around the need to mirror programs, initiatives and contact in the NT and other regional locations. This is priority for 2023.

2.4 Impact of Tutorial Support

Tutorial support provides students with the opportunity to receive topic-specific assistance and feedback on their work. This feedback also assists students to build confidence and improve their overall academic performance, leading to higher progression and success rates.

In 2022, a total of 2470 tutoring hours were provided to Indigenous students. This consisted of 1240 tutoring sessions to 73 unique students.

Table 2 - Tutorial assistance provided in 2022.

Level of study	Number of unique students assisted ⁶	Total number of tutorial sessions attended ⁷	Total hours of assistance ⁸	Expenditure ⁹ (\$)
Enabling	0	0	0	0
Undergraduate	46	736.5	1436.25	\$88,908.18
Post-graduate	27	505	1032.81	\$63,933.70
Other	0	0	0	0
Total	73	1241.5	2469.06	\$152,841.88

Tutorial Assistance Summary

- Seventy-three students participated in 1:1 tutoring through the Yungkurinthe Tutorial Program. This is an increase of 5 from 2021.
- Students are matched with tutors through tailored learning plans conducted by Indigenous Student Support Officers.
- Tutors were provided cultural training through an induction program prior to commencing in the Tutoring Program.
- Students provided feedback through an Indigenous student survey on Tutoring Program and academic services.

At Flinders University, tutorial support has been identified as a key factor in improving the success rate and academic performance of Indigenous students. The Yungkurinthe Tutorial Program provides academic support to Indigenous students, helping students to improve their grades and progress through their studies successfully. The program has been highly successful in improving the academic performance of Indigenous students, with feedback indicating that it has contributed significantly to increasing their success rates and progression rates.

Student Testimonial

"I possibly couldn't do university without it, this really helps with the process of things especially in first year, because you have no idea what to expect on the first day and it's really helpful to have, because it's not just about the work or anything like that, it's more like another support system, that knows exactly what to expect from the degree you're in because there also in that field, so they're giving you advice about, what to expect or how to improve and what roles there are out there in the field you've chosen, they're extremely important for first years and third year or final year students, because it's a scary time going into uni and also I've found a scary thing to leave, because you are officially an adult and you're not sure of the next move, so having that support there not just as tutors but just as a colleague really helps calm the system down a little."

2.4.1 Academic Support

Figure 10 - Overview of Deadly Study Skills Program 2022



"Extremely helpful, there's really support with assignments when you're unsure about something there's always help there, this is a deadly program (no pun intended)."

"I think this program is great because without I don't think I would have been as successful at university without them."

- Deadly Study Skills Advisor provided academic support and developed learning modules for undergraduate and postgraduate students.
- 41 students attended regular 1:1 sessions of approximately one hour and 1:3 were referred to an ISSO, supporting progression and completion of their degrees.
- 1:1 support experienced significant growth in 2022.
- Weekly newsletters, FLO engagement and student handbooks supported academic progress.
- The YSE FLO site is an online resource for Indigenous students to assist with developing study and academic skills.
- 2022 commenced under COVID-19 conditions, impacting the Orientation @ Yungkurinthe program. Students were posted Orientation Packs and invited to attend an online program that prioritised cultural engagement as well as transition strategies and information about Yungkurinthe and Flinders student services.
- The inability to attend face-to-face impacted student transition, leading ISSOs and Deadly Study Skills to provide 1:1 support during Weeks 1-5 to ensure students could navigate campus and student life.
- Face-to-face contact on campus was also the first opportunity for 2020-2021 for high school graduates to have an immersive learning experience. The option to attend campus was a factor in the increase in student engagement at YSE.

2.5 Investment in the cultural competency of staff and students

Flinders University invested in the cultural competency of staff and students by providing cultural awareness training and culturally responsive training professional development opportunities. The University also creates opportunities to engage with Indigenous culture and hosts cultural events for staff and student. Activities in 2022 included:

- The University's Elder Program had over 40 individual activities across the University in 2022. This included student lunches, Elder Forums, Welcome to Country ceremonies, cultural sessions and consultations.
- In August 2022, the programs' theme "*Stories of Empowerment – Small Actions, Big Impacts*" attracted 40 in-person attendees and 35 online participants.
- The program offers mentoring and cultural support to Aboriginal and Torres Strait Islander students which has been shown to positively impact academic progression providing a sense of belonging, academic support and mentoring, a culturally supportive environment and encourages cultural exchange.
- Into the future, the Elders program aims to expand its activities across South Australia and Northern Territory, and to include Cultural Educators from Northern Territory regional areas such as Nhulunbuy and Katherine.
- Three Elder Orations were delivered in 2022 across SA and NT:
 - Dr Uncle Lewis Yarluburka O'Brien Lecture – Minister Kyam Maher,
 - Dr Aunty Pat Miller OAM Oration
 - Dr Uncle Richard Fejo Oration.
- YourMob Learning training package embedded in the new staff induction suite was offered foundational cultural awareness to new employees. The program has a reporting mechanism that records numbers of completions. In 2022, 352 staff completed the training. Although the data wasn't available at the time of this report, Colleges such as Medicine and Public Health and Nursing and Health Sciences require students to complete part of the course for cultural training.
- A comprehensive list of community cultural learning providers was promoted on the University's webpage as a resource for Colleges and Portfolios to offer cultural training for staff.
- Cultural Tours provided by Elders and Senior Kurna ambassadors provide cultural significance of university spaces.
- Promotion of Reconciliation Week via email, Facebook, website and internal blogs and Flinders In Touch (FIT) staff newsletter publication promoted cultural activities and the significance of the week.
- A Metadata project through university records conveyed greater cultural integrity, meaning and respect using appropriate terminology including Aboriginal language codes and AIATSIS Subject Headings. Removing terminology that is dated, disrespectful and/or retraumatising.
- Flinders University's Museum of Arts (FUMA) & Library Exhibitions provided cultural exhibitions for the University community.
- FUMA provide Object Based Learning (OBL) learning modules that can be incorporated into curricula, encouraging student to engage with Indigenous ways of knowing, being and doing.
- The library hosts a webpage directing students to Indigenous authored resources, filtered by degree/course.
- A Library exhibition during Reconciliation Week 'Sharing History and Culture'.
- A Library First Nations Collection exhibition in the Central Library was curated with items from General and Specials Collections with cultural identifying signage.

- The Library displayed a NAIDOC Week exhibition in the Central Library.
- Social media campaigns promoted Aboriginal and Torres Strait Islander culture across the University's social media pages and sites.
- National Reconciliation Week articles and activities (internal and external) promoted in localised College's eNews.
- NAIDOC Week activities for staff and students in Hub included rock art painting and donuts.

2.6 Broader strategies that support student progression that do not rely on ISSP funding.

- The Library investigated learning resources for Kurna language and has made specific efforts to purchase titles by First Nations authors and implemented a tracking system for ordering these.
- The Library purchased 34 titles by First Nations authors for Teaching and Resource Collection (TRC). This has updated TRC holdings and provided resources for Education students to use in their topics to take into the classroom while on placement.
- Flinders Learning Online (FLO) portal provided students with valuable study resources relation to Indigenous cultures.
- Yungkurinthe's FLO site 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.
- The FLO site also provides Yungkurinthe Tutorial Program tutors with resources and support services relevant for students.
- Piloted the Indigenous Student Employment Scheme which provides part time employment opportunities at Flinders University for Aboriginal and/or Torres Strait Islander students studying at Flinders University. Four students were employed in 2022, and the aim is to expand this program with more places in 2023.
- Career Trackers and AFL Sports Ready offered paid internships, cadetships and employment for Aboriginal and Torres Strait Islander students studying at Flinders.

3. Completions (outcomes)

The *Indigenous Student Success Targets 2022 – 2025* identifies a target of 1.6% Indigenous course completions by 2025 as a key priority. The rate dropped off slightly in 2022 with a rate of 0.7% down from 0.8% in 2021. The 2022 rate represents a total of 41 course completions, 26 were undergraduate and 15 postgraduates. This data does not represent the 14 Indigenous students who completed the Flinders University Foundation Course (enabling).

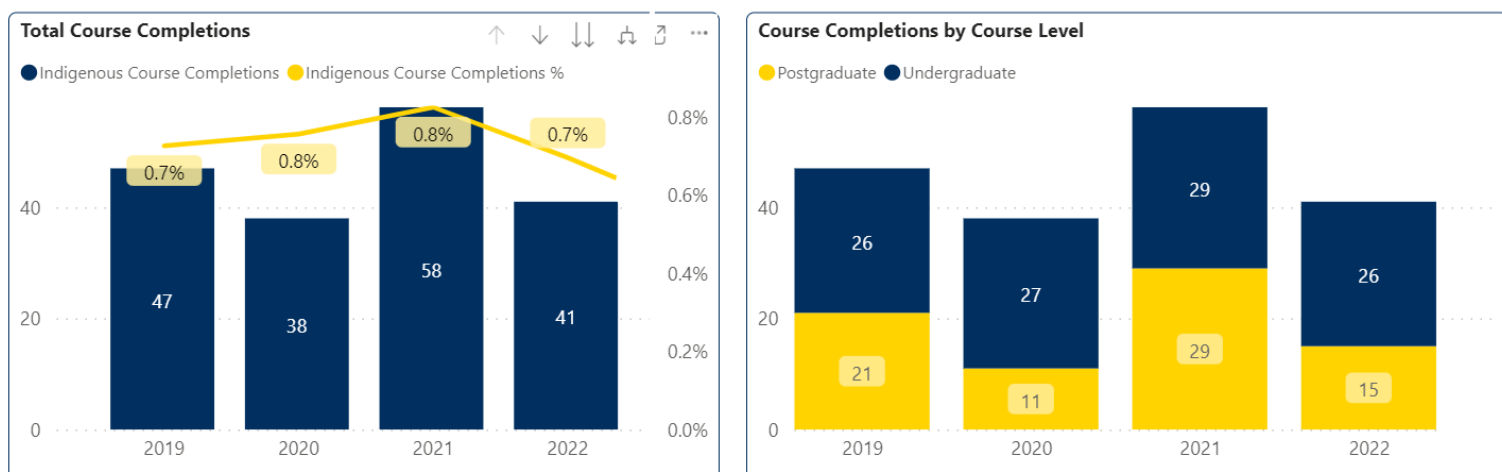


Figure 8 – Indigenous Course Completions

Indigenous students can face unique challenges in completing their studies, including family, financial and lack of support networks. To address these challenges the YSE team focusses on building strong relationships with students and ensuring that students have access to appropriate supports and resources, including Academic study skills, and financial and wellbeing support.

3.1 ISSP embedded strategies, activities and programs that improve award course completions.

- Deadly Study Skills academic support staff provide study skills support including academic writing, research skills, referencing and time management.
- Individual learning plans are conducted for students who access the Deadly Study Skills service.
- Indigenous Student Support Officers advocate for students requiring an extension for assignments.
- The Indigenous Student Professional Development fund provides a payment of up to \$750 to students who access training or workshops outside of their course, i.e., payments towards courses and conference registration.

3.2 New strategies that supported students' complete qualifications.

- The development and implementation of the Flinders University's *Indigenous Student Success Targets 2022 – 2025* promotes a University-wide approach to Indigenous student success.
- Indigenous student forum and satisfaction survey.
- YSE piloted a LANTITE workshop, preparing Education students to sit for their literacy and numeracy tests. Three students attended with the Deadly Study Skills advisor and an experienced YTP tutor addressed the two components and guided students through expectations, requirements, and the process of sitting the tests.

3.3 Broader strategies that support Indigenous students complete their qualification that does not rely on ISSP funding.

- The University's Innovate Reconciliation Action Plan 2020 - 2022 consisted of 82 deliverables that promotes curriculum change, reconciliation, cultural awareness, Indigenous employment, and student success.
- Indigenous students were able to share their feedback and experiences relating to enrolment, teaching/learning, and assessment processes through an Indigenous student forum and student survey.
- The Work Integrated Learning placement program was reviewed to ensure appropriate relationships with industry professionals in our network to support education-workplace transitions.
- Broader partnership across the University were formed to address admission issues and increase accommodation scholarships for Indigenous students.
- A broader consultation with continuing Indigenous students was conducted to discuss how best to welcome new commencing students.
- The Welcome Pack program continued, providing continuing students with academic and wellbeing resources.
- Students led, with the support of YSE, an end of year dinner event celebrating student engagement and success.
- YSE undertook an end of year Student Survey, gaining insight into student engagement with YSE programs, initiatives, services, and spaces. The Student Survey offered a unique insight into the needs of regional students who attend campuses outside of Bedford and Sturt. Overall, students in these locations would like services available at Bedford and Sturt to be replicated elsewhere. This is a priority for 2023.
- The University initiated Low Completion Rate (LCR) reporting to align with the Job Ready Graduates (JRG) package. The bi-annual report captures students who have failed 50% of their topics as well as those who have failed the same topic twice. Additionally, the report also includes students whose enrolment pre-dates JRG who are a risk of low completion. The report allows YSE ISSOs to follow up and advocate for progression based on individual student circumstances.

4. Regional and remote students

4.1 Support offered to regional and remote students.

In 2022, 119 Rural and Remote (RR) Indigenous students were enrolled at Flinders University. This consisted of 32 Inner Regional, 60 Outer Regional, 15 Remote, 12 Very Remote. Although there are no specific targets in the ISST for RR students, RR contributed to 32% of the total 2022 Indigenous student cohort.

This number underscores the importance of place-based initiatives and funding. While there are no specific targets for RR students, 32% constitutes a significant proportion of the Indigenous student cohort. Supporting these students required targeted efforts and resources that address the unique challenges faced in accessing and succeeding in higher education, such as geographic isolation, limited resources, and cultural barriers. Therefore, the prioritisation of place-based initiatives and funding would benefit Flinders University RR students to ensure equitable access and success regardless of location.

Table 3 - ISSP Scholarship data for remote and regional students¹⁰

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2021 Payments	42,715	15.5	180,000	24	0	0	222,718	39.5
B. 2022 Offers¹¹	64,776	23.5	185,000	24	6,000	6	255,766	53.5
C. Percentage¹² (C=B/A*100)							115%	
2022 Payments	63,388	23	165,000	22	6,000	6	243,388	51

In 2022 Indigenous Commonwealth scholarships were awarded to 51 Regional and Remote. This included 23 Education Costs Scholarships, 22 Accommodation Scholarships and 6 Reward Scholarships. Fifteen Flinders Living Top Up Scholarships from rollover funds were also awarded to student living on campus.

4.2 Strategies implemented to improve access to university study and activities provided.

- Flinders Living top up scholarships were extended to 15 regional and remote students.
- Access to loan laptops were provided to students.
- Access to mobile phone and internet credit was provided.
- Regular email and phone communication.
- Facebook communications.
- More broadly, the Flinders University Rural and Remote Health SA provided multidisciplinary health education and research in regional areas. The Rural and Remote Health Strategy has four priority areas of focus which are: Aboriginal and Torres Strait Islander health, Education, Research, and Partnerships.

- The Strategy aims to nurture new and existing Aboriginal and Torres Strait Islander academic and professional staff and support student successes through integrated and tailored support, entry pathways, culturally safe curricula and pedagogy, and the fostering of a culturally safe College environment. As well as ensuring curricula develops culturally safe graduates equipped to work with Aboriginal and Torres Strait Islander people. The strategy promotes models of community engagement and representation of community perspectives into Aboriginal and Torres Strait Islander matters.

<https://www.flinders.edu.au/content/dam/documents/colleges/cmph/flinders-rural-health/Rural-and-Remote-Strategy.pdf>

Eligibility criteria

5.1 Indigenous Education Strategy

Flinders University has several Indigenous strategies that enhance Indigenous education, student success, and staff participation and success. These structures include the *Indigenous Student Success Targets 2022 – 2025* (ISST) the (draft) *Indigenous Research Strategy*, the *Indigenous Workforce Strategy*, and the University’s *Innovate Reconciliation Action Plan 2020 – 2022*.

Indigenous Student Success Targets 2022 - 2025 - The framework sets ambitious targets for improving the success of Indigenous students, including increasing the number of Indigenous students commencing their studies, improving retention rates, and increasing the number of Indigenous students completing their courses. These targets reflect the University's commitment to providing culturally responsive teaching and learning environments that support the success of Aboriginal and Torres Strait Islander students.

To achieve these targets, the University has identified five key criteria that affect Indigenous student participation and outcomes throughout their journey: **Commencing, Participation, Progression, Retention, and Completion**. By tracking progress against these criteria, the University can identify areas where it needs to focus its efforts and resources to support Indigenous student success.

Commencing: To increase the number of Indigenous students commencing their studies at the University to 3% of all domestic student commencing enrolments by the end of 2025. To achieve this target, the University would need to enrol approximately 240 Indigenous students in 2025, based on the current total domestic student commencing enrolments of around 8,000. The University will need to work on targeted outreach and support strategies to attract and retain Indigenous students.

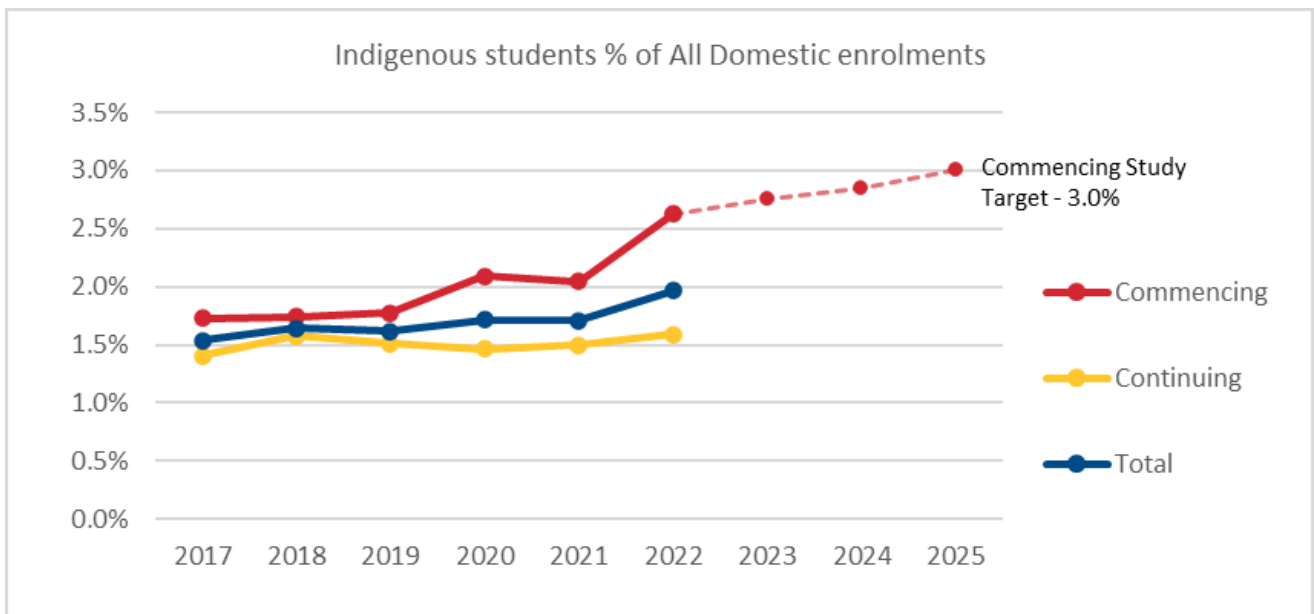


Figure 9 – Indigenous Commencing rate towards 2025 target

Participation: To maintain Indigenous student participation rates above 1.9% of all domestic student enrolments until the end of 2025. In 2022, the number of Indigenous students as a percentage of all domestic students exceeded 1.9%, approaching almost 2.0%. However, maintaining this level of participation will require continued support and engagement efforts.

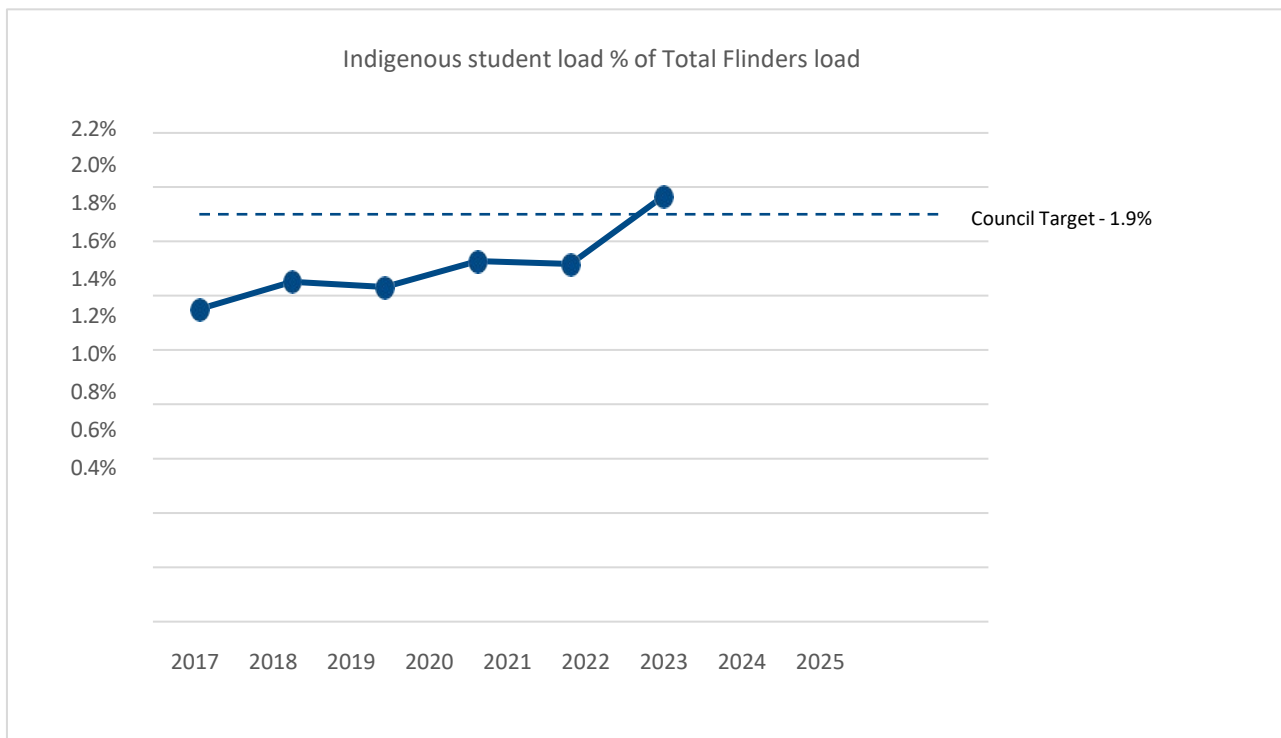


Figure 10 – Indigenous Enrolment rate towards 2025 target

Progression: To increase the success rates of Indigenous students to 80% by 2025, meaning that 80% of the topics they enrol in will be successfully completed. This will require targeted academic support through tutoring and mentoring, and culturally responsive teaching strategies to assist Indigenous students in overcoming barriers to academic success.

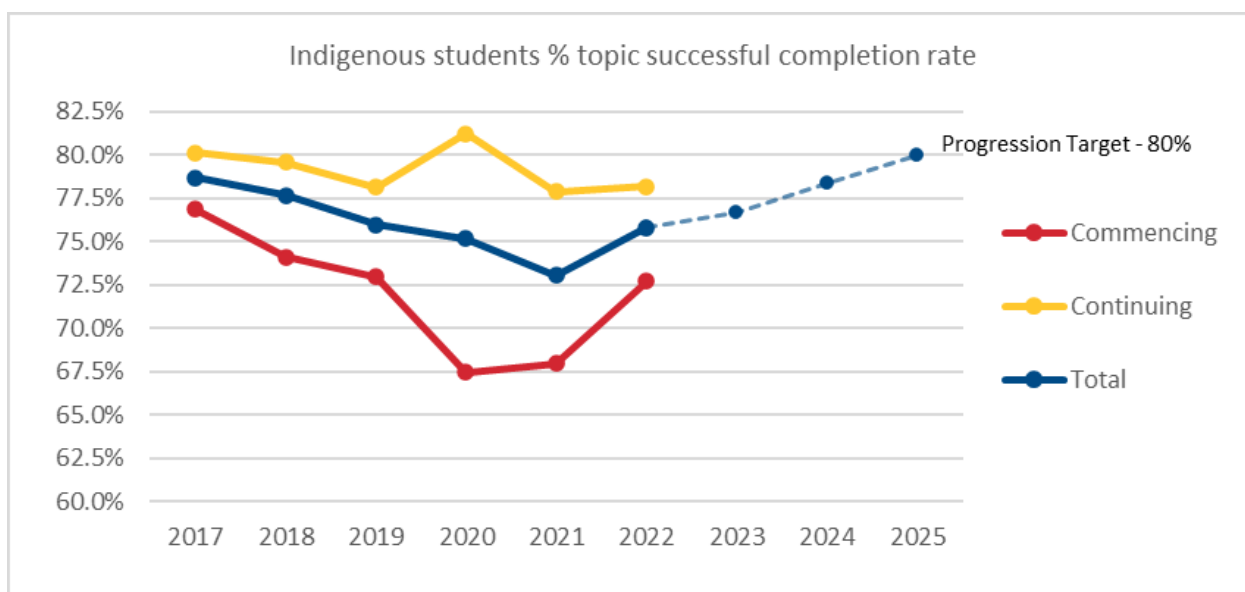


Figure 11 – Indigenous Success rate towards 2025 target

Retention: To increase the retention rates of Indigenous students, with a goal of 85% of Indigenous students returning to continue their studies each year prior to completing their course. This will require ongoing engagement and support strategies to help Indigenous students navigate the challenges of university life and successfully complete their studies.

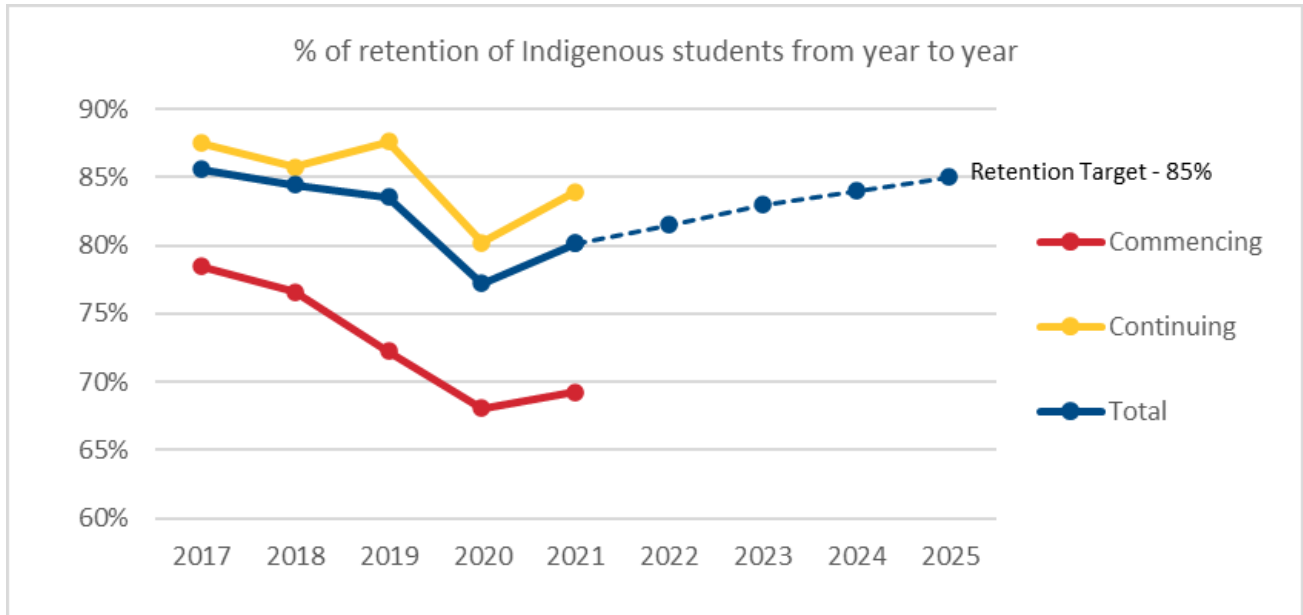


Figure 12 – Indigenous Retention rate towards 2025 target

Completions: To increase the number of course completions by Indigenous students to 1.6% of all Flinders University domestic student course completions by the end of 2025. The University will need to work on targeted support strategies to ensure Indigenous students have the resources and support they need to successfully complete their courses.

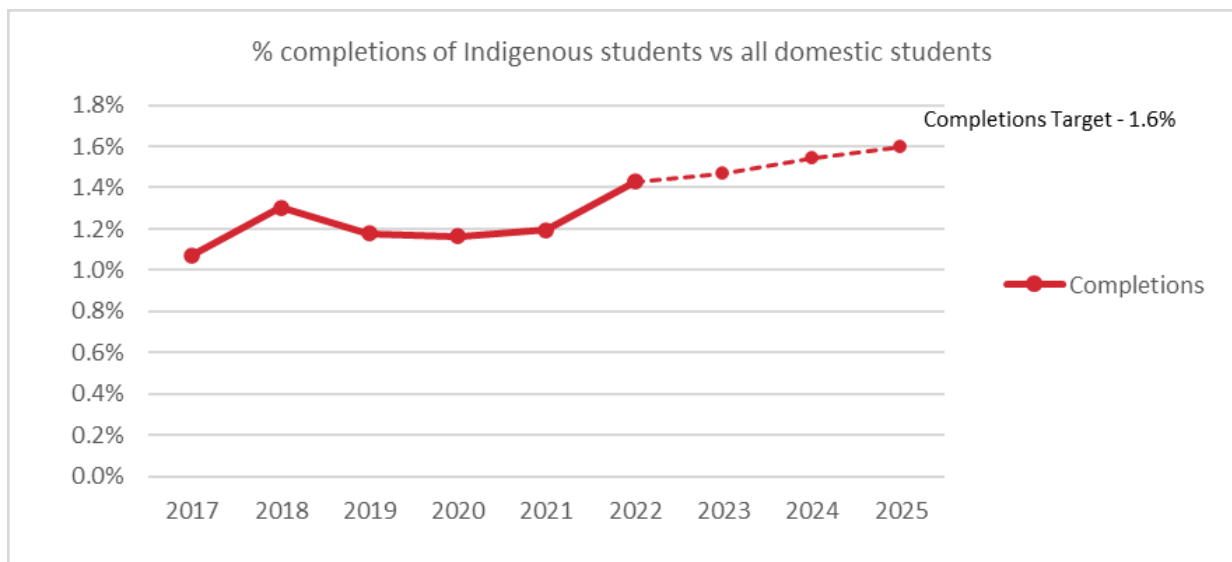


Figure 13 – Indigenous Completion rate towards 2025 target

5.1.1 Indigenous knowledges in curricula, graduate attributes, and teaching practices.

The University aims to enhance awareness, appreciation, and respect for Aboriginal and Torres Strait Islander cultures, histories, knowledge, and rights through cultural education. A RAP deliverable, involves integrating Indigenous cultural content into the curriculum of various courses and expanding its scope. The Education Quality Committee monitors the inclusion of Indigenous content within degree programs, which aims to develop students' cultural proficiency in Indigenous perspectives and knowledges as an integral part of their academic journey.

The Pro Vice-Chancellor (Indigenous) holds ex-officio membership in two key committees of the University: Education Quality Committee (EQC) and Academic Senate. The Education Quality Committee monitors course quality processes and outcomes, oversees, and advises on academic policies and practices to ensure successful student outcomes, and maintains supervision of academic integrity.

The Education Quality Committee (EQC), which convenes up to twelve times per year, features Indigenous Education and Student Support as standard Agenda items. Within this broad committee, each of the six Colleges in the University has its own College Education Committee, headed by the College Deans (Education). To ensure the inclusion of Indigenous Knowledges and perspectives, Indigenous-specific items are a standing part of College education committee meetings and are subsequently reported in the EQC papers.

All courses, specialisations, majors, and minors indicate the extent to which Indigenous Knowledges and perspectives are incorporated into their curriculum. Moreover, where appropriate, Course Learning Outcomes might contain Indigenous-specific Learning Aims and Outcomes, with specific regard to professional accreditation prerequisites. EQC scrutinizes all new courses, significant course modifications, and all course reaccreditation reports, along with college implementation plans, which includes reviewing the Indigenous education content.

5.1.2 Other activities for students and staff that promote cultural competency in Indigenous cultures (and diversity across cultures) including how cultural competency is improving for of all students and staff.

- Development of guidelines for the inclusion of Indigenous Knowledges and perspectives for future infrastructure projects was produced. Consultant Balarinji led consultations with key community stakeholders across South Australia.
- Continue to build and maintain strong community partnerships with Yolŋu community and Cultural Educators at the Flinders University campus at Nhulunbuy.
- Cultural campus tours across the University, identifying key landmarks and sites.
- Cultural tours and University events held at Warriparinga – Living Kurna Cultural Centre site located in short distance from the Bedford Park Campus. <https://www.marion.sa.gov.au/venues-and-facilities/living-kurna-cultural-centre>
- Senior Kurna man Uncle Mickey O'Brien provided cultural sessions and Welcome to Country with cultural stories at multiple University events.
- Colleges arranged cultural awareness training for staff in their localised areas.
- Weaving sessions were offered to staff during NAIDOC and Reconciliation week from Lakun Mara.

- University staff can access cultural awareness training as part of the University's online learning suite which is also embedded in the new staff induction package.

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>

5.2 Indigenous Workforce Strategy

Flinders University's *Indigenous Workforce Strategy (IWS) 2022-2025* outlines Flinders University's commitment to advancing Indigenous employment and sets a target of 3% Full Time Equivalent (FTE) employment of Aboriginal and/or Torres Strait Islander people to be achieved by 2025.

The IWS builds on the University's previous *2017 – 2020 Indigenous Workforce Strategy* and its earlier *Employment Strategy for Indigenous Australians* by extending the work of these past strategies and focusing on broader engagement and commitment for long term Indigenous employment success and sustainability.

The IWS was developed in 2021 following an extensive University-wide consultation process led by Pro Vice Chancellor (Indigenous). The co-design process involved several working groups led by Aboriginal and Torres Strait Islander staff in South Australia and the Northern Territory and included both professional and academic staff. In addition, the University's IWS Committee had a pivotal role in the direction of the new strategy. The IWS was endorsed by the Senior Executive Team in April 2022.

The IWS identifies four priority areas underpinning the key objectives of the strategy and they are:

- **Attraction and Retention** – Flinders University will work towards becoming a preferred employer for Aboriginal and/or Torres Strait Islander peoples amongst universities to achieve employment parity for Aboriginal and/or Torres Strait Islander peoples.
- **Culture and Retention** – Flinders University will foster a work environment which is inclusive, culturally affirming, and safe to support the retention of Aboriginal and/or Torres Strait Islander staff.
- **Development and Advancement** – Flinders University will foster an environment which supports the aspirations of Aboriginal and/or Torres Strait Islander staff to achieve individual success and to contribute to the success of their communities.

- **Governance and Leadership** – Flinders University will demonstrate leadership and commitment to progressing Indigenous employment and capacity building of Aboriginal and/or Torres Strait Islander peoples through its governance processes.

These four priority areas are supported by 14 objectives and 48 initiatives that Flinders University will aim to achieve by 2025.

The IWS aligns with the University’s Innovate Reconciliation Action Plan 2020 – 2022, the Universities Australia Indigenous Strategy 2022 – 2025 and national priorities and agreements.

5.2.1 Report progress against targets and milestones outlined in the strategy, discuss how these milestones show the strategy is achieving outcomes and where there are barriers. Outline how the strategy has:

- increased the number of Aboriginal and Torres Strait Islander people working at the University and progressed towards an Indigenous Workforce Target of 3 per cent?
- increased the number of Aboriginal and Torres Strait Islander academics and supported their professional development and career advancement?

In 2022, Flinders University made steady progress towards the targets and initiatives outlined within the IWS. Progress to date:

- Flinders University employed an Indigenous Employment Coordinator at 1.0FTE in October 2022, situated within our People and Culture Division. It is an ongoing role and is pivotal in providing leadership and driving the implementation of many of the initiatives of the IWS.
- Utilisation of special measures clauses provided in section 65 of the *South Australian Equal Opportunity Act 1984* to identify positions for Aboriginal and/or Torres Strait Islander people only.
- Promoted employment vacancies through Indigenous employment and community email networks.
- Had Aboriginal and/or Torres Strait Islander staff representation on interview panels with Aboriginal and/or Torres Strait Islander candidates.
- Piloted the Indigenous Student Employment Scheme which provides part time employment opportunities at Flinders University for Aboriginal and/or Torres Strait Islander students studying at Flinders University. Four students were employed in 2022, and the aim is to expand this program with more places in 2023.
- Cultural awareness training is part of the mandatory induction program for all new staff. In 2022, 352 staff completed the training.
- Continued to employ Elders on Campus in Adelaide, Darwin and Alice Springs campuses.
- Progressed the development of a University Anti-Racism statement.

Table 4 - Progress towards Indigenous Employment (FTE) Data at 31 March each year.

Indigenous Employment (Full Time Equivalent)							
	Confirmed 2019	Confirmed 2020	Confirmed 2021	Provisional 2022	Target 2023	Target 2024	Target 2025.
Total Indigenous FTE*	32.4	36.1	37.4	45.4	51.6	56.8	61.9
Academic FTE	22.8	22.3	21.0	24.4			31.0
Professional FTE	9.6	13.8	16.4	21			30.9
Total Uni FTE	1983.2	2064.3	1976.7	2007.6	2064.3	2064.3	2064.3
% Indigenous	1.6%	1.7%	1.9%	2.3%	2.5%	2.7%	3.0%

* FTE includes continuing and fixed term staff and excludes casual staff

Indigenous employment data insights:

- 69% Female
- 31% Male
- 21 Professional staff
- 24 Academic staff
- 27 located in Bedford Park, Adelaide
- 13 located in Northern Territory
- 1 located in Rural Health
- 4 located in other (Flinders Medical Centre and Tonsley)

The data breakdown highlights Indigenous males are under-represented across the higher education sector. Further insights are required to understand the reasons for disproportionate numbers in the sector.

5.2.2 Does the university employ one or more Indigenous senior academics, if so what is their position or positions, if not what is the strategy to fill this position and the expected timeframe?

- 2022 saw the academic promotion of two Indigenous staff, one to Level C and one to Level D.
- 13 Senior Indigenous Academic staff were employed at the University on 31 December 2022 consisting of:
 - 4 x Level C
 - 5 x Level D
 - 3 x Level E
 - 1 x Pro Vice Chancellor Indigenous

The table below shows a summary of Indigenous staff (headcount) employed across Flinders University in Academic and Non-Academic (Professional roles) by Permanent (Continuing) and Fixed Term/Casual status as at 31 December 2022. There were 13 Permanent (Continuing) staff and 77 Fixed Term & Casual staff

Table 5 - 2022 Indigenous Workforce (Headcount) Data at 31 December 2022

Level/Position	Permanent/Continuing		Fixed Term & Casual	
	Academic	Non-Academic (Professional)	Academic	Non-Academic (Professional)
HEO2				6
HEO3				
HEO4				3
HEO5		1		8
HEO6				15
HEO7		3		7
HEO8				
HEO9		1		
Casual	NA	NA	18	
Level A			2	
Level B	2		11	
Level C	3		1	
Level D	2		3	
Level E	1		2	
Senior Manager			1	
Total	8	5	38	39

5.2.3 Is the strategy current or being redeveloped? If being redeveloped what is the process and timeframe for completion?

The IWS 2022 – 2025 can be found at the following link:

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

5.3 Case Study First Nations Researchers Collective

Background

The First Nations Researchers Collective FNRC at Flinders University was established in December 2021 after an iterative co-design process with Aboriginal and Torres Strait Islander researchers, the Office of Indigenous Strategy and Engagement, and Research Development and Support. The Office of the Deputy Vice-Chancellor (Research) is sponsoring the Collective.

The First Nations Researchers Collective was launched and piloted in 2022.

Vision

The First Nations Researchers Collective at Flinders University provides a supporting, reciprocal network to share knowledge, foster collaboration, enhance opportunities, and build capacity for emerging and established researchers.

Participants

All Flinders University researchers of Aboriginal and Torres Strait Islander backgrounds, including Honours and HDR students.

Key points:

- The content and concept will be led by the Indigenous research community.
- The teams from the Office of Indigenous Strategy and Engagement and Research Development and Support will collaboratively develop the framework for the program and will provide administrative support.
- This co-design approach is critical to the success of the program: It ensures the First Nations Researchers Collective is shaped by Indigenous voices without adding to the overall workload of Indigenous researchers.
- This First Nations Researchers Collective is aligned with Flinders University's Reconciliation Action Plan (Action 10). The Collective will also be reflected in the university's Indigenous Research Strategy (currently in development).

Format of the program:

- A series of workshops are offered to participants to discuss specific research- and career-related issues; four sessions will be held each year. This includes presentations by guest speakers on research related topics.
- Three First Nations researchers will be Leaders in the Collective (identified through EOI). The Leaders will rotate the responsibility of planning and chairing each session.
- An online forum for interaction and collaboration.

Summary of 2022 outcomes

- The Collective currently has 54 people from 5 Colleges and Portfolios.
- 29 (54%) attended at least one of the three sessions in 2022.
- 50 Indigenous staff and students from five different locations attended three sessions of the collection.
- An average of 16 people attended each session (attendee numbers ranged from 15-18).

- 72% were staff.
- 10% were students.
- 10% were both a staff and student.
- 3% were casual staff.
- 3% were Elders.
- Of those who attended one session of the FNRC, 72% returned for at least one additional session. Eight researchers (7 staff and 1 HDR student) attended all three sessions. This high level of retention demonstrated that people prioritised the Collective amongst competing demands.

Role	Total numbers at Flinders University	Number who attended at least one session	% of each role who attended at least one session
Staff	35	21	60%
Honours or HDR student	13	3	23%
Casual academic staff	1	1	100%
Staff & students	3	3	100%
Campus Elder	2	1	50%
Total	54	29	54%

Figure 14 - Engagement with the First Nations Researchers Collective by Role at Flinders University

Testimonials from FNRC participants

Several quotes were gathered from the three sessions of the First Nations Researchers Collective that captures the value of the Collective to Aboriginal and Torres Strait Islander academic staff and students at Flinders University:

- In discussing their vision for the Collective, one researcher said that they wanted to “decrease isolation, build connections, and reveal the hidden curriculum.”
- A recent hire noted that it was “amazing to be surrounded by so many powerful Aboriginal and Torres Strait Islander researchers” and that they were “very pleased with my decision to join Flinders.”
- In describing how it felt to be part of the Collective, one researcher said, “It’s almost indescribable—it’s life-giving!”

6. Indigenous Governance Mechanism

The Tarrkarri-ana Committee, an Indigenous Governance Mechanism, is tasked with offering recommendations to the Pro Vice-Chancellor (Indigenous) on policies and programs that promote the success of Indigenous students. The committee functions as a compliance mechanism for the Indigenous Student Success Program (ISSP) funding.

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)	Manager, Student Finance and Scholarships
Business Manager, Office of Indigenous Strategy and Engagement (Executive Officer)	Director, Student Recruitment (or nominee)
Coordinator, Yungkurinthe Student Engagement	Principal Flinders Living, Corporate Services, Flinders Living
Director, POCHÉ (or nominee)	Director, Health Counselling & Disability Services
Indigenous student representative (FUSA/FISA)	Manager, Equal Opportunity & Diversity, People and Culture
Indigenous Academic representatives (NT/SA)	DVC S, Portfolio Finance Officer

6.1 Tarrkarri-ana Committee meeting schedule

In 2022, the Tarrkarri-ana Committee met three times as per the table below which outlines the meeting dates, agenda items and committee's members.

Date	Agenda Items	Membership	Indigenous
15/2/22	Universities Australia Indigenous Strategy and 2021 Survey	Pro Vice Chancellor Indigenous (Chair)	Y
	Draft Indigenous Student Success Targets	Director, Poche SA + NT	Y
	Anti-Racism Statement update	Manager, Office of Indigenous Strategy and Engagement	Y
	ISSP report due 30/4/22.	Coordinator, Yungkurinthe Student Engagement	Y
	NATSIHEC Update	Manager, Health Counselling and Disability Services	N
	Indigenous Student Data update	Principal, Flinders Living	N
	Indigenous student support matters	Manager, Student Recruitment	N
	Student Recruitment	Manager, Student Finance	N
	Student Finance	Portfolio Lead Financial Analyst	N
	Accommodation	Indigenous Employment Coordinator	Y
	Finance	Senior Lecturer, Indigenous Studies	Y
	Health, Counselling and Disability Services update	Senior Elder on Campus	Y
	Flinders NT	First Nations Student Representative,	Y
	Academic matters	Flinders University Student Association	
	FUSA update	(FUSA)	
12/7/22	Draft Indigenous Student Success Targets		
	Draft Anti-Racism Statement		
	RAP workshops update.		
	RAP Conference dates		
	Inparrila launch.		
	Indigenous Student Data update		
	Indigenous student support matters		
	Student Highlights from first half of year		
	Student Recruitment		
	Student Finance		
	Accommodation		
	Finance		
	Health, Counselling and Disability Services update		
	Flinders NT		
	Academic matters		
FUSA update			
17/11/22	Draft Indigenous Student Success Targets		
	Draft Anti-Racism Statement		
	Indigenous Student Data update		
	Indigenous student support matters		
	Student Recruitment		
	Student Finance		
	Accommodation		
	Finance		
	Health, Counselling and Disability Services update		
	Flinders NT		
	Academic matters		
	FUSA update		

6.2 Statement by the Indigenous Governance Mechanism

Statement by the Indigenous Governance Mechanism

Consistent with subsection 17(2)(b) of the guidelines, the Chair of 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 2022 activities.

**Professor Simone Ulalka Tur - Pro Vice Chancellor Indigenous
Chair, Tarrkarri-ana Committee
(Indigenous Governance Mechanism)**

7. Good News Story

In 2022 the Office of Indigenous Strategy and Engagement was awarded a Flinders University Capital Infrastructure Project bid of approximately \$300K to renovate their offices. The upgrade included refurbishment of the reception area and 7 offices including the office of the Pro Vice Chancellor Indigenous. The colour scheme and natural wood and textures complement Inparrila Gathering Place, the outdoor cultural space that was finalised in 2022.



The large art piece below by Murdie Nampijinpa Morris tells a story about Malikijarra Jukurrpa (Two Dogs Dreaming) is installed in the reception area of the Office of Indigenous Strategy and Engagement.



Additional information for completing the template

¹ This information provides for the number of students and cost of the scholarships expended in 2022. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2022 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

² This figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.

³ Include payments to all enabling students, including remote and regional students.

⁴ Include payments to all undergraduate students, including remote and regional students.

⁵ Include payments to all postgraduate students, including remote and regional students.

⁶ Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).

⁷ Record total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).

⁸ Record only hours of instruction received by the students (do not include staff planning or organising time).

⁹ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

¹⁰ Only record amounts which required payment during the 2022 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. Note the data in this table is a subset of the scholarship data provided in Table 1.

¹¹ Record all verbal and written scholarship offers for the 2022 calendar year, including those offers that were not accepted by the student. Record the 2022 component of new scholarship offers and the planned 2021 value of previously awarded scholarships (including continuing scholarships).

¹² This data confirms the university's compliance with Section 21(3) of the Guidelines.