

Indigenous Student Success Program

2023 Performance Report

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Declaration

In providing this Performance Report, it is acknowledged that it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Introduction

Flinders University is one of three of the larger universities in Adelaide, South Australia and has campuses in the Northern Territory and study centres in rural and regional areas. With over 20,000 students and 3,000 staff, Flinders offers programs in disciplines such as arts, business, creative industries, education, health, medicine, law, and science and engineering.

The University has three campuses in Adelaide - Bedford Park, Tonsley and the Flinders City Campus, and two campuses in Northern Territory – Alice Springs and Darwin. Importantly, campuses and centres in South Australia and Northern Territory rest on the traditional lands of several Aboriginal nations: Arrernte, Dagoman, First Peoples of the River Murray and Mallee Region, First Nations People of the Southeast SA, Jawoyn, Kurna, Larrakia, Ngadjuri, Ngarrindjeri, Ramindjeri, Wardaman, Warumungu, and Yolŋu peoples.

Flinders University's commitment to Indigenous success is reflected in its strategic frameworks. The ***Indigenous Student Success Targets 2022 – 2025***, the ***Indigenous Workforce Strategy 2022 – 2025***, the ***Indigenous Research Strategy 2024 – 2026***, and the ***Innovate Reconciliation Action Plan 2023 – 2025*** form integral parts of the approach, extending across critical areas of Indigenous Student Support, Teaching and Learning, Research, Employment, Governance and Leadership and Community Engagement. The priorities align with the University's Strategic Plan *Making a Difference: The 2025 Agenda*, Universities Australia Indigenous Strategy recommendations, the national Closing the Gap targets and other national priorities.

Flinders University has made significant progress in embedding Indigenous priorities, programs and initiatives within its core business. Student and staff programs and initiatives are now seamlessly integrated into daily operations and core business. Whilst this report requests details of new initiatives, it is important to note that the focus has been to consolidate the current work in meeting the Indigenous Student Success Targets (ISST), the Indigenous Research Strategy, and Indigenous Workforce Strategy. Consequently, the report highlights both new initiatives with an emphasis on embedded programs. Flinders continues to actively enhance its reporting mechanisms to capture activities and outcomes across the University. This strategic approach ensures that the commitment to Indigenous success and reconciliation remains visible and accountable.

Executive Summary

The finalisation of the Indigenous Student Success Targets 2022 - 2025 (ISST) in 2022 consolidated priorities toward increasing Indigenous **Commencing, Participation, Progression, Retention and Completions**. The ISST aligns with the ISSP performance report requirements for annual ISSP grant funding.

Key Achievements in 2023:

Innovate Reconciliation Action Plan (RAP) 2020 – 2022:

Over 90% of the deliverables outlined in the University's first Innovate RAP have been successfully embedded. The development of 79 new and expanded deliverables in our second Innovate RAP (2023 – 2025) further reinforces our commitment.

Indigenous Student Success Targets (ISST):

The ISST plays a pivotal role in a whole of university approach to progressing Indigenous student success. It focuses on improving outcomes in Indigenous Commencing, Participation, Progression, Retention, and Completions. Importantly, the ISST aligns with the ISSP performance report requirements and influences the annual ISSP grant funding calculation.

Enrolment Trends:

In 2023, the Indigenous student enrolment (participation) rate declined by 3.3% (from 427 to 413). This trend mirrors the overall University student rate decrease of 4.7% (from 21,191 to 20,198). Notably, within the IRU, more Indigenous students are enrolled compared to most universities, with 2.4% of Innovate Research Universities IRU students being Indigenous in 2022. Only the Regional University Network (RUN) surpasses this proportion, with a 4.2% enrolment rate.

Progression and Retention:

Between 2022 and 2023, Indigenous commencement decreased slightly from 2% to 1.4%. Overall Indigenous enrolments (Participation) also dipped marginally from 1.6% to 1.5%. Encouragingly, Indigenous Progression (Success Rate) and Retention rates remained steady at 80% and 74%, respectively.

Although challenges remain in achieving the annual target trajectory, Flinders remains committed to the increasing Indigenous student progression and retention and working in partnership with College and Portfolio student success initiatives. In 2024, the Office of Indigenous Strategy and Engagement (OISE) will develop an Indigenous student recruitment plan aligned with the University's broader recruitment strategy aimed at increasing Indigenous student commencements, with focus on accesses into enabling courses. Focussed efforts to increase Indigenous completions will continue.

Background

The Office of Indigenous Strategy and Engagement plays a pivotal role in advancing Indigenous student success and is positioned within the Portfolio of the Deputy Vice Chancellor (Students). Its mandate extends across the entire Flinders University footprint, spanning both South Australia and Northern Territory, with its main support unit at the Bedford Park, and Adelaide CBD (Kaurna Yarta) and Darwin campus (Larrakia) where a Yungkurinhti Indigenous Student Support Officer is employed. The Indigenous Student Support Program

operates under the Office of Indigenous Strategy and Engagement and provides support services, and educational programs and initiatives for Aboriginal and Torres Strait Islander students.

While the OISE is the central unit for Indigenous support, it is essential to recognise that Indigenous success is a collective endeavour. Colleges and Portfolios play a vital role in providing discipline-specific programs and services to students and staff. Several Colleges offer programs relating to Indigenous studies and also offer Indigenous content in the curriculum. Often these areas have a high concentration of Indigenous staff who contribute to student and staff outcomes. Whilst OISE implements the student support and engagement programs, these specialised areas complement our efforts, ensuring a holistic approach to Indigenous success.






The Pro Vice Chancellor Indigenous (PVC Indigenous) is responsible for the development, implementation and monitoring of the University’s Indigenous strategies including the University’s Reconciliation Action Plan. The Senior Manager, Office of Indigenous Strategy and Engagement is responsible for providing management and leadership of the Indigenous centre and support the PVC Indigenous with the strategic priorities. The Manager Yungkurinthe Student Engagement (YSE) is responsible for leading Indigenous student engagement and monitoring the [*Indigenous Student Success Targets 2022 – 2025 \(ISST\)*](#).

The Indigenous Student Success Targets (ISST) form a common thread together with the University’s strategic priorities. These align with the University’s overarching Strategic Plan, student success policies, the Reconciliation Action Plan 2023 – 2025 and national priorities, including agreements with the Australian Government.

The Indigenous Student Success Targets (ISST) five priority areas: **Commencing, Participation, Progression, Retention, and Completion.**

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%

2023 Indigenous data at a glance

 Participation	<p>413 Aboriginal and Torres Strait Islander students enrolled at Flinders University in 2023 - down from 427 in 2022.</p> <p>1.5% of Flinders student population were Indigenous in 2023 – down from 1.6% in 2022.</p> <p>By College in 2023:</p> <ul style="list-style-type: none"> 1.3% Business Government and Law 1.4% Education, Psychology and Social Work 2.6% Humanities, Arts and Social Sciences 2.2% Medicine and Public Health 1.5% Nursing and Health Sciences 0.9% Science and Engineering
 Access	<p>167 Aboriginal and Torres Strait Islander students commenced at Flinders in 2023 – down from 212 in 2022.</p>
 Home Region	<p>63% of Aboriginal and Torres Strait Islander students came from the metro region, 4% from Northern Territory, 21% from regional and remote areas, and 12% are online locations.</p>
 Completions	<p>57 Aboriginal and Torres Strait Islander students were awarded course completion in 2023 – up from 56 in 2022.</p>
 Employment	<p>67 Aboriginal and Torres Strait Islander staff at Flinders University – comprising of 2.56% of all staff. (data as 1/11/23)</p>

2023 Indigenous Highlights and achievements at Flinders

Month	2023 Highlights and Achievements
January	Indigenous Admission Scheme enrolments close. In2Uni Transition Program.
February	Yungkurinithi Student Orientation. Wellbeing week.
March	Flinders hosted NATSIHEC. Indigenous Entry Stream and Indigenous Pre-Med Program.
April	18 th – 20 th April, RAP Conference (3 days of keynotes, panels, cultural immersion activities, Indigenous Business Showcase).
May	Flinders hosted 500+ Aboriginal and Torres Strait Islander high school students on campus at a 1-day leadership event in partnership with Port Adelaide Football Club, Aboriginal Power Programs.
June	Flinders launches its second Innovate Reconciliation Action Plan 2023 – 2025. Reconciliation Week Activities.
July	NAIDOC Week Activities. Elders Story Telling Series.
August	A Voice to Parliament education and awareness campaign for staff, students and community featuring eight presentations including a <i>Fearless Conversations</i> Public Lecture. https://www.youtube.com/watch?v=W-VhxLXIP2U
September	Elders Forum on the Voice to Parliament in Darwin for staff, students, and community, incorporating a panel of speakers from Arrernte, Larrakia, and Rembarrnga and Yolŋu communities.
October	Yarning Circles for staff and students' pre-referendum. Flinders hosts a <i>Come together</i> event for all staff post-referendum to support Indigenous staff and students and the broader University community.
November	Inaugural Indigenous staff forum. First Nations Researchers Collective Symposium. End of Year student dinner.
December	Indigenous Research Strategy approved by Senior Executive Team. Yungkurinithi graduation event.



Photo images: President and Vice Chancellor Professor Colin Stirling serving donuts to students during NAIDOC week activities. Uncle Mickey O’Brien presenting Kaurna history during the Story Telling Series.

1. Enrolments (Access)

Flinders University's student participation is growing at a steady rate. While the Indigenous enrolment rate remains positive and consistent over the past 5 years, we recognise the need for stronger enrolment growth to achieve the ambitious 3% commencement target set in the ISST, by 2025.

Although the proportion of all Indigenous students remains below the population benchmark, the total number of Indigenous students and their proportion among all students has steadily increased. However, in 2023 Indigenous enrolments trends declined for the first time in more than three years. This decline was consistent with the overall student participation rate which fell by 4.7%, compared to 3.8% Indigenous.

Key Enrolment Trends in 2023:

- 413 Indigenous students were enrolled across various program levels:
 - 65% at the undergraduate level.
 - 25% at the postgraduate level.
- This figure represents 1.5% progress toward the 2025 target of 1.9%.
- 167 students were commencing their studies, contributing to 1.4% progress toward the overarching 3% target.
 - 96 undergraduate students (1.75%).
 - 47 postgraduate students (0.9%).
 - 24 enabling and other pathways (2.1%).
- Notably, between 2022 and 2023, Indigenous commencements experienced a slight decline, decreasing by 0.6% from 2% to 1.4%.

Challenges and Strategies:

- Despite notable improvements in student success outcomes and program enhancements, challenges persist in increasing overall Indigenous participation.
- Flinders University continues to strive toward meeting annual targets. Efforts include:
 - Partnerships: Collaborating with schools and community education programs to create pathways into higher education.
 - Outreach Initiatives: Engaging with prospective Indigenous students to foster interest and awareness.
- In 2024, the Office of Indigenous Strategy and Engagement (OISE) will develop a targeted Indigenous student recruitment plan. This plan aims to boost Indigenous student commencements, including access to enabling courses.

Entry Points and Trends:

- Entry point data reveals a shift away from foundation or enabling programs.
- Increasingly, Indigenous students are entering through:
 - The Indigenous Admissions Scheme.
 - The Indigenous Entry Stream (MD).
 - Direct entry pathways.

1.1 What embedded Indigenous Student Success Program (ISSP) strategies, activities and programs has the university implemented to support and improve access for Aboriginal and Torres Strait Islander students in 2023?

In 2023, several key, embedded programs and initiatives were implemented to support Indigenous success:

1.1.1 Indigenous Admissions Scheme (IAS):

- The IAS is an alternative access program for Indigenous students who do not meet the required ATAR for university entry, or for mature-age applicants seeking admission without pre-requisites.
- It provides an entry point for both undergraduate and postgraduate programs.
- In 2023, a significant number of Indigenous students gained entry to Flinders University through the IAS.
 - 43 initial offers
 - 22 offers

1.1.2 Indigenous Entry Stream (IES) for Doctor of Medicine Program:

- The IES is an alternative access program for Aboriginal and Torres Strait Islander students into the Doctor of Medicine Pathway.
- Applicants entering through this program undertake the Indigenous Pre-Medicine Program.
- In 2023, 15 Indigenous students entered the Flinders University Doctor of Medicine program through this pathway. Of the 15, 13 were new students and two were repeating.

1.1.3 Port Adelaide Football Club Diploma of Sports Management:

- The program commenced in 2023 and is an entry pathway for Aboriginal and Torres Strait Islander students at Flinders University.
- This unique program combines academic study at Flinders University with practical skills and experience from the Port Adelaide Football Club.
- Upon completion, students transition into the second year of the Bachelor of Business (Sports Manager), Bachelor of Business, or Bachelor of Sport, Health, and Physical Activity.

1.1.4 Flinders Foundation Studies and Military Academic Pathways Program:

- The foundation studies program equips students with essential skills for success at Flinders University.
- In 2023, nine Aboriginal and Torres Strait Islander students participated in various formats of these preparatory courses.
- Four of these students progressed to degree programs in 2023, demonstrating the effectiveness of this pathway.

1.2 What new strategies, activities and programs has the university implemented to support and improve access for Aboriginal and Torres Strait Islander students in 2023?

In 2023, several impactful strategies and programs were introduced to support Indigenous success:

1.2.1 Flinders University new city campus

Flinders opened its Flinders City Campus in the Adelaide CBD February 2024. Yungkurrinthe Student Engagement worked with Student Administration Services to ensure a dedicated space and student support services is provided to Indigenous students.

In addition, a new City Campus Cultural Awareness information session was delivered to staff to increase awareness and understanding of specific histories, localised context and understanding of Aboriginal race-relations within Adelaide.

1.2.2 New Philanthropic Opportunities:

- Active promotion of philanthropic avenues. The University channelled income towards greater student support.
- These efforts create additional resources to assist Indigenous students in their educational journey.
- The development of an Advancement case by the Office of Graduate Research and Office of Indigenous Strategy and Engagement, to increase participation of Aboriginal and Torres Strait Islander people into PhD study through competitive national stipend scholarships that meet the unique needs of Indigenous doctoral candidates.

1.2.3 Anti Racism Statement

- The University committed to a University-wide Anti-Racism Statement reinforcing its commitment to championing diversity, equality and a safe and inclusive community for all.

1.2.4 Scholarship Review and Eligibility Criteria Enhancement:

- The University reviewed existing scholarships and eligibility criteria of Indigenous specific scholarships and bursaries to reduce financial barriers and support Indigenous students with the cost of living while pursuing higher education.

1.2.5 Enhanced Engagement with Prospective Students and Communities:

- Flinders University intensified its outreach efforts.
- Increased engagement with prospective students, parents, families, and communities fostered relationships and promoted the value of higher education.

1.2.6 Internal Reporting Mechanism for Indigenous Student Transition Rates:

- The development of an internal reporting mechanism allows the University to capture data on Indigenous student transitions.
- This data informed targeted approaches and ensured smoother transitions throughout the academic journey.

1.2.7 High School Student Participant Survey:

- A qualitative survey was designed to assess the impact of outreach activities on high school students.
- Early results from three unique student surveys of over 250 students in each, who attended workshops revealed:
 - **32%** expressed interest in further study after the workshops.
 - **45%** were open to considering further study.
 - **24%** were not interested in pursuing higher education.
 - Additionally, **44%** of students were first in their family to consider university, while **29%** were unsure, and **27%** were not first-generation students.

1.3 How does the university utilise scholarships, bridging and enabling support and outreach services to improve access? What impact did this support have in 2023?

Flinders University enhanced access for Aboriginal and Torres Strait Islander students through a range of strategies, including scholarships, bridging programs, and outreach services.

In 2023, these initiatives had a significant impact:

1.3.1 Scholarships:

- Scholarships play a crucial role in supporting Indigenous students, especially those from regional areas.
- The rising cost of living has disproportionately affected Indigenous students.
- Actions taken to alleviate financial burdens include:
 - Early scholarship application openings.
 - Fast-tracking payment processing.
 - Increasing hardship bursaries.
 - Stocking student pantries with food.
 - Enhancing student lunch programs (including Elder/student lunches).

1.3.2 ISSP Scholarships (Indigenous Commonwealth Education Costs Scholarship (ICECS), Indigenous Commonwealth Accommodation Scholarships (ICAS) and Flinders Living Top Up Scholarship:

- These scholarships are offered in Semester 1 and Semester 2.
- Administered by Flinders' Student Finance area, they are recommended by Yungkurinthe Student Engagement.
- The **Flinders Living top-up scholarships** specifically assist students residing on campus, covering accommodation and food costs in the University Hall and Flinders Village. To the value of up to \$9k supported 22 Indigenous students living on campus. The scholarship contributes to the accommodation costs of living on campus. Students must be in receipt of the Indigenous Commonwealth Accommodation Scholarship (ICAS) or an Access Scholarship to receive the top up.
 - Students receive mentoring and study supports from Flinders Living.
 - Two Indigenous students were appointed Residential Tutors and Coordinators

1.3.3 Other Financial Supports:

- Flinders University provides both discipline-specific and non-discipline-specific scholarships for Indigenous students.
- Funding sources include government, donors, and external Trusts and Foundations.
- Scholarships may be based on study area, financial need, or personal circumstances.
- Many scholarships are available exclusively to first-year students.

1.3.4 Outreach Services:

Yungkurinthe's Outreach and Pathways team and the Office of Student Recruitment continue to play vital roles promoting higher education to Aboriginal and Torres Strait Islander communities and prospective students through its range of aspiration building, recruitment, and community engagement activities.

Key activities and strategies to support and improve access to higher education across South Australia and Northern Territory include:

- Targeted programs within areas of high Indigenous population in South Australia and Northern Territory - Darwin, Alice Springs, Katherine, and Nhulunbuy offered a range of activities with supports from staff from the College of Medicine and Public Health Rural and Remote Health Teams.
- Continuing to nurture relationships with partners schools, organisations, and community education stakeholders, that deliver quality programs to inspire and encourage school students to consider higher education.
- Building relationships with school-aged children from years 8-12, modelling success and higher education pathways.
- Internal (non-identifiable) reporting mechanisms to track and follow up on high school students who participate in outreach activities.
- The development and refining of targeted programs for high school students.
- Sponsorship of major community events such as flagship partnership with Port Adelaide Football Club, Aboriginal Power Programs.
- Partnerships and sponsorships at annual community events and activities, such as Southern Nunga Tag boots promotion of access programs.
- Merchandise and promotional products for high school students.
- New media products featuring footage of current and prospective students during partnership activities will play a vital role in promotion and building aspirations of Aboriginal and Torres Strait Islanders to attend University.
- Promotion of scholarships to support access into higher education.
- Continued engagement with current Aboriginal and Torres Strait Islander students as Student Ambassadors to assist with the delivery of outreach, recruitment and transition programs and provide role models to prospective students.
- Transition program activities undertaken with pre-tertiary school-age and mature-age students, as part of ensuring that students do not fall through the gap between being given and offer and commencement of studies.

- IN2UNI transition program for Year 12 transition to university provides a culturally responsive orientation program that aims to improve access and participation of Indigenous peoples in higher education.
- Specific orientation for Aboriginal and Torres Strait Islander students, prior to the broader O’Week activities.
- 40 outreach and pathways events across the year engaged over 5000 Indigenous high school students.
- Annual Life in The Uni Lane program provided two full days of introduction and immersion into university life for over 30 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 Yungkurrinthe Student Engagement to promote University pathways via email.
- Annual Koori Mail advertisements promoted Flinders University’s Indigenous Admission Scheme.
- The Indigenous Student Guide updated annually provides detailed information to prospective and commencing students.
- Regular postings to the Yungkurrinthe Student Engagement Facebook page promoted University pathways, supports, programs, and community.

1.3.5 ISSP Funded Scholarships in 2023:

The table below illustrates the breakdown of ISSP-funded scholarships by undergraduate and postgraduate awards:

- **Total scholarships paid: \$335,490.**

Table 1. ISSP Scholarships - breakdown of 2023 payments¹

	Education Costs		Accommodation		Reward		Total ²	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling³	0	0	0	0	0	0	0	0
Undergraduate⁴	48,000	16	281,490	26	0	0	329,490	42
Post-graduate⁵	6,000	2	0	0	0	0	6,000	2
Other	0	0	0	0	0	0	0	0
Total	54,000	18	281,490	26	0	0	335,490	44

Student Impact Statement

“I feel at home with Yungkurrinthe staff, if it were not for them, I believe I would have ceased my studies. I have had support from numerous staff. I have had assistance with checking over my study and with referencing. I found the spaces provided safe and welcoming.”

1.4 What other broad strategies does the university implement to increase access and enrolments for Aboriginal and Torres Strait Islander students that does not rely on ISSP funding?

Flinders University engages various strategies to enhance access and enrolments for Aboriginal and Torres Strait Islander students. These strategies extend beyond ISSP funding and have demonstrated positive outcomes:

1.4.1 Flinders Foundation Studies Program and Enabling Program:

- In 2023, nine Indigenous students successfully completed various formats of the Flinders Foundation Studies and Military Academic Pathway Program enabling programs.
- Four of these students commenced their degree programs at Flinders in 2024.
- These preparatory programs equip students with essential skills, ensuring a smoother transition into higher education.

1.4.2 Port Adelaide Football Club Partnership (Aboriginal Power Cup):

- Flinders University's partnership with the Port Adelaide Football Club has entered its fourth year.
- The program, known as the SANTOS Aboriginal Power Cup, leverages Australian Rules Football (AFL) to engage Indigenous students in their education.
- Aligned with the South Australian School Curriculum, this initiative is delivered in collaboration with the South Australian Aboriginal Secondary Training Academy.
- The program not only encourages Indigenous students to pursue education and career pathways but also promotes cultural awareness and understanding through sports.
- By engaging Indigenous communities in South Australia, this program strengthens relationships between the Port Adelaide Football Club, Aboriginal communities, and Flinders University.
- Flinders' support of this initiative aligns with our commitment to fostering education, leadership, and career opportunities for Indigenous students, emphasizing our dedication to building strong community connections with Aboriginal and Torres Strait Islander peoples.

1.4.3 On-Campus Leadership Day at Bedford Park Campus:

- This successful event attracted over **300 students**.
- Indigenous students had the opportunity to:
 - Explore education and career pathways.
 - Engage with employers and education providers.
 - Develop networking skills.
- Flinders University's support for these programs highlights the importance of education and career pathways for Indigenous students.
- By ensuring access to necessary resources and support, Flinders empowers students to achieve their goals.
- <https://www.portadelaidefc.com.au/community/programs/aboriginal-power-cup>
- Photo Images: Students attending the Power Cup Leadership Day



1.4.4. South Australian Aboriginal Sports Training Academy STEM (SAASTA):

- The Aboriginal STEM Academy is a collaboration between Flinders University and the Department of Education which offers opportunities to students across South Australia.
- Specifically targeting Years 11 and 12, this academy focuses on STEM education.
- By nurturing interest in science, technology, engineering, and mathematics, Flinders contributes to building a skilled Indigenous workforce.

1.4.5 Other strategies and pathways that increase access and enrolment:

- The College of Education, Psychology and Social Work's Indigenous Honors pathway program was launched in 2023, now with an Indigenous **sub-quota of two per annum** for entry into the Master of Clinical Psychology or PhD (Clinical Psychology).
- The College of Medicine and Public Health supported its inaugural participant of Aurora Cadetship in Darwin hosted by a partnership arrangement with Menzies School of Health Research.
- Strengthening of the **Indigenous Entry Stream** pathway to the medical courses through a participatory action methodology and continued work on improving the program including working closely with student services and Yungkurinithi to support rural and remote and Aboriginal and Torres Strait Islander students.
- **Fifteen** Indigenous high school students participated in the STEM enrichment conference. As part of the CSIRO Young Indigenous Women's STEM Academy annual camp. **Forty**, Year 9, 10, 11 and 12 Indigenous female students visited Flinders and participated in activities which displays at the application of molecular biology skills to environmental studies.

2. Progression (outcomes)

2.1 What embedded ISSP strategies, activities and programs has the university implemented to support students to complete units.

Flinders University has implemented a range of strategies, activities, and programs to enhance student success. These initiatives specifically target the completion of academic units and provide essential support to students. Key highlights include:

2.1.1 Yungkurinithi Student Engagement: Advocacy and Community

- Yungkurinithi Student Engagement offers comprehensive support, including advocacy, referrals, pastoral care, and academic assistance.
- The study spaces, such as the Tjilbruke student lounge and kitchen and dedicated study spaces for Indigenous students at the Festival Tower, Sturt and Darwin campuses, create a sense of belonging and community for Aboriginal and Torres Strait Islander students beyond the classroom environment.

2.1.2 Yungkurinithi Tutorial Program (YTP): Culturally Awareness Tutoring

- Tutors in the YTP undergo induction training led by ISSO's (Indigenous Student Support Officers) and Deadly Study Skills Advisors.
- Cultural awareness training ensures tutors are well-prepared to support students effectively.

2.1.3 Deadly Study Skills Advisor: Tailored Academic Support

- The Deadly Study Skills Advisor provided personalised 1:1 or group sessions covering academic writing, research techniques, referencing, time management, and innovative ideas.

- The guidance contributes significantly to student success.

2.1.4 Tjilbruke Student Lounge: A Culturally Safe Space

- The Tjilbruke Student Lounge provides a comfortable environment where students can study, collaborate, and connect with peers.
- Equipped with modern technology, including computers, interactive screens, and Smart whiteboards, it enhances the learning experience.

2.1.5 Flinders Learning Online (FLO): Comprehensive Student Support

- FLO serves as a central hub for all students, offering resources, communication tools, and access to course materials.
- It ensures a seamless online learning experience.

2.1.6 Weekly Online Drop-In Sessions

- Yungkurrinthe Student Engagement hosts regular virtual drop-in sessions, allowing students to connect, seek advice, and share experiences.

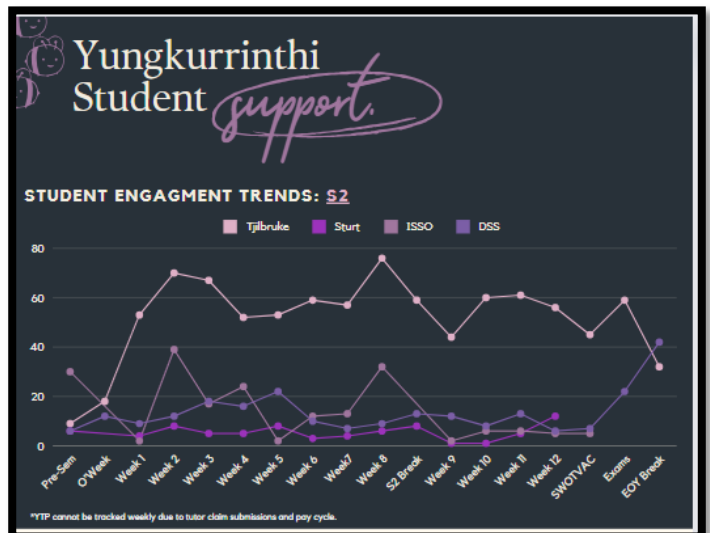
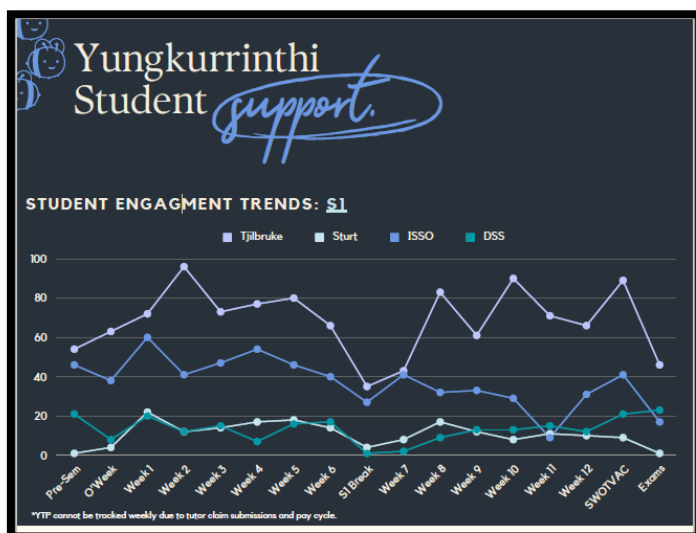
2.1.7 Designated Counsellors for Aboriginal and Torres Strait Islander Students

- Access to specialised counsellors ensures holistic well-being support for this student cohort.

Table 2. Indigenous Student Support Impact

2023 data reports on Indigenous student support impacts:	
206	Students directly supported
856	Indigenous Student Support Officer student interactions
427	Academic Study Skills interactions
2090	Hours of tutoring
54	Counselling sessions
1200+	Individual sandwiches made and eaten by students.

Chart 1 & 2. 2023 Yungkurrinthe Student Support Trends



Description of services: **Tjilbruke** - Yungkurrinthe Student Lounge.
Sturt - Yungkurrinthe Student Study Space.
ISSO - Indigenous Student Support Officers, 1:1 student interaction.
DSS - Deadly Study Skills, Academic study support interactions

Summary of key observations related to Indigenous Student Support:

- In-Person Engagement Preference:
 - Students exhibit a strong preference for in-person engagement, as evidenced by the highest attendance before the academic semester commenced. This trend continued throughout the year.
- Increased Student-Staff Engagement:
 - In 2023, there was a notable increase in interactions between students and support staff. This heightened engagement reflects the effectiveness of support programs.
- Deadly Study Skills Program Impact:
 - The Deadly Study Skills (Academic skills) program witnessed a significant surge in interactions. This program plays a crucial role in enhancing student success.
- Flinders Careers Engagement:
 - Students engaged more actively with Flinders Careers. The establishment of the CareerHub round-up email contributed to this momentum.
- Voice to Parliament Referendum Effects:
 - The Voice to Parliament Referendum had notable impacts on student well-being and study experiences. Its influence was felt across the student community.
- Cost-of-Living Crisis Strain:
 - The ongoing cost-of-living crisis placed additional strain on students, affecting their ability to focus on studies.
- Increased Food Supplies in Student Pantry:
 - Recognising the impact of rising living costs, efforts were made to bolster food supplies in the student pantry.

2.2 What new strategies, activities or programs has the university implemented to support students to complete units and retain students in 2023?

In 2023, Flinders University implemented several new strategies, activities, and programs to enhance student success, particularly in terms of completing academic units and retaining students. These included:

2.1.1 Wellbeing Strategy and Wellbeing Week:

- A comprehensive Wellbeing Strategy aimed at promoting student mental health, resilience, and overall well-being.
- Wellbeing Weeks held during Semesters 1 and 2, provided targeted activities and resources to support students' emotional and physical health.

2.1.2 Increased Engagement with Careers Support Services:

- Students were encouraged to engage with Flinders Careers, offering guidance on career pathways, internships, and job placements.
- The establishment of the CareerHub round-up email facilitated regular communication with students, enhancing their career prospects.

2.2.3 Enhanced Counselling Services:

- Counselling services witnessed increased engagement, emphasising mental health support for students.
- These services played a crucial role in addressing emotional well-being and stress management.

2.2.4 Flinders Learning Online (FLO):

- Student support through FLO, an online platform that offers resources, communication tools, and access to course materials.

2.2.5 First Nations Researchers Collective Program:

- The First Nations Researchers Collective program was established to provide a supportive research environment, foster mentorship and collaboration and build capacity of emerging and future Aboriginal and Torres Strait Islander academic and HDR students.
- This initiative aimed to strengthen academic pathways and promote success.

2.2.6 Tailored Pastoral Care Support:

- Beyond the Wellbeing Weeks, the Yungkurrinthe focussed on individualised support.
- Coordinated activities provided stronger well-being support, addressing students' unique needs.

The image below shows the number of activities offered to Indigenous students throughout Wellbeing Week.

Image 1 – Wellbeing Week activities promotion.



2.3 How does the university measure the effect these strategies have on student progression? What were the outcomes or success?

Positive Trends in 2023

Flinders University continued to make significant strides in supporting student progression. In 2023, the progression rate reached approximately 80%, marking a 3% increase from the previous year (77% in 2022). This positive trend reflects the effectiveness of targeted support services and programs.

2.3.1 Yungkurrinthe Student Engagement Team Initiatives

The success achieved can be directly attributed to the dedicated efforts of the Yungkurrinthe Student Engagement (YSE) team. Their comprehensive approach encompasses various dimensions of student well-being:

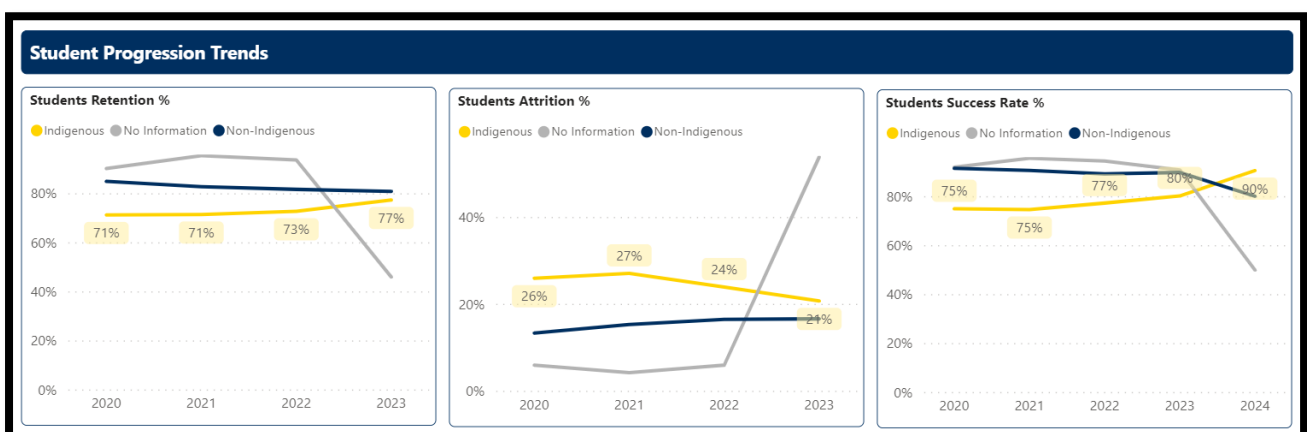
1. **Academic Support:** YSE provides academic assistance, ensuring students stay on track with their studies.
2. **Pastoral Care:** The team offers personalised pastoral support, addressing individual needs.
3. **Cultural Connection:** YSE fosters a sense of belonging and cultural identity.
4. **Financial Assistance:** Financial support programs alleviate students' financial stress.
5. **Wellbeing Services:** YSE promotes mental and physical well-being.
6. **Referral Services:** YSE triages student support needs and may refer students to more specialised services of the University. For example, The Health Counselling and Disability Services.

2.3.2 Data Trends: Student Retention, Attrition, and Success

The chart below summarises data from 2020 to 2023, highlighting key trends:

- **Attrition Rate:** The chart shows that the attrition rate decreased, indicating improved student retention.
- **Retention Rate:** Retention rates showed an upward trajectory in 2023.
- **Indigenous Student Success:** In 2023, Indigenous student success rates increased by 3%, aligning with positive trends observed across other data areas.

Chart 3. 2023 Indigenous Student Progression Trends



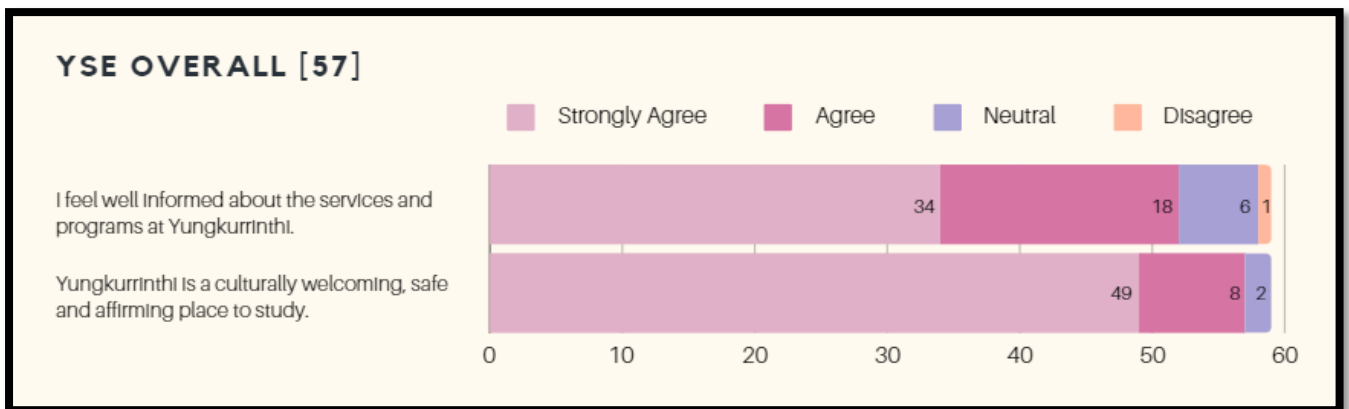
2.3.3 Measures and evaluation: Flinders University employs a range of measures to evaluate the impact of its support initiatives. Notably, the Yungkurrinthe Student Engagement survey plays a pivotal role in gathering valuable insights from students.

- **Survey Purpose:** The Yungkurrinthe Student Survey aims to:
 - Reflect on existing programs, services, and projects.
 - Enhance university offerings.
 - Ensure students’ needs are acknowledged and addressed.
 - Foster greater engagement.
 - Encourage student voice and leadership.
 - Facilitate student progression and successful completion.

- **Survey Structure:**
 - The survey is conducted annually.
 - Participants receive incentives in the form of **3 x \$50 vouchers**.
 - The survey captures student satisfaction levels and gathers feedback on the effectiveness of various University initiatives.

- **Participation and Reach:**
 - A total of **72 students** participated in the survey in 2023.
 - Participants included students from South Australia (SA), Northern Territory (NT), and online programs.

Chart 4. Example of a question and results in Yungkurrinthe Student Engagement survey about services



2.4 How does the university invest in the cultural competency of staff and students? How is it measured and what impact has it had?

Flinders University actively promotes awareness of and respect for the diversity of its staff and students. The University recognises that individuals bring their unique capabilities, experiences, and characteristics to the study or work environment. Below are examples of how Flinders University invests in cultural competency and measures its impact:

- 1. Cultural Awareness Training:** Flinders University offers cultural awareness training for both staff and students. This training aims to enhance understanding and appreciation of different cultures, including Indigenous perspectives.
- 2. Indigenous Curriculum:** Preliminary recommendations have been made to support this integration, and efforts are under way to identify where Indigenous knowledges and perspectives can be incorporated into Flinders' programs.
- 3. Indigenous Studies Curriculum Thread:** As part of the Student Success Thread initiative, Flinders is mapping out an Indigenous Studies curriculum thread within degree programs. Recommendations have been provided for courses that lack topics related to Indigenous Knowledges.
- 4. YourMob Learning:** Flinders offers the YourMob Learning training package, which provides foundational cultural awareness to new employees during staff induction. In 2023, 294 staff members completed this training. Some Colleges, such as Medicine and Public Health and Nursing and Health Sciences, also require students to participate in cultural training as part of their professional standards.
- 5. Elder on Campus Program:** Flinders University's Elder Program offers various activities across the campus. These include student lunches, Elder Forums, Welcome to Country ceremonies, cultural sessions, and consultations.
- 6. Dr Uncle Lewis Yarlupurka O'Brien Oration:** In 2023, the oration titled: A Story of Friendship: Betty Fisher and the Collective Living-Legacy of Aunty Gladys Elphick and the Council of Aboriginal Women in South Australia, was presented by Associate Professor Natalie Harkin.
- 7. Voice to Parliament Campaign:** Flinders conducted an education and awareness-raising campaign related to the Voice to Parliament initiative. This campaign included 10 individual sessions for staff and students across the University including a Public Lecture through the University's Fearless Lecture Series. The Public Lecture included an expert panel of speakers from across Australia, with a keynote from Professor Tom Calma AO, Aboriginal Australian human rights and social justice campaigner and 2023 Senior Australian of the Year,
- 8. Coming Together Event:** Post referendum outcome, the University respectfully provided a coming together event for staff and students, including a fire and opportunity for reflective shared conversations.
- 9. Yarning Circles:** The University offered three yarning circles post-referendum, presented by Aboriginal Counselling service Warida Wellness and Legacy Counselling.

10. Reconciliation Week and NAIDOC Week: The University actively engages in cultural activities during Reconciliation Week and NAIDOC Week, celebrating Indigenous culture and heritage.

11. Elders on Campus Program Evaluation: The University is in the preliminary stages of evaluating the Elders on Campus program. The goal is to explore opportunities for expanding its activities across South Australia and the Northern Territory. Additionally, the program aims to include Cultural Educators from regional areas such as Nhulunbuy and Katherine.



12. Elders Forum: “Our Elders Voices”: In August 2023, the Elders Forum focused on the national referendum Voice to Parliament. This forum attracted over 200 participants, both in-person and online. It provided a platform for Elders to share their perspectives and contribute to cultural understanding.

13. Elders on Program for Students: The Elders program offers mentoring and cultural support to Aboriginal and Torres Strait Islander students. This support positively impacts academic progression by providing a sense of belonging, academic guidance, mentoring, and a culturally supportive environment. It also encourages cultural exchange.

14. Library Advisory Committee: The Library Advisory committee includes an Indigenous representative who provides valuable advice on cultural matters. This ensures that library services and resources are culturally sensitive and relevant.

15. AIATSIS Guide Sessions: The Library conducted sessions on the AIATSIS guide (Australian Institute of Aboriginal and Torres Strait Islander Studies) for evaluating and selecting educational resources. These sessions were targeted at academics and teaching staff, enhancing their understanding of Indigenous perspectives.

16. Community Cultural Learning Providers: Flinders University promoted a comprehensive list of community cultural learning providers on its webpage. This resource is available for Colleges and portfolios to offer cultural training to staff. It encourages collaboration and knowledge sharing.

17. Exhibition at FUMA: Flinders University’s Museum of Arts (FUMA) showcased artwork from Maningrida Arts and Culture, specifically focusing on women’s work from central Arnhem Land. This exhibition was in association with the 2023 Tarnanthi Festival of Aboriginal and Torres Strait Islander Contemporary Art and the New Acquisitions New Perspectives exhibition. The latter featured selected First Nations artwork acquired over the previous 5 years. FUMA also provides Object Based Learning (OBL) modules that can be incorporated into curricula, encouraging students to engage with Indigenous ways of knowing, being, and doing.

18. Library Resources: The Library hosts a webpage that directs students to Indigenous-authored resources, filtered by degree/course. This ensures that students have access to relevant materials that reflect Indigenous perspectives.

19. Exhibitions: During Reconciliation Week, the Library organized an exhibition to celebrate and promote reconciliation efforts. The Library First Nations Collection exhibition in the Central Library curated items from General and Special Collections, complete with cultural identifying signage. Additionally, a NAIDOC Week exhibition was displayed in the Central Library, further highlighting Indigenous culture and heritage.

20. **Increased Requests for Indigenous Perspectives:** The Library reported a remarkable 200% increase in requests from teaching academics to embed Indigenous perspectives in the curriculum. This demonstrates a growing commitment to integrating Indigenous knowledges and experiences into teaching and learning.
21. **Social Media Campaigns:** Flinders University actively utilises its social media platforms to promote Aboriginal and Torres Strait Islander culture. These campaigns reach a wide audience and contribute to cultural awareness.
22. **National Reconciliation Week Articles and Activities:** Both internal and external articles and activities related to National Reconciliation Week are promoted through localised College eNews. This ensures that the entire University community is informed and engaged.
23. **Indigenous Academic Support:** An Indigenous academic provides weekly yarning circles to assist staff with Indigenizing the Curriculum. These circles foster dialogue, understanding, and collaboration.
24. **Restructuring the Bachelor of Arts:** The Bachelor of Arts program has been restructured to include modules on Indigenous knowledges and experiences at the first and second-year levels. This intentional inclusion ensures that students gain a deeper understanding of Indigenous perspectives.
25. **A new topic INDG2003 *Kurna Identity, Culture, and Language*** as part of the Indigenous Australian Studies major was developed and approved in 2023 to commence in 2024 by the College of Humanities, Arts and Social Sciences. The topic introduces students to intellectual, philosophical, and political dimensions of Kurna worldviews and to learn about Kurna people and places of significance including Kurna heritage sites and commemorative parks with dual naming.

2.5 What other broad strategies does the university implement to support student progression that does not rely on ISSP funding? (Only one or two paragraphs are required)

1. **Library Initiatives:** The Library actively investigates learning resources for the Kurna language and specifically purchases titles by First Nations authors. To streamline this process, they have implemented a tracking system for ordering these resources. Continuing this commitment, the Library consistently acquires resources authored by First Nations individuals for the Teaching and Resource Collection (TRC). These additions enhance TRC holdings and provide valuable materials for Education students to incorporate into their classroom experiences during placements.
2. **Flinders Learning Online (FLO):** The FLO portal serves as a valuable resource for students, particularly in relation to Indigenous cultures. It provides study materials, information, and advice related to university matters.
3. **Yungkurinthe's FLO Site:** Yungkurinthe's FLO site offers students access to updated information and guidance on various university-related topics. This includes details about available resources, study skills, Abstudy, housing, cadetships, tutoring, and scholarships. Regular updates keep students informed and engaged.
4. **Indigenous Student Employment Scheme:** Flinders University continues to offer part-time employment opportunities for Aboriginal and Torres Strait Islander students. This scheme provides valuable work experience while supporting their academic journey.
5. **Career Trackers:** The University collaborates with Career Trackers, which offers paid internships, cadetships, and employment opportunities for Aboriginal and Torres Strait Islander students studying at Flinders. These programs enhance career prospects and professional development.

6. **College Indigenous Focussed Roles:** Within the College of Science and Engineering, two new Indigenous focussed roles have been established as part of the College leadership responsibilities, with a focus on Indigenous student recruitment, support and completions, research, community engagement, workforce and Indigenising of the curriculum. The College of Education, Psychology and Social Work have established new roles Research Lead: Indigenous Partnership to progress engagement with Indigenous communities, promote and facilitate cultural awareness, understanding and truth telling, and tailor opportunities for Indigenous students and staff.
7. **Elders and Community Involvement:** Flinders University recognises the importance of involving Elders and community leaders in program development. By engaging their expertise, the University aims to build capacity in curriculum and content design, ensuring culturally responsive education.
8. **River Journey Programs:** The River Journey Program is designed to raise aspirations of students who are currently underrepresented in Higher Education. This program is funded by HEPPP and offers a series of presentations and campus experiences designed to encourage students to consider Higher Education, and to examine pathways and opportunities.
9. **Professor Lowitja O'Donoghue Indigenous Student Postgraduate Research Scholarships:** Effective from January 1, 2024, the Professor Lowitja O'Donoghue Indigenous Student Postgraduate Research Scholarships have been increased to \$50,000 per annum. This enhancement, funded by the Deputy Vice-Chancellor (DVC) Research, aligns the stipend rate with other institutions. The scholarship offers a Research Training Program Place (RTP) and supports Indigenous students pursuing Higher Degrees by Research. It includes an annual stipend, leave, and allowances at a rate 20% higher than the published AGRTPS rate. The scholarship is tenable for up to three years for a Doctorate by research or up to two years for a Masters by Research.



Photo Images: Students during Wellbeing week activities.

2.6 What was the impact of support through tutorial assistance and mentoring and other measures provided through the university?

The Yungkurinthe Tutorial Program (YTP) plays a crucial role in enhancing the educational outcomes of Aboriginal and Torres Strait Islander students. By offering both 1:1 and group training, the program connects students with tutors who possess expertise in specific subject areas, providing essential academic and curriculum support.

Tutorial assistance has emerged as a pivotal factor in elevating the success rates and academic achievements of Indigenous students. Insights from student surveys and Indigenous progression data indicates the positive impact of tutoring on enhancing Indigenous students' university experiences.

In 2023, the YTP facilitated approximately **2500** tutoring hours specifically for Indigenous students. These sessions encompassed **1191** tutoring interactions, benefiting **73** unique students. The program's commitment to personalised support contributes significantly to the advancement of Indigenous success within the university context.

Table 3. Tutorial assistance provided in 2023.

Level of study	Number of unique students assisted ⁶	Total number of tutorial sessions attended ⁷	Total hours of assistance ⁸	Expenditure ⁹ (\$)
Enabling				
Undergraduate	50	535	1069.75	67,491.70
Post-graduate	14	574	1396.14	88,084.02
Other	9	82	35.42	2234.69
Total	73	1191	2501.31	\$157,810.41

Tutorial Assistance Summary

- Yungkurinthe Tutoring Program YTP student data, revealed that **1191** individual and group tutoring sessions were provided to Indigenous students, totalling approximately **2500** tutoring hours.
- 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.
- In addition to the tutoring program, the YSE team offers face to face student support services and academic study skills (Deadly Study Skills) to Indigenous students.
- Students provided feedback through an Indigenous student survey on Tutoring Program and academic services.

“[My Tutor] is amazing..., I thought about quitting so many times and really struggled and without (her) support I definitely would have failed.”

2.6.1 Deadly Study Skills Program

The Deadly Study Skills program (DSS) provides 1:1 academic study and wellbeing support to students. Consults are offered across platforms reaching Yungkurinrithi students from all Colleges and at all stages of enrolment.

The images below indicate the trend of interactions throughout 2023.

Chart 5. Yungkurinrithi Student Engagement weekly engagement trends.

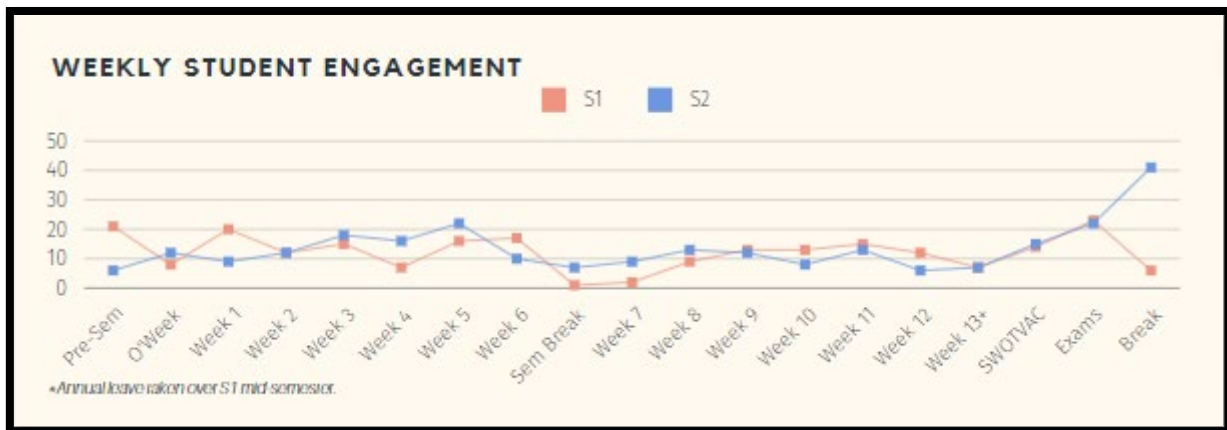
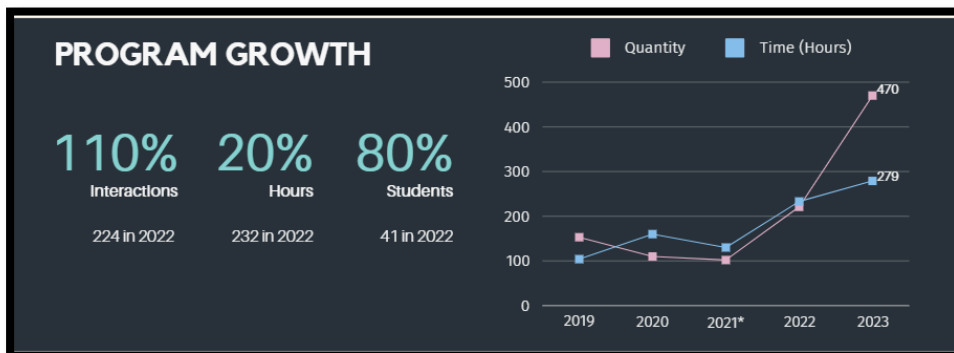


Chart 6. Yungkurinrithi Student Engagement growth 2022 - 2023



A reflection of 2023 from the Deadly Study Skills Academic Advisor.

“Upon the commencement of Semester 1, the usual peaks and troughs were witnessed, but what was different was the number of students making use of Yungkurinrithi. While this was brilliant for fostering relationships, it also demonstrated that the environment we had nurtured was encouraging student access. Significantly, graduates and postgraduates also made contact with Deadly Study Skills, meaning that student support was broadened for the first time and students wished to maintain a relationship with the program. Semester 2 interactions are indicative of increased student check-ins as well as retaining an ongoing connection with regular students I am proud of this year’s growth as well as the number of activities I was able to support.”

Student Impact Statement:

“Really appreciate the ISSO staff and their support - they have been excellent in helping to advocate on my behalf and support my studies. I appreciate their kindness, enthusiasm, and conscientiousness.”

“The ISSOs at Yungkurinrithi are very friendly and supportive, I have enjoyed meeting them this semester and won’t hesitate to reach out if I need assistance next year with my studies.”

2.6.2 First Nations Researchers Collective (FNRC)

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

In November 2023, **45** Aboriginal and Torres Strait Islander staff and students from five separate locations in SA, NT and Qld attended the FNRC the 3-day summit at Bedford Park. Four sessions are scheduled across 2024, and a 3-day in-person summit towards the end of the year.

Since the commencement of the FNRC, Aboriginal and Torres Strait Islander researchers at Flinders University have attracted more than **\$14m in grant funding** with **\$5m coming to Flinders University as the lead University**.

3. Completions (outcomes)

The Indigenous Student Success Targets (ISST) set an ambitious goal of achieving a 1.6% Indigenous student completion rate by 2025. This represents a significant increase from the current observed rate of **0.9%** over the past four years.

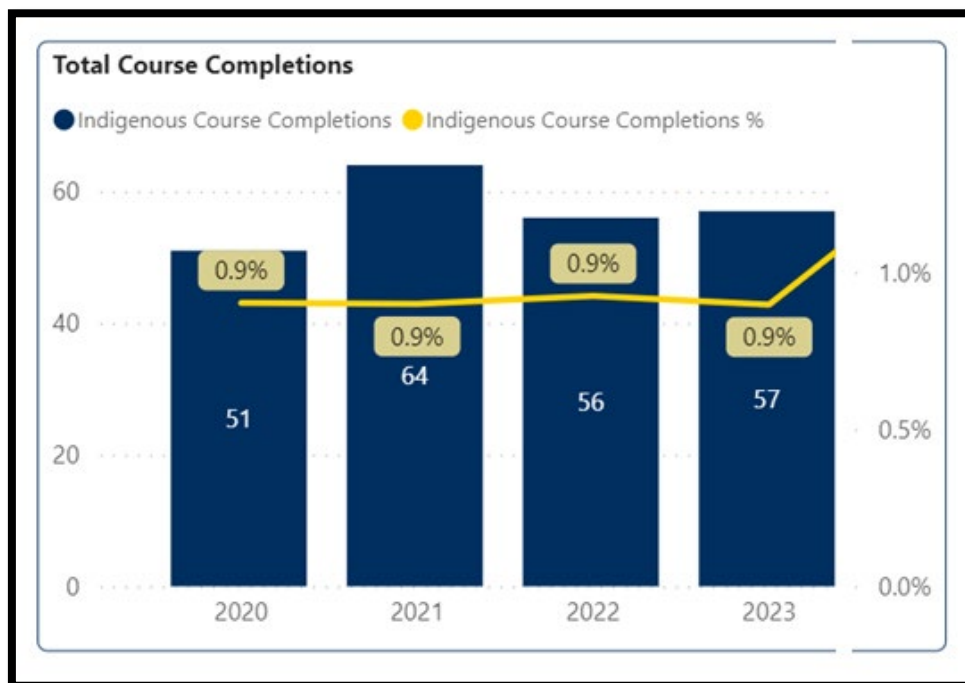
In 2023, there were a total of **57** completions by Indigenous students. These completions were distributed as follows:

- **31 were undergraduate program completions.**
- **18 were postgraduate program completions.**
- **8 were enabling program completions.**

Bold Target and National Alignment:

- Acknowledging the boldness of the **1.6%** target, the ISST highlights a crucial priority area aligned with national goals. Specifically, it aligns with the **Closing the Gap** initiatives aimed at enhancing Indigenous success in higher education.
- The report emphasises the need for continued efforts and innovative strategies to bridge the gap between the current outcomes and the desired target.
- Sustained support and engagement are highlighted as essential drivers for meaningful change in Indigenous student success rates.

Chart 7. Total Indigenous Course Completions Trend.



3.1 What ISSP embedded strategies, activities and programs has the university implemented to improve award course completions of Aboriginal and Torres Strait Islander students?

In 2023, key initiatives were undertaken to improve completion rates and graduate outcomes for Indigenous students, including:

3.1.1 Indigenous Student Success Targets (ISST):

- The University established the ISST, which sets ambitious completion targets for Indigenous students.
- Colleges and Portfolios were actively engaged to develop initiatives and actions aligned with local strategies and targets.

3.1.2 Deadly Study Skills Program:

- To enhance academic success, the University provided academic support through the Deadly Study Skills program.
- This program focused on essential study skills, including academic writing, research, referencing, and time management.

3.1.3 Individual Learning Plans:

- The University implemented individual learning plans for Indigenous students.
- These personalised plans utilised the services offered by the Deadly Study Skills program.

3.1.4 Advocacy and Support:

- Indigenous Student Support Officers advocated for students requiring assignment extensions.
- This support aimed to address challenges and facilitate successful completion.

3.1.5 Indigenous Student Professional Development Fund:

- The University introduced the Indigenous Student Professional Development fund.
- Students were eligible for up to \$750 to participate in training or workshops outside their regular coursework, such as conferences and specialized courses.



Photo Image: Staff and students during graduation commemoration event.

3.2 What new strategies has the university implemented in 2023 to support students to complete qualifications? What was the impact?

While no new strategies have been developed, the existing embedded strategies continue to evolve and be adapted to address the changing landscape and new student cohorts. These adaptations consider several critical factors:

3.2.1 Financial and Cost of Living Crisis:

- Financial challenges faced by students due to rising costs of living.
- Existing support mechanisms have been fine-tuned to alleviate financial burdens and ensure equitable access to education.

3.2.3 Student Demand:

- Listening to student voices is crucial.
- Responding to student demands, whether related to student support adjustments, accessibility, or community engagement.

3.3 What other broad strategies does the university implement that supports Aboriginal and Torres Strait Islander students complete their qualification that does not rely on ISSP funding.

The University recognises the importance of broader engagement and consultation with Indigenous students to enhance their overall experience. For example, broader partnerships across the University have been formed to address admission issues and increase accommodation scholarships for Indigenous students. Other initiatives and activities include:

3.3.1 Consultations and Welcoming Strategies:

- Continuing Indigenous students have actively participated in consultations. Their insights have helped identify effective strategies for welcoming new commencing students and fostering a sense of belonging and community among Indigenous students.
- Impact: A supportive and inclusive environment contributes to student engagement and success.

3.3.2 Innovate Reconciliation Action Plan (RAP) 2023 - 2025:

- The University's Innovate RAP 2023-2025, comprising of 79 deliverables aimed at promoting curriculum change, reconciliation, cultural awareness, Indigenous employment, and student success.
- Impact: This comprehensive plan reflects the University's broader approach to supporting Indigenous students throughout their academic journey.

3.3.3 Indigenous Student Forum and Feedback:

- Indigenous students have had the opportunity to share their feedback and experiences related to enrolment, teaching/learning, and assessment processes.
- Impact: The students' unique perspectives, especially those of regional students attending campuses outside main locations, inform University efforts to enhance support for Indigenous student success.

3.3.4 Broader Partnerships:

- Collaborative efforts across the University have been established to address admission issues and increase accommodation scholarships specifically for Indigenous students.
- Impact: Improved access and financial support contribute to higher completion rates.

4. Regional and remote students

In 2023, over 31% of Indigenous students were from regional and remote areas. This statistic highlights the critical importance of specific programs including place-based initiatives and funding to support the unique student support areas and challenges of students from these areas. While Flinders University does not have specific targets for regional and remote (RR) students, this substantial proportion within the Indigenous student cohort necessitates focused efforts and resources. Challenges in 2023 included:

1. **Geographic Isolation:** RR students contend with physical distance from educational institutions and or family, which can impact their access to resources and support.
2. **Limited Resources:** The lack of resources in remote areas can hinder academic progress. Flinders University has considered innovative ways to bridge this gap.
3. **Cultural Barriers:** Indigenous students from regional and remote backgrounds may encounter cultural differences when transitioning to urban centres like the Bedford Park campus in South Australia. Culturally sensitive support is crucial.
4. **Family Isolation and Support Networks:** Being away from family and community networks can affect well-being and academic performance.
5. **Cost of Living and Financial Strain:** RR students often face higher living costs due to limited local amenities and higher travel expenses.
6. **Accommodation Challenges:** Finding suitable housing can be a significant hurdle for RR students.
7. **Access to Support Services:** Ensuring that RR students have equitable access to counselling, academic support, and other services is essential.

4.1 What support was offered through ISSP to regional and remote students, how were these students prioritised?

Yungkurinthe Student Engagement provides the following supports to students who are from regional and remote areas, including areas in regional South Australian and the Northern Territory.

4.1.1 NT & RR Indigenous Student Support Officer:

- An Indigenous Student Success Officer, based in the Northern Territory (NT), played a crucial role in providing personalised support to Indigenous students in both NT and other regional and remote locations.
- This officer engaged with students through face-to-face interactions and online channels.

4.1.2 NT Student Room:

- The NT Student Room served as a hub for Indigenous students, offering resources, information, and a sense of community.
- It facilitated connections among students across different regions.

4.1.3 Student Pantry:

- Yungkurinthe's dry food pantry for students provides food assistance for students experiencing hardship and financial challenges during study on campus.

4.1.4 Support for Students on Placement in NT:

- Indigenous students on placement in the NT received targeted support.
- This assistance aimed to enhance their learning experiences during practical placements.

4.1.5 Welcome Packs and Weaving/Art Packs:

- Welcome packs were sent to Indigenous students, providing essential materials and information.
- Additionally, weaving and art packs were distributed, fostering cultural expression and connection.

4.1.6 Online Student Lunches:

- Virtual student lunches created opportunities for networking, sharing experiences, and building relationships.
- These gatherings were especially valuable for remote students.

4.1.7 Scholarships Targeting Regional and Remote Students:

- Scholarships were specifically directed toward Indigenous students in regional and remote areas.
- Financial support eased access to university study.
- Accommodation Top-Up Scholarships at Flinders Living:
- Accommodation costs can be a barrier for remote students.
- The top-up scholarships provided additional financial assistance for housing.

4.1.8 Flinders University Rural and Remote Health SA:

- Beyond ISSP, the University's Rural and Remote Health SA initiative focused on multidisciplinary health education and research in regional areas.
- Priority areas included Aboriginal and Torres Strait Islander health, education, research, and partnerships.

4.2 What strategies were implemented to improve access to university study?

In 2023, the Indigenous Student Support and Outreach Officer NT played a pivotal role in supporting existing and online Indigenous students in the Northern Territory and from regional areas. The staff member also coordinated broader Outreach and Pathways ways events activities with schools and community, in Northern Territory. Activities included:

4.2.1 Student Support:

- The officer provided personalised support to existing Indigenous students.
- This support encompassed a range of areas, including academic guidance, well-being, and cultural connection.
- By addressing individual needs, the officer contributed to student persistence and success.

4.2.2 Promotion and Outreach:

- Beyond student support, the officer actively promoted the University at Outreach and Pathways events in the NT.
- These events aimed to engage with prospective students, raise awareness about educational opportunities, and encourage Indigenous youth to consider higher education.
- By participating in outreach activities, the officer contributed to expanding access to university study for Indigenous communities.

4.3 What has been the impact of these strategies and activities and what activities were provided?

Yungkurinthe's Outreach and Pathways team and the broader Office of Student Recruitment continues to play a vital role of promoting higher education to prospective Aboriginal and Torres Strait Islander students through its range of aspiration building, recruitment, and community engagement activities. Key activities and strategies to support and improve access to higher education across South Australia and Northern Territory include:

4.3.1 Promotion of Flinders pathways and programs at community educational and pathways expos and activations.

4.3.2 Health and 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). Thirty 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.

4.3.3 SMS campaigns throughout the year helped with engagement and was more effective than emails.

Table 4. ISSP Scholarship data for remote and regional students¹⁰

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2022 Payments	63,388	23	222,720	22	6,000	6	292,108	51
B. 2023 Offers ¹¹	33,000	11	226,470	22.5	0	0	259,470	33.5
C. Percentage ¹² (C=B/A*100)	52%	48%	102%	102%	0%	0%	89%	66%%
2023 Payments	33,000	11	281,490	22	0	0	314,490	33

Note: The required threshold of offering 95% of the previous year's rural spend on scholarships. This was due to an unusually high spend in the previous year (inflated spend in 2022). There was a much higher spend on rural and regional students in 2022, therefore 2023 offering were well above our historical average.

In 2023 Indigenous Commonwealth scholarships were awarded to 33 Regional and Remote. This included 11 Education Costs Scholarships, 22 Accommodation Scholarships. Fifteen Flinders Living Top Up Scholarships were also awarded to student living on campus.

5. Eligibility criteria

Indigenous Education Strategy

5.1 How has the university implemented its Indigenous Education Strategy under Section 13 of the ISSP Guidelines?

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 *Indigenous Research Strategy*, the [Indigenous Workforce Strategy](#), and the University's [Innovate Reconciliation Action Plan 2023 - 2025](#).

The Indigenous Student Success Targets 2022 - 2025 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.

The ISST is reported at Education Quality Committee, Academic Senate, Tarrkarri-Anna Committee and part of the university's Annual Performance Accountability Cycle APAC.

5.2 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.

5.2.1 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.

Key Achievements:

- 167 students were commencing their studies, contributing to 1.4% progress toward the overarching 3% target.
 - 96 undergraduate students (1.75%).
 - 47 postgraduate students (0.9%).
 - 24 enabling and other pathways (2.1%).
 - Notably, between 2022 and 2023, Indigenous commencements experienced a slight decline, decreasing by 0.6% from 2% to 1.4%.

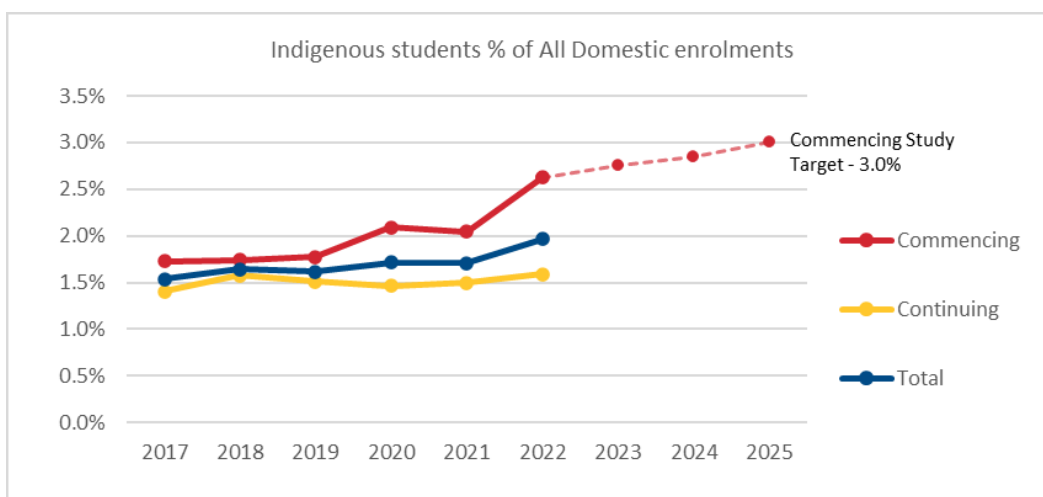


Chart 8 – Indigenous Commencing rates and trajectory towards 2025 target

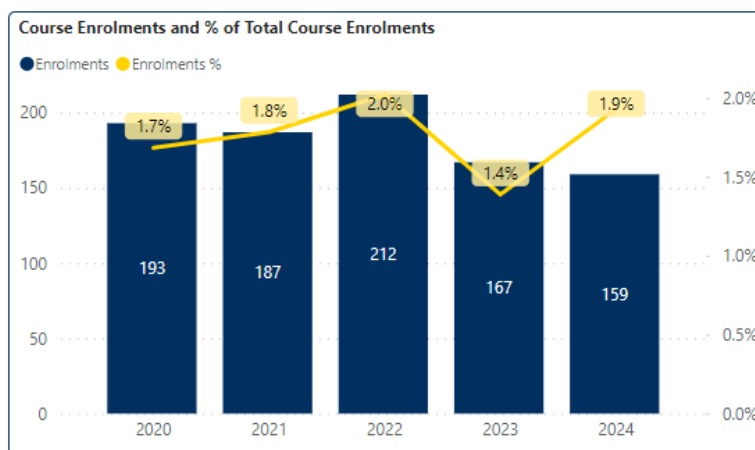


Chart 9 – Indigenous Commencing rates 2020 - 2024

5.2.2 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.

Key Achievements:

- 413 Indigenous students were enrolled across various program levels:
 - 65% at the undergraduate level.
 - 25% at the postgraduate level.
- This figure represents 1.5% progress toward the 2025 target of 1.9%.

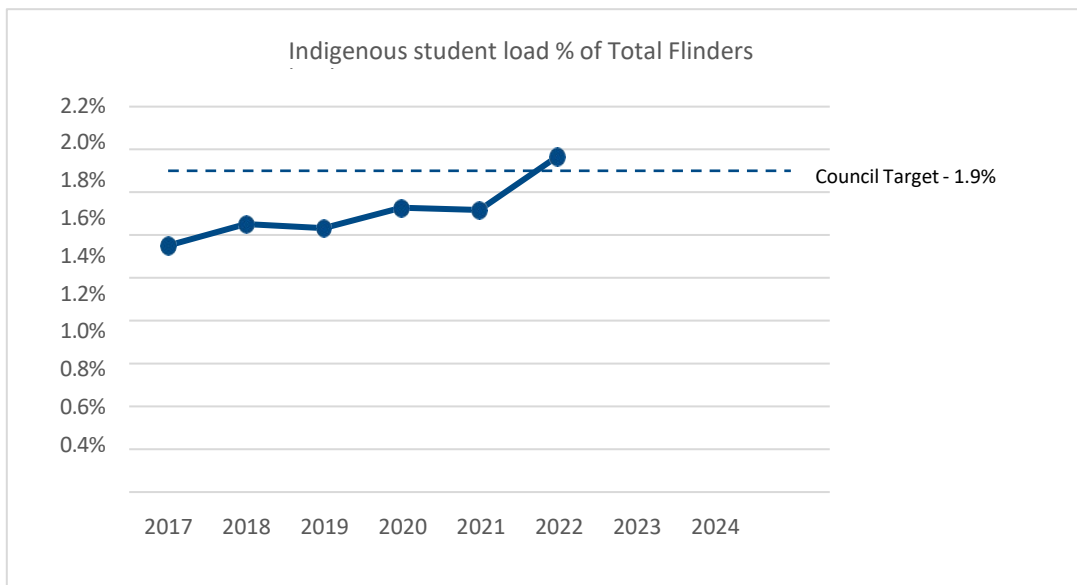


Chart 10 – Indigenous Enrolment rate towards 2025 target

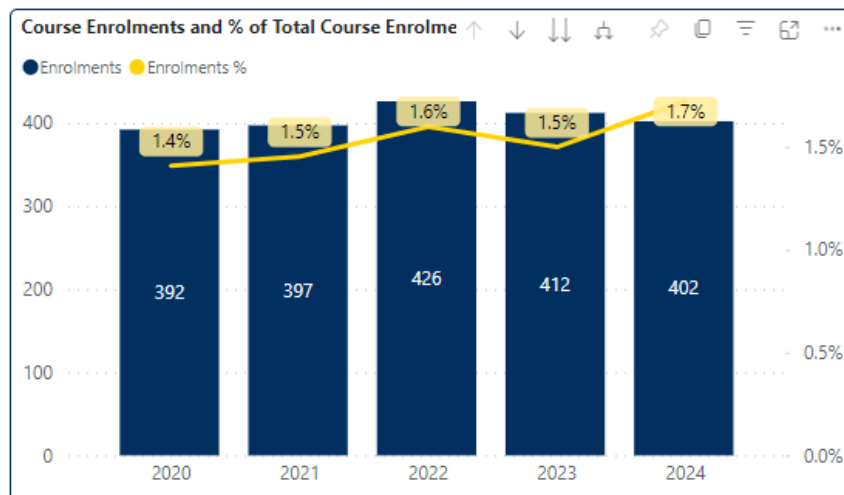


Chart 11 – Indigenous Enrolment rates from 2020 - 2024

5.2.3 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.

Key Achievements:

- In 2023, Indigenous student success rates increased by **3%**, aligning with positive trends observed across other data areas.

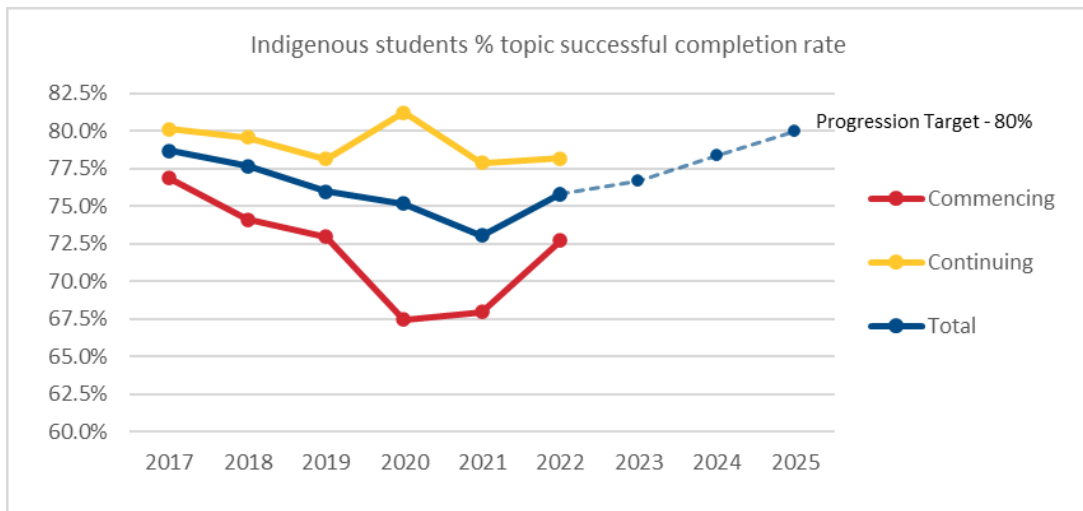


Chart 12 – Indigenous Success rate towards 2025 target

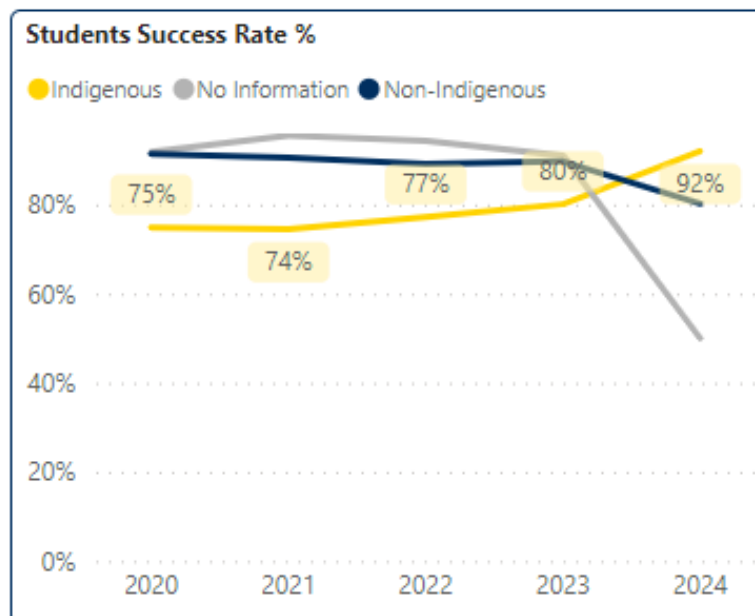


Chart 13 – Indigenous Success (Progression) rates from 2020 - 2024

5.2.4 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.

Key Achievements:

- Retention rates showed an upward trajectory in 2023.

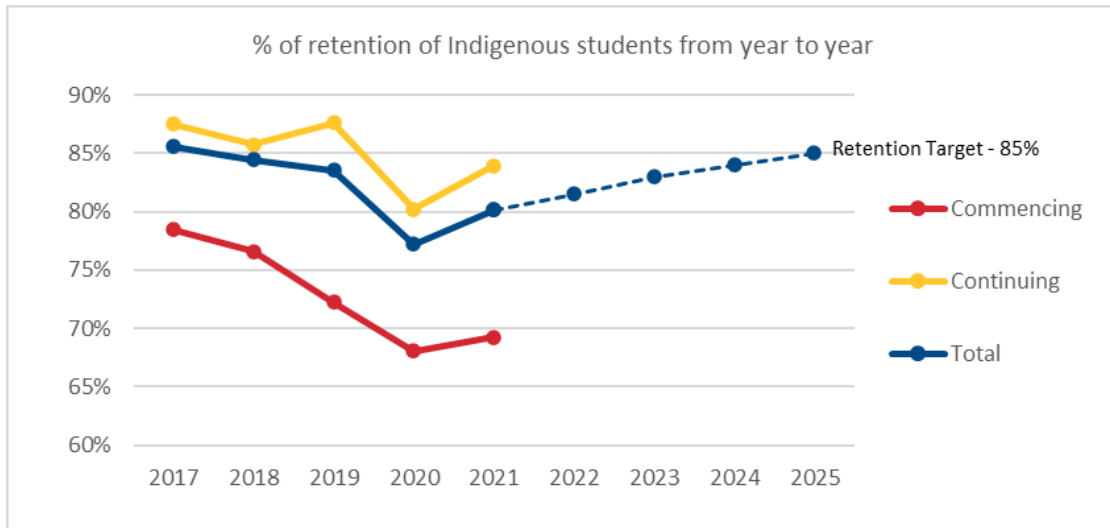


Chart 14 – Indigenous Retention rate towards 2025 target

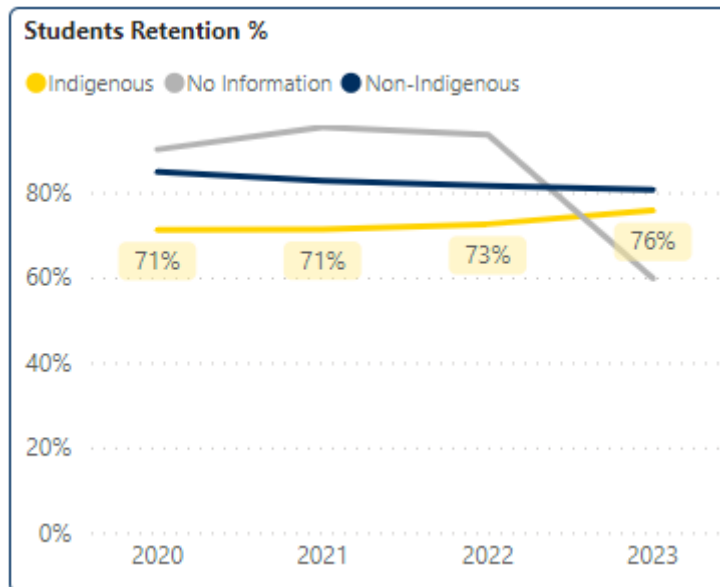


Chart 15 – Indigenous Retention rates 2020 - 2023

5.2.5 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.

Key Achievements:

In 2023, there were a total of **57** completions by Indigenous students. These completions were distributed as follows:

- 31 were undergraduate program completions.
- 18 were postgraduate program completions.
- 8 were enabling program completions.

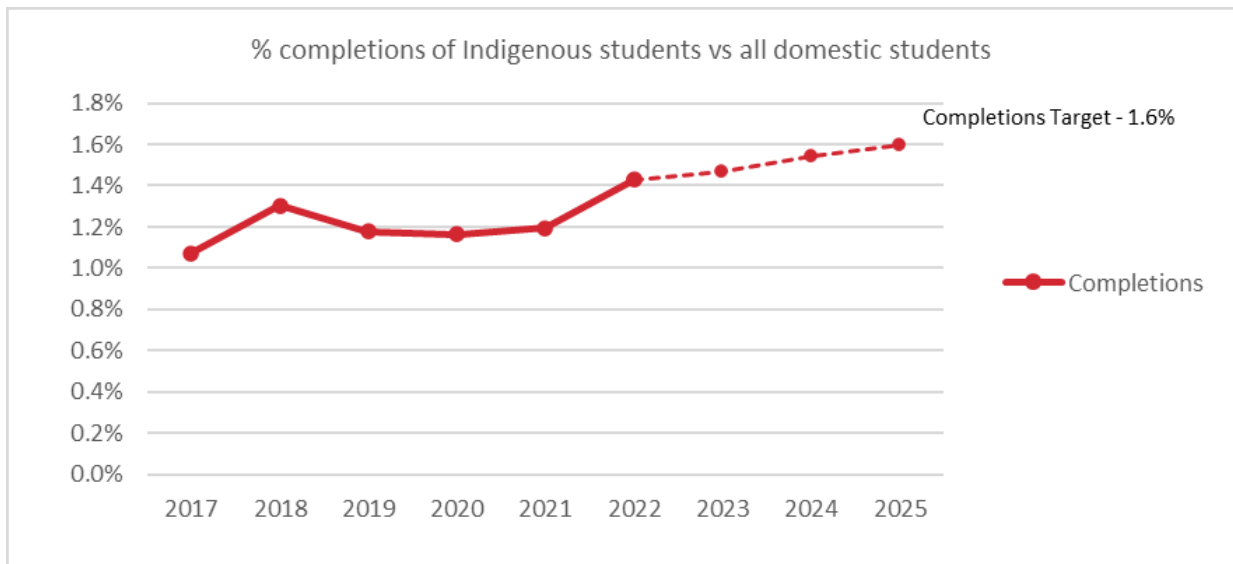


Chart 16 – Indigenous Completion rate towards 2025 target

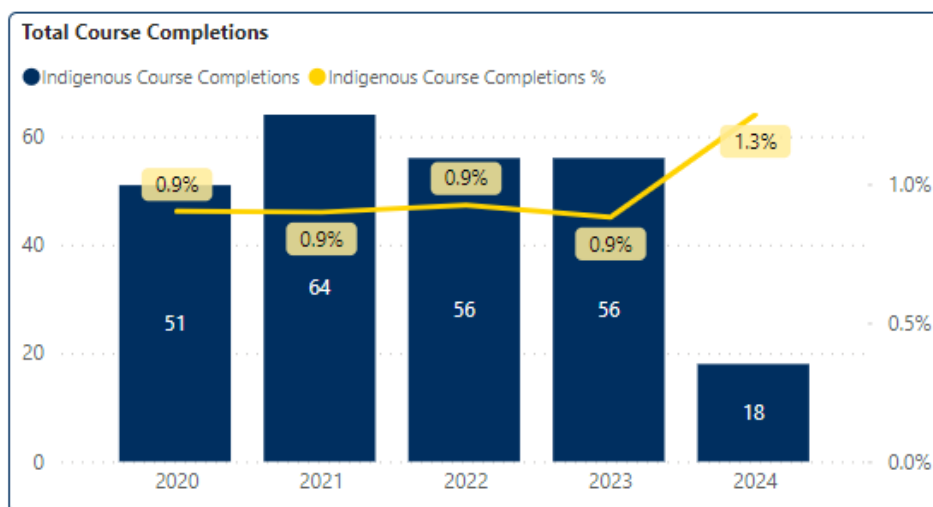


Chart 17 – Indigenous Completion rates 2020 - 2024

5.3 How has the strategy increased the number of Aboriginal and Torres Strait Islander students enrolling, progressing and completing courses leading to higher education awards?

The University-wide Indigenous Student Support Targets (ISST) plays a pivotal role in promoting the increase in the number of Indigenous student success. It focuses on improving outcomes in Indigenous Commencing, Participation, Progression, Retention, and Completions. Colleges and Portfolios have developed localised action plans with programs and initiatives to meet the targets.

5.4 Other activities for students and staff that promote cultural competency in Indigenous cultures (and diversity across cultures). This can include how it is improving the cultural competency of all students and staff.

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

The University is committed to fostering awareness, appreciation, and respect for Aboriginal and Torres Strait Islander cultures, histories, knowledge, and rights. As part of this commitment, we actively integrate Indigenous cultural content into our curriculum across various courses. Our goal is to expand the scope of Indigenous perspectives and knowledges, ensuring they become an integral part of students' academic journey.

Key Initiatives:

1. Reconciliation Action Plan (RAP) Deliverable:

- We prioritize the inclusion of Indigenous content within degree programs. This involves integrating Indigenous cultural knowledge into course materials.
- The RAP guides our efforts to enhance cultural education and promote understanding of Indigenous perspectives.

2. Education Quality Committee (EQC):

- The EQC plays a pivotal role in monitoring course quality processes and outcomes.
- Indigenous Education and Student Support are standard agenda items during EQC meetings.
- Each of the University's six Colleges has its own College Education Committee, led by the College Deans (Education).
- Indigenous-specific items are consistently discussed within these committees and subsequently reported in EQC papers.

3. Curriculum Integration:

- All courses, specializations, majors, and minors explicitly indicate the extent to which Indigenous Knowledges and perspectives are incorporated.
- Course Learning Outcomes may include Indigenous-specific Learning Aims and Outcomes, aligning with professional accreditation requirements.

5.4.2 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.

The University is committed to fostering cultural competency among students and staff, particularly in relation to Indigenous cultures. Through a range of targeted activities and partnerships, we aim to enhance understanding, respect, and engagement with Indigenous knowledge and perspectives.

Key Initiatives:

1. **Guidelines for Infrastructure Projects:**

- We have implemented guidelines that ensure the inclusion of Indigenous Knowledges and perspectives in infrastructure projects.
- Notable examples include the **Flinders City Campus**, and the **Health and Medical Research Building** projects.

2. **Community Partnerships:**

- We continue to build and maintain strong community partnerships with the **Yolŋu community** and **Cultural Educators** at our **Flinders University campus in Nhulunbuy**.
- These partnerships facilitate meaningful interactions and knowledge exchange.

3. **Cultural Campus Tours:**

- Our campus tours focus on identifying key landmarks and sites with cultural significance.
- Participants gain insights into Indigenous heritage and traditions.

4. **Warriparinga – Living Kurna Cultural Centre:**

- Located near our **Bedford Park Campus**, the Warriparinga site hosts cultural tours and University events.
- It serves as a hub for learning [about Kurna culture and heritage](#).

5. **Cultural Sessions by Uncle Mickey O'Brien:**

- **Senior Kurna man Uncle Mickey O'Brien** shares cultural stories and conducts Welcome to Country ceremonies at multiple University events.
- His presence enriches our understanding of Indigenous perspectives.

6. **Cultural Awareness Training:**

- Colleges organize cultural awareness training for staff within their local areas.
- This training promotes sensitivity, understanding, and effective communication across cultures.

7. **Weaving Sessions and Online Learning Suite:**

- During **NAIDOC** and **Reconciliation Week**, staff members participate in weaving sessions, connecting with Indigenous art and traditions.
- Additionally, our **online learning suite** includes cultural awareness training as part of the new staff induction package.

6. Indigenous Workforce Strategy

6.1 How has the university implemented its Indigenous Workforce Strategy under Section 12 of the ISSP Guidelines?

Flinders University's [Indigenous Workforce Strategy \(IWS\) 2022-2025](#) outlines Flinders' 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 aligns with Flinders University's *Strategic Plan Making a Difference: The 2025 Agenda* commitment "to progress Indigenous advancement in education, research, employment and wellbeing". It also aligns the University's second Innovate Reconciliation Action Plan 2023-2025, the Universities Australia Indigenous Strategy 2022 – 2025 and national priorities and agreements.

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

- **Attraction and Recruitment** – 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.

Whilst the IWS is a university-wide commitment requiring university-wide action, the People and Culture Division employs a continuing full time Indigenous Employment Coordinator to provide leadership and support implementation. The IWS Committee is responsible for strategic oversight, review and monitoring of progress, and is chaired by the Vice President Corporate Services with representation by key Indigenous and non-Indigenous staff including a Senior Elder on Campus. The IWS Committee reports to the Senior Executive Team and provides updates to the RAP Oversight Committee, University Consultative Committee and the Diversity and Inclusion Committee.

6.2 Progress towards targets and milestones outlined in the strategy.

In 2023, Flinders University made steady progress towards the IWS targets, actions, initiatives and new practices:

- Overall, Flinders increased Aboriginal and Torres Strait Islander employment from 2.14% FTE observed on 31 January 2023 to 2.41% FTE observed on 31 December 2023, with a peak of 2.5% FTE in October 2023 (continuing and fixed term, excluding casual).
- Each College and Portfolio developed Indigenous workforce actions plans for 2023 – 2025 with annual targets to contribute to the Indigenous employment target of 3% FTE by 2025.

- The University's Annual Performance and Accountability Cycle included discussion and monitoring of College and Portfolio progress towards their Indigenous workforce action plans.
- Continued utilisation of special measures clauses provided in State and Territory equal opportunity and anti-discrimination legislation to identify positions for Aboriginal and Torres Strait Islander people only.
- Recruitment policy and procedures amended to strengthen opportunity and remove barriers for Aboriginal and Torres Strait Islander candidates.
- An Aboriginal and Torres Strait Islander candidate pool was established.
- Promoted Aboriginal and Torres Strait Islander employment opportunities through development of an *Indigenous Employment at Flinders* external facing website and attendance at Indigenous community events.
- Promoted employment vacancies to Aboriginal and Torres Strait Islander staff, via Indigenous advertising platforms, and via Indigenous community networks locally and nationally.
- Continued offering mandatory Cultural Awareness Training as part of the new staff induction program with 294 staff completions.
- Commenced development of a staff Cultural Learning Framework to be finalised and implemented in 2024.
- Continued the Flinders University Indigenous Student Employment Scheme and employed 7 students in 2023. Since the program's inception in 2021, a total of 9 students have been employed in areas such as People & Culture, Properties, Facilities and Development, Information and Digital Services, Office of Graduate Research, Library, in our teaching gym and in a College Operations team. One student graduated from their studies and went on to secure ongoing employment at Flinders in 2023 as a direct result of this experience. Recent changes to fixed term contract rules relating to time limitations (following a national ruling by the Fair Work Commission) creates a barrier for extending student employment on the program beyond 2 years.
- Hosted an Aurora Education Foundation internship student during the 4-week winter internship period, placed within the Rural and Remote Health Research Team, Northern Territory Campus. The intern student subsequently obtained employment with Flinders University and is in the process of enrolling in a PhD and has asked their host to be a co-supervisor. Rural and Remote Health plan to offer additional opportunities for Aurora internships in 2024.
- Finalised development of the University's Anti-Racism statement. Led by the PVC (International) and PVC (Indigenous) with an expert working group, consultation occurred with select staff and via a student focus group. The statement was endorsed by the Vice Chancellor and Senior Executive Team in 2023.
- Flinders' new Enterprise Agreement 2023 – 2026 retained a commitment to the Indigenous Workforce Strategy and achieving 3% employment of Aboriginal and/or Torres Strait Islander staff. The inclusion of two new provisions aim to support the Indigenous workforce: a professional development allocation for new Aboriginal and Torres Strait Islander staff equivalent to 10% of the staff member's starting salary, and recognition of cultural contributions in workloads.
- The inaugural Indigenous Staff Forum was held in November 2023 at the Bedford Park campus in Adelaide. All Aboriginal and Torres Strait Islander staff were invited to attend to network, establish connections, and to share information and opportunities in a culturally safe environment. 47 staff attended (39 in person, 8 online), and feedback received was overwhelmingly positive. Further Forums are planned for 2024 including consideration of a forum to be hosted in Darwin.

The Aboriginal and Torres Strait Islander employment trajectory is outlined in the table below showing a steady increase in academic and professional staff since 2019 towards the IWS 3% FTE target.

Table 5. Progress towards 3% Indigenous Employment (FTE) Target at 31 March each year.

Indigenous Employment (Full Time Equivalent)							
	2019	2020	2021	2022	2023	Target 2024	Target 2025.
Total Indigenous FTE*	32.4	36.1	37.4	45.4	52.1		
Academic FTE	22.8	22.3	21.0	24.4	28		
Professional FTE	9.6	13.8	16.4	21	24.1		
Total Uni FTE	1983.2	2064.3	1976.7	2007.6	2190.4		
% Indigenous	1.6%	1.7%	1.9%	2.3%	2.4%	2.7%	3.0%

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

Nb: 2022 and 2023 data is sourced from the Flinders Intelligence Portal.

6.2.3 Senior Academic Staff employed by the University.

In 2023, one Indigenous academic staff member was promoted through the Academic Promotions process from Level B to Level C. A total of 15 Senior Indigenous Academic staff were employed by the University on 31 December 2023, consisting of:

- 4 x Level C
- 7 x Level D
- 3 x Level E
- 1 x Pro Vice Chancellor

Table 6. 2023 Indigenous Workforce (Headcount) Data at 31 December 2023

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 of 31 December 2023.

There were 17 Permanent (Continuing) staff and 86 Fixed Term & Casual staff. Notably Indigenous staff in the Northern Territory have a preference towards casual employment for flexibility and to meet family and community commitments.

Level/Position	Permanent		Fixed Term & Casual	
	Academic	Non-Academic	Academic	Non-Academic
HEO2				8
HEO3				7
HEO4		1		5
HEO5		1		7
HEO6		1		12
HEO7		2		6
HEO8				4
HEO9		1		
Casual	NA	NA	18	
Level A	1		2	
Level B	4		8	
Level C	2		2	
Level D	3		4	
Level E	1		2	
Senior Manager			1	
Total	11	6	37	49
GRAND TOTAL	103			

Data sourced from the Flinders Intelligence Portal.

6.2.4 Currency of Indigenous Workforce strategy

The Indigenous Workforce Strategy (2022 – 2025) is still current. In considering development of a new strategy beyond 2025, it is envisaged that planning will commence in late 2024.

7. Indigenous Governance Mechanism

How has the university implemented its Indigenous Governance Mechanism under Section 11 of the ISSP Guidelines?

- Please describe the mechanism and how it works,
 - who are the two Indigenous persons and their positions within the university? or
 - how does the committee operate (number of members, are the majority Indigenous persons with relevant skills and experience, how frequently does the committee meet, what key issues did the committee resolve in 2023)? and
 - does the governance mechanism have responsibility and authority for advising, recommending and monitoring the use of ISSP grant funding? and
 - is there a charter for the Governance Mechanism in accordance with Section 11 (d) of the ISSP Guidelines? Could a link to the charter be provided?
- What other activities involve Aboriginal and Torres Strait Islander people in the decisions of the university?

The Tarrkarri-ana Committee is Flinders University's Indigenous Governance Mechanism which provides advice to the Pro Vice-Chancellor (Indigenous) in relation to policies and programs that facilitate Indigenous student success. This committee is the compliance mechanism of Indigenous Student Success Program (ISSP) funding. The committee holds no authority over ISSP funding or programs, however, it is made up of key stakeholders in student services areas. The Portfolio Lead Financial Analyst monitors the ISSP budget with the Senior Manager, Yungkurinthe, both hold membership on the committee.

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.

The Terms of Reference of the Committee are:

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	Indigenous Y/N
Pro Vice-Chancellor Indigenous (Chair)	Y
Executive Officer	N
Senior Manager, Office of Indigenous Strategy and Engagement	Y
Manager Yunggorendi Student Engagement	Y
Director, POCHÉ (or nominee)	Y
Indigenous student representative (FUSA/FISA)	Y
Indigenous Academic representatives (NT/SA)	Y
Manager, Student Finance and Scholarships	N
Director, Student Recruitment (or nominee)	N
Principal Flinders Living, Corporate Services, Flinders Living	N
Director, Health Counselling & Disability Services	N
Indigenous Employment Coordinator	Y
Portfolio Finance Officer	N

Tarrkarri-ana Committee meeting schedule

In 2023, the Tarrkarri-ana Committee met three times. Standing agenda items are:

- Pro Vice Chancellor Indigenous and Indigenous Strategy report
- Yungkurinthe Senior Manager report
- Indigenous Workforce
- Yungkurinthe Student Engagement (Progress on ISST and student support matters)
- Student Recruitment
- Student Finance and Scholarships
- Flinders Living accommodation.
- Finance (ISSP funding)
- Health, Counselling and Disability Services
- Flinders NT and Poche SA & NT
- Indigenous Academic matters
- Flinders University Student Association, First Nations Student Rep report.

Key Issues discussed in 2023:

- Promotion of Indigenous Student Success Targets.
- 2022 ISSP Performance Report and Financial Acquittal.
- Flinders University's Voice to Parliament education and awareness campaign and impacts of the Referendum on student wellbeing.
- Indigenous governance and new reporting for senior management on Indigenous education and workforce in the Annual Performance Accountability Cycle.
- New City Campus Indigenous student spaces
- Anti Racism Strategy
- Partnerships
- University Accord
- Support for Students Policy

- Indigenous Advancement
- Cost of Living crisis
- Student Wellbeing
- Recruitment
- Scholarships

Table 7. Aboriginal and Torres Strait Islander people in decision making roles.

Committee Name	Indigenous staff member
University Council	Ms Leanne Liddle, Flinders Distinguished Alumni and Arrernte woman.
Academic Senate	Professor Simone Ulalka Tur
Indigenous Workforce Strategy Committee	Professor Simone Ulalka Tur Associate Professor Kalinda Griffiths, Director Poche SA + NT Ms Kelly Maxwell, Senior Manager, OISE
Education Quality Committee	Professor Simone Ulalka Tur
RAP Oversight Committee	Professor Simone Ulalka Tur Associate Professor Kalinda Griffiths, Director Poche SA + NT Kelly Maxwell, Senior Manager, OISE Uncle Richard Fejo, POCHE SA+NT Anna Schkabaryn, RAP Project Officer
Respect Now Always Advisory Group	Professor Simone Ulalka Tur
Equal Opportunity and Diversity Committee	Professor Simone Ulalka Tur
College Executive, College of Medicine and Public Health	Associate Professor Kalinda Griffiths, Director Poche SA + NT
Rural and Remote Health Strategy, College of Medicine and Public Health	Associate Professor Kalinda Griffiths, Director Poche SA + NT
College of Medicine and Public Health, Deans Advisory Group	Associate Professor Kalinda Griffiths, Director Poche SA + NT
Indigenous Research Strategy	Professor Simone Ulalka Tur Dr Ali Gumillya Baker, Lecturer Humanities Arts & Social Sciences Associate Professor Kalinda Griffiths, Director Poche SA + NT Dr Tamara McKean, College of Medicine & Public Health Dr Natalie Harkin, College of Humanities Arts & Social Sciences Kelly Maxwell, Senior Manager, OISE
University Higher Degrees by Research Committee	Professor Simone Ulalka Tur
Research Quality Committee	Professor Simone Ulalka Tur <i>ex officio</i>

7.1 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 2023 activities.



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

Good News Story 1.

Power Driving APY Lands Change – Using Football to link “two worlds”, the AFL club is helping boost the education opportunities for hundreds of students. [Adelaide Advertiser article, 23 November 2023]

Flinders University’s Indigenous Outreach and Pathways team together with partners Port Adelaide Football Club Aboriginal Power Programs, has generated positive outcomes particularly in creating pathways to education for students in regional and remote areas, such as the APY Lands.

The program, delivered by AFL club staff and players through the Power Community Limited program, has successfully engaged students in these communities. It has generated excitement among children, who view football as a second culture, and has provided them with opportunities to interact with AFL sports stars and club staff.

Through interactive sessions focused on leadership qualities and values, the program has not only motivated students to excel academically but has also demonstrated the possibilities of higher education. By setting educational goals and offering rewards such as a trip to Adelaide to participate in the Power Cup, the program has incentivized students to achieve academic success.

Flinders University’s Indigenous Community Partnerships and Pathways Coordinator emphasized the importance of showing students that higher education is within reach. While the transition to university may not be common among students from the APY Lands, efforts like these are crucial in changing perceptions and encouraging more students to consider higher education as an option for their future.

Overall, the program's success lies in its ability to engage students, provide them with tangible goals and rewards, and demonstrate that higher education is achievable. Through partnerships and continued efforts, the program aims to inspire more students to pursue higher education and create a pathway for a brighter future for Indigenous communities in Australia.



Good News Story 2.

Nstarzia Osman – Journey from student to employee.

As a proud Indigenous student, my time at Flinders University has been a remarkable journey of growth, learning, and empowerment.

Throughout my journey, I encountered challenges and uncertainties, but the genuine support provided by programs like Yungkurintheni and the Indigenous employment scheme with Julie Rayner played a pivotal role in shaping my success and professional development. My experience had a lot of highs and lows throughout my degree where I almost felt at defeat. Yungkurintheni not only offered academic support but also fostered a sense of community that gave me a sense of belonging which helped navigate the complexities of university life with more confidence. I made friends through this process I now consider as close friends, plus the food supplies as a struggling student money wise was a major bonus.

The Indigenous employment scheme with Julie provided invaluable mentorship and guidance, bridging the gap between academia and the professional world. I remember when I started, I came from a background of mainly hospitality and disability support work which made me very nervous for taking the first steps into my professional career. Through this program, I gained access to meaningful employment opportunities which gave me the chance to explore my skills and aspirations, paving the way for a transition from student life to a fulfilling career at Flinders University.

My journey is a testament to the effectiveness in supporting Indigenous students throughout the student lifecycle. It underscores the importance of holistic support systems and dedicated initiatives that empower Indigenous students to thrive academically and professionally.

I am immensely grateful for the support and opportunities provided by the University, which have not only progressed my life but also enabled me to contribute meaningfully to my community. I hope that by sharing my story, I can inspire and empower fellow Indigenous students to pursue their dreams with confidence and determination.



Attachments

- Attachment A: Indigenous Student Success Targets.
<https://staff.flinders.edu.au/content/dam/staff/oise/indigenous-student-success-targets.pdf>
- Attachment B: Reconciliation Action Plan 2023 – 2025.
<https://www.flinders.edu.au/reconciliation-action-plan>
- Attachment C: Indigenous Workforce Strategy.
<https://www.flinders.edu.au/content/dam/documents/jobs/indigenous-workforce-strategy.pdf>
- Attachment D: Indigenous Education and Strategy webpage.
<https://www.flinders.edu.au/about/indigenous-commitment>

Additional information for completing the template

¹ This information provides for the number of students and cost of the scholarships expended in 2023. 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 2023 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 2023 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 2023 calendar year, including those offers that were not accepted by the student. Record the 2023 component of new scholarship offers and the planned 2022 value of previously awarded scholarships (including continuing scholarships).

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