

# Indigenous Student Success Program

## 2024 Performance Report

<b>Organisation</b>	Flinders University		
<b>Contact Person</b>	Professor Romy Lawson		
<b>Phone</b>	08 82015581	<b>E-mail</b>	sdvc@flinders.edu.au

### 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 (Flinders) is one of three of the larger universities in Adelaide, South Australia (SA) and has campuses in Northern Territory (NT) and regional centres in SA and NT. 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 campuses and centres are located on the traditional lands of Aboriginal peoples and 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 Yolju peoples.

Flinders University's commitment to Indigenous advancement and success is reflected in its strategic priorities, frameworks and policies, including the University's second **Innovate Reconciliation Action Plan (2023 – 2025)**, the **Indigenous Student Success Targets 2022 – 2025**, the **Indigenous Workforce Strategy 2022 – 2025**, the **Indigenous Research Strategy 2024 – 2026**, **Country Centred Design Principles**, and the **Indigenous Procurement Strategy**. These initiatives form the key priorities to the University's approach to Indigenous advancement through student success, teaching and learning, research, employment, governance and leadership, and community engagement, and align with the national priorities and agreements with the Australian Government.

Additionally, the University's **Student Success and Retention Strategy** and **Support for Students Policy** complements these strategies. Our Mission is: To ensure that every Flinders student knows that they belong, and they can succeed, and are supported as they develop their capabilities to navigate a unique pathway to their own success. Underpinned by our University culture which is Student Centred and where we value Integrity, Courage, Innovation, and Excellence.

Objectives:

- Be a Student-Centred Community
- Develop Students Skills for Success
- Inspire and Engage Students
- Develop and Support Wellbeing
- Provide a Responsive and Navigable Learning Environment Online and In-person.

Flinders University has made significant progress in embedding Indigenous advancement and success priorities within its core business utilising its Innovate RAPs as the main driver of strategic actions. Indigenous policy and/or specific measures within policy are embedded and are now part of core practice.

## Indigenous Student Success Targets

The Office of Indigenous Strategy and Engagement (OISE) plays a pivotal role in supporting the advancement of Indigenous student success and administering core supplementary Indigenous student programs. Positioned within the Portfolio of the Senior Deputy Vice Chancellor (Students) its mandate extends across the entire Flinders University footprint (SA and NT) and online. In 2024 dedicated Indigenous student study spaces were extended from the main **Bedford Park** (Adelaide, Kaurana) and **Darwin** (Larrakia) campuses to include **Sturt Campus** (Nursing and Health Sciences students) **Flinders City Campus**, **Tonsley** campus, and in the **Flinders Medical Centre**.

Yungkurinthe Student Engagement (YSE) provides a range of supplementary support and education services to Aboriginal and Torres Strait Islander students across all locations with staff located at Bedford Park (SA) and Darwin (NT).

The *Indigenous Student Success Targets (ISST)* were developed to complement local college and portfolio-based initiatives and ensuring a collective approach to Indigenous success. The ISST is underpinned by the University’s Strategic Plan which promotes Aboriginal and Torres Strait Islander student success with equal and equitable access for Aboriginal and Torres Strait Islander participation.

Flinders University’s Student Success and Retention Strategy, and Support for Students Policy, a requirement under the HESA Act 2003, complements these targets by demonstrating a commitment to an inclusive and culturally safe environment with equitable support services, to enable both personal and academic success. <https://students.flinders.edu.au/support-for-students>

The *Indigenous Student Success Targets (ISST)* have five priority areas: **Commencing, Participation, Progression, Retention, and Completion**. [Indigenous Student Success Targets 2022 – 2025 \(ISST\)](#). The impact and progress of these targets will be measured at the end of each year until the end of 2025.

COMMENCING	PARTICIPATION	PROGRESSION	RETENTION	COMPLETION
The number of commencing Aboriginal and Torres Strait Islander student Enrolments (1 <sup>st</sup> 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
<b>2025 Target = 3%</b>	<b>2025 Target = 1.9%</b>	<b>2025 Target = 80%</b>	<b>2025 Target = 85%</b>	<b>2025 Target = 1.6%</b>

Success can be understood and interpreted from many perspectives. The University's *Student Success and Retention Strategy 2020 – 2025* was developed in 2019, guided by the student voice, to answer the question "What does success mean to students at Flinders?" The project resulted in over 900 responses, providing insights into how students define their own success, as well as the barriers they encountered and supports needed to achieve success. The project indicated that students defined success in a wide variety of ways: getting a degree; being happy, health and socially fulfilled. They also identified the supports they felt they needed to achieve that success; having access to services to foster success; graduating with a wealth of knowledge, hands on experience and a job; studying in an environment that serves their specific needs.

For many Aboriginal and Torres Strait Islander students, success can be understood from a broader perspective incorporating family, kin and community, and therefore should be considered from multiple standpoints as contributing to a holistic educational experience.

## 1. Enrolments (Access)

Flinders University's student participation is growing at a steady rate. 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. In 2024 Indigenous enrolments were on the uptrend by 7% from 2023, with overall university enrolments decreasing by 2%.

Enrolment Trends in 2024:

- 444 Indigenous enrolments across various program levels:
  - 413 students.
  - 62% at the undergraduate level.
  - 26% at the postgraduate level.
- This figure represents 1.6% progress toward the 2025 target of 1.9%.
- 184 students were commencing their studies, contributing to 1.7% progress toward the overarching 3% target.
  - 198 enrolments.
  - 105 undergraduate students.
  - 47 postgraduate students.
  - 27 enabling and other pathways (2.1%).

Entry Points and Trends:

- Increasingly, Indigenous students are entering through:
  - The Indigenous Admissions Scheme.
  - The Indigenous Entry Stream (MD).
  - Direct entry pathways.
  - Enabling/Foundation Studies programs.

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 2024?*

The following initiatives are embedded and have been previously reported.

**Indigenous Admissions Scheme (IAS):**

- 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 prerequisites.
- Provides entry points for both undergraduate and postgraduate programs (Semester 1 and Semester 2).

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

- 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.

**Port Adelaide Football Club Diploma of Sports Management:**

- An entry pathway for Aboriginal and Torres Strait Islander students at Flinders University through the Diploma of Sport Management course.
- Upon completion, students transition into the second year of the Bachelor of Business (Sports Management), Bachelor of Business, or Bachelor of Sport, Health, and Physical Activity.

**Flinders Foundation Studies and Military Academic Pathways Program:**

- These foundation studies programs equip students with foundational skills for success at Flinders University.

**Extension Studies**

- Year 12 students can enrol in one university topic per semester and guarantees entry into a number of Flinders University degree programs.

**Promotion of Scholarships**

- Promotion of commencing student scholarships and accommodation scholarships to Indigenous students during outreach activities.

*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 2024? What have been the outcomes or success?*

**Strategies, Activities, and Programs:**

New strategies and initiatives to support and improve access for Aboriginal and Torres Strait Islander students consisted of efforts aligned to the [Support for Students Policy](#) and the *Indigenous Student Success Targets* (ISST) Action Plans developed by Colleges and Portfolios.

Key actions included:

- Exploring of secondary schools' pathways into Medicine and Public Health programs.
- Reassessment of admissions pathways and criteria for sub quotas.
- Increased outreach programs.
- Introductions of Extension Studies for secondary students.
- Flexible course delivery and locations.
- Targeted recruitment activities.
- Guaranteed pathways places.
- Identification of schools with a high proportion of Aboriginal and Torres Strait Islander students for targeted recruitment activity.
- Development of a plan to increase the pipeline of Indigenous students into Higher Degree Research programs.
- Improvement of information and messaging regarding scholarships at recruitment events.
- Promotion of the University's ranking in the world top 10 for Reducing Inequalities.
- Promotion of the University's awarding of a SAGE Cygnet Award for Indigenous Student Success.

Outcomes and Impact:

- Increased overall Indigenous student enrolments from 1.5% in 2023 to 1.7% in 2024.
- Increased Indigenous commencing enrolments from 1.4% in 2023 to 1.8% in 2024.
- Increased Indigenous overall rural and remote student enrolments from 124 in 2023 to 143 in 2024.
- Increased Indigenous commencing rural and remote student enrolments from 54 in 2023 to 63 in 2024.

*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 2024?*

In 2024, Flinders University utilised scholarships, bridging programs, and outreach services in the following ways:

**Scholarships:**

- Commonwealth and philanthropic scholarships and bursaries support Indigenous students, particularly rural and remote students in many ways including, accessing education, education costs and accommodation.

- Commonwealth scholarships are offered in Semester 1 and Semester 2.
- Scholarships are administered by the Student Finance area, upon recommendations by Yungkurintha Student Engagement.
- Hardship payments and bursaries supported students with the rising cost of living which disproportionately affects Indigenous students.
- Actions taken to alleviate financial burdens included:
  - Early scholarship application openings.
  - Fast-tracking payment processing.
  - Increasing hardship bursaries and emergency funds from philanthropic donations.
  - Stocking student pantries with food.
  - Enhancing student lunch programs (including Elder/student lunches).

Outcomes and Impacts:

- Scholarships and bursaries options have a direct correlation to access and enrolment numbers, particularly students from Rural and Remote and low SES areas. There is also a direct correlation to students' wellbeing contributing to student progression, retention and completion.
- Increased overall Indigenous student retention from 75% to 79%.
- Increased Indigenous commencing retention from 68% to 73%.
- Maintaining of overall Indigenous student success at 80% **(ISST Target reached)**.
- Increased Indigenous commencing student success rate from 72% to 73%.
- Increased overall Indigenous student completions from 56 in 2023 to 81 in 2024\*.

\*Please note that at the time of reporting, the University was unable to provide data of students who completed and received scholarships.

**ISSP Funded Scholarships in 2024:**

Indigenous Commonwealth Education Costs Scholarship (ICECS) and Indigenous Commonwealth Accommodation Scholarship (ICAS).

The table below illustrates the breakdown of ISSP funded scholarships by undergraduate and postgraduate awards: **Total scholarships paid: \$244,500**

**ISSP Scholarships - breakdown of 2024 payments<sup>1</sup>**

	Education Costs		Accommodation		Reward		Total <sup>2</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling <sup>3</sup>	0	0	0	0	0	0	0	0
Undergraduate <sup>4</sup>	69,000	25	123,750	18	0	0	192,750	43
Post-graduate <sup>5</sup>	33,000	11	18,750	3	0	0	51,750	14
Other	0	0	0	0	0	0	0	0
<b>Total</b>	<b>102,000</b>	<b>36</b>	<b>142,500</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>244,500</b>	<b>57</b>

The disbursement of 2024 ISSP funded scholarships were significantly lower compared to in 2023, this is due to a previously ISSP funded bursary payment now being paid from a new source and could not be reported back through ISSP. The annual allocation of ISSP scholarships from 2023 to 2024 has remained the same at \$255k.

**Other Financial Supports:**

- Flinders University provides both discipline-specific and non-discipline-specific scholarships for Indigenous students through private donations 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.
- Flinders University Student Association FUSA assists students with financial counselling and food vouchers.
- 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 Master by Research.

**Student Impact Statement:**

*“If it wasn’t for my accommodation scholarships, I wouldn’t have been able to move to Adelaide to study”*

**Deadly Outreach, Student Recruitment, Education Pathways Teams:** These teams continue to play vital roles in promoting higher education to Aboriginal and Torres Strait Islander communities and prospective students through a range of aspiration-building, recruitment, and community and partnership engagement activities.

**Key Activities and Strategies:**

- **Targeted Programs:** Implemented in areas with high Indigenous populations in South Australia and Northern Territory, including in rural and remote South Australia, Darwin, Alice Springs, Katherine, and Nhulunbuy.
- **Relationship Building:** Fostering relationships with partner schools, organisations, and community education stakeholders to deliver quality programs that inspire and encourage school students to consider higher education.
- **Education Pathways:** Engaging with students from years 7-12, modelling success and higher education pathways.

- **Community Event Sponsorship:** Sponsoring major community events, such as the partnership with the South Australia Aboriginal Sports Training Academy (SAASTA) and Port Adelaide Football Club for the Aboriginal Power Cup.
- **Annual Community Events:** Partnerships and sponsorships at annual community events and activities, such as Southern Nunga Tag, promoting access programs.
- **Promotional Merchandise:** Merchandise and promotional products for high school students.
- **Scholarship Promotion:** Promoting scholarships to support access to higher education.
- **Student Ambassadors:** Engaging current Aboriginal and Torres Strait Islander students as Student Ambassadors to assist with outreach, recruitment, and transition programs, and to serve as role models for prospective students.
- **Transition Programs:** Conducting transition program activities for pre-entry to retain students between receiving an offer and commencing studies.
- **In2Uni Transition Program:** Offering a culturally responsive orientation program for Year 12 students transitioning into university. This program is aimed at improving access and participation of Indigenous peoples in higher education.
- **Orientation Day:** Hosting an orientation day for Aboriginal and Torres Strait Islander students prior to the broader O'Week activities.
- **Turkindi Community Email Distribution List:** Utilising an email list of over 2000 Aboriginal and Torres Strait Islander community members to promote university pathways.
- **Indigenous Student Guide:** Updating the Indigenous Student Guide to provide detailed information to prospective and commencing students.

### Outcomes and Impacts

The table below details the number of outreach and pathways activities conducted by the Deadly Outreach staff member in 2024. The impact of the work correlates to the commencing student rate:

- The Commencing student rate increased from 1.4% (166) in 2023 to 1.8% (198) in 2024.

### Outreach & Pathways activities in 2024

Outreach activities	Number of Schools	Number of Students
Schools visited	40	600+
Workshops/Expo	19	180+
Power Cup & Power Cup Connect	62	1000+
Schools On campus	10	94
Community Events	40	600+
Open Day	20	300+

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?*

Strategies to enhance access and enrolments for Aboriginal and Torres Strait Islander students at Flinders University extending beyond ISSP funding have demonstrated positive outcomes.

**Flinders Living Top-up Payment:**

- This payment is usually a key deciding factor for Rural and Remote students from rural and remote areas who need to relocate to Adelaide to study at Flinders.
- The top-up payment is a full-fee payment for the cost of accommodation and meals in the University Hall and at Flinders Village.
- In 2024, twenty-two (22) Indigenous students resided at Flinders Living on campus, receiving mentoring and study support.

**Outcomes and Impacts:**

- At the end of 2024, three Indigenous students who have resided at Flinders Living since 2022 and have been receiving the Flinders Living Top-Up payment, completed their studies (two students with Honours) and all with GPAs over 5.3 and one student with a GPA over 6.0.

**Partnership with South Australian Aboriginal Sports Training Academy (SAASTA) and Port Adelaide Football Club (Power Cup)**

- This partnership is a key outreach initiative that promotes Flinders University and pathways into higher education.
- The Deadly Outreach team travels with the Power Cup team to schools across South Australia and APY Lands to promote education pathways to students who are part of the SAASTA/Power Cup program.
- The SANTOS Aboriginal Power Cup is an education-based strategy that engages First Nations secondary school students in their education and career pathways, with a competitive AFL carnival as its centrepiece.
- Aligned with the South Australian School Curriculum, this initiative is delivered in collaboration with the South Australian Aboriginal Secondary Training Academy.
- The program encourages Indigenous students to pursue education and career pathways while promoting healthy living, cultural awareness, and understanding through sports.

**Power/SAASTA Connect:**

- A program targeting students in years 7-9, serving as a direct pathway into the SANTOS Aboriginal Power Cup.



- Students complete set tasks to participate in a carnival that includes cultural activities, AFL games, and a careers and health expo.

**South Australian Aboriginal Sports Training Academy STEM (SAASTA):**

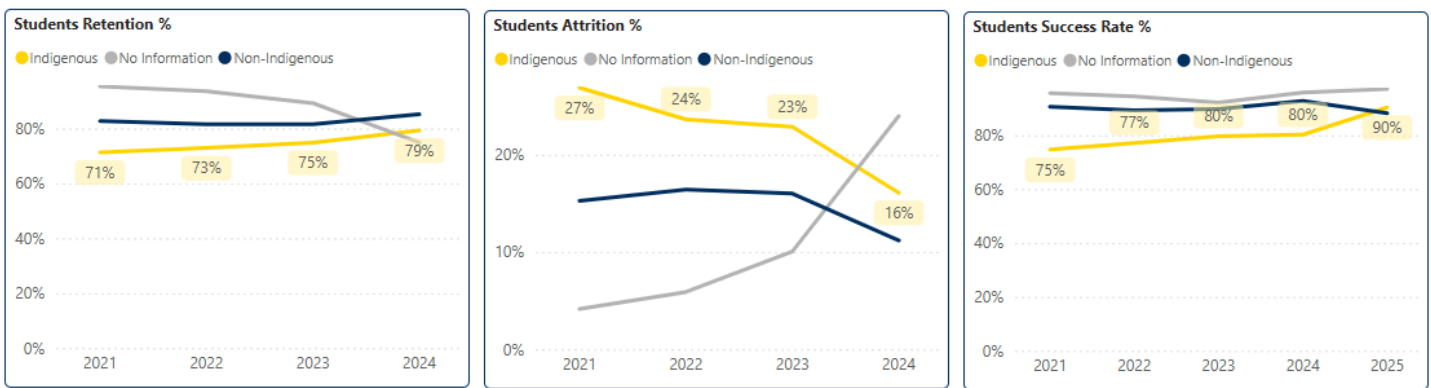
- The Aboriginal STEM Academy is a collaboration between Flinders University and the Department of Education, offering opportunities to students across South Australia.
- Specifically targeting Years 11 and 12, this academy focuses on STEM education.

**2. Progression (outcomes)**

The chart below summarises Indigenous progression data (yellow line) from 2021 to 2024, highlighting key trends towards achieving the Indigenous Student Success Targets. Impacts and successes are measured in a number of ways, including the rates below, but also how students engage with support services including the Yungkurinithi Tutorial Program, and engagement activities.

- **Attrition Rate:** The chart shows that the attrition rate decreased, indicating improved student retention.
- **Retention Rate:** Retention rates showed an upward trajectory in 2024.
- **Indigenous Student Success:** In 2024, the Indigenous student success rates remained consistent with 2023 data at 80% (ISST target achieved), and aligning with positive trends observed across other data areas.

**Student Progression Trends**



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

Summary of Previously Reported Strategies: Flinders University has implemented a range of strategies, activities, and programs to enhance Indigenous student success. These initiatives specifically target the completion of academic units and provide essential supports to students.

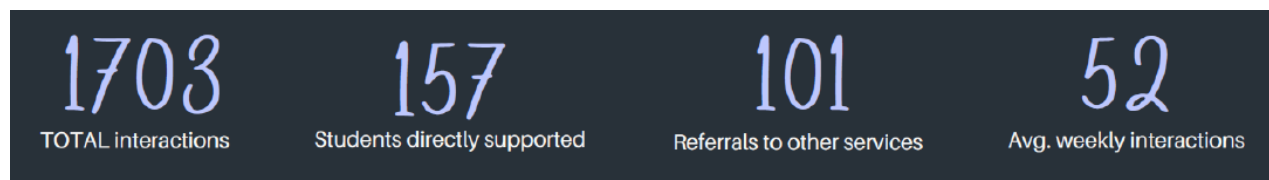
Key initiatives include:

Yungkurrinthen Student Engagement (YSE) provides advocacy, support and referrals to broader University services, including:

- **Deadly Study Skills:** Academic assistance to ensure students' progress with their studies.
- **Yungkurrinthen Tutorial Program:** 1:1 Tutoring support for Indigenous students.
- **Pastoral Care & Referral:** Pastoral support and referral to address individual needs.
- **Cultural Safe Spaces:** Fostering a sense of belonging and cultural identity.
- **Financial Assistance:** Access to scholarships, payment and food pantry to alleviate financial stress.
- **Counselling and Wellbeing Services:** Promoting mental and physical well-being, including Counselling staff dedicated to Indigenous students.
- **Referral Services:** Triaging student support needs and referring students to specialised services, such as Health Counselling and Disability Services.

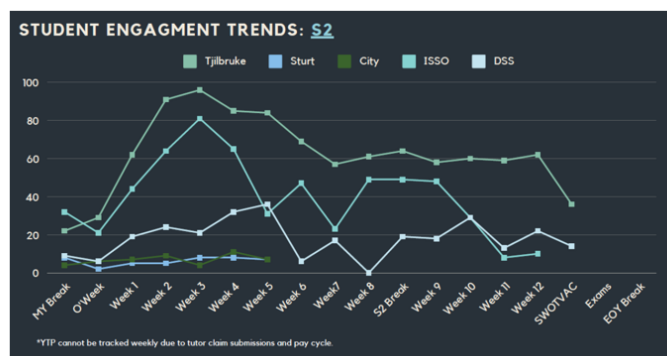
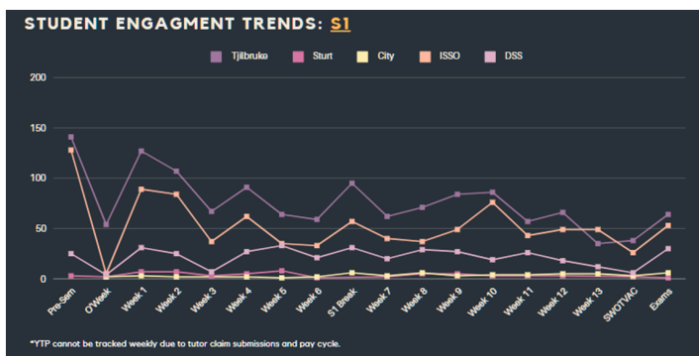
**Study Spaces:** Indigenous study spaces are now located across multiple locations, including Bedford Park, Sturt, Tonsley, City Campus, and Darwin campuses. Each space offers access to a computer suite, study lounge, and student kitchens with pantry items. This creates a safe space for Indigenous students and creates a sense of belonging and community beyond the classroom environment.

The numbers below indicate Indigenous student interactions by the Yungkurrinthen Student Engagement team across all locations in 2024.



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

The chart below indicates significant activity aligning with the peaks of the annual student study cycle ie. Enrolment support, first week check-ins, first assessments, census data, mid-semester break and outstanding assessments, final assessment and exam preparation.



**2024 Yungkurrinthen Student Support Trends:**

- Tjilbruke - Yungkurrinthen Student Lounge.
- Sturt - Yungkurrinthen Student Study Space.
- City – Yungkurrinthen Student Study Space.
- Darwin - Yungkurrinthen Student Study Space.
- ISSO - Indigenous Student Success Officers, 1:1 student interaction.
- DSS - Deadly Study Skills, Academic study support.

**Wellbeing Week:**

- Wellbeing Weeks held during Semesters 1 and 2 provided targeted activities and resources to support students’ emotional and physical health.

**Increased Engagement with Careers Support Services:**

- Students were encouraged to engage with Flinders Careers, which offers 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.

**Counselling Services:**

- Counselling services witnessed increased engagement, emphasising mental health and wellbeing support for students.
- In 2024, 150 counselling sessions were provided to 43 Indigenous students. The majority presented with medium to high complexity matters, and 50% were related to Disability Action Plans.

**First Nations Researchers Collective Program:**

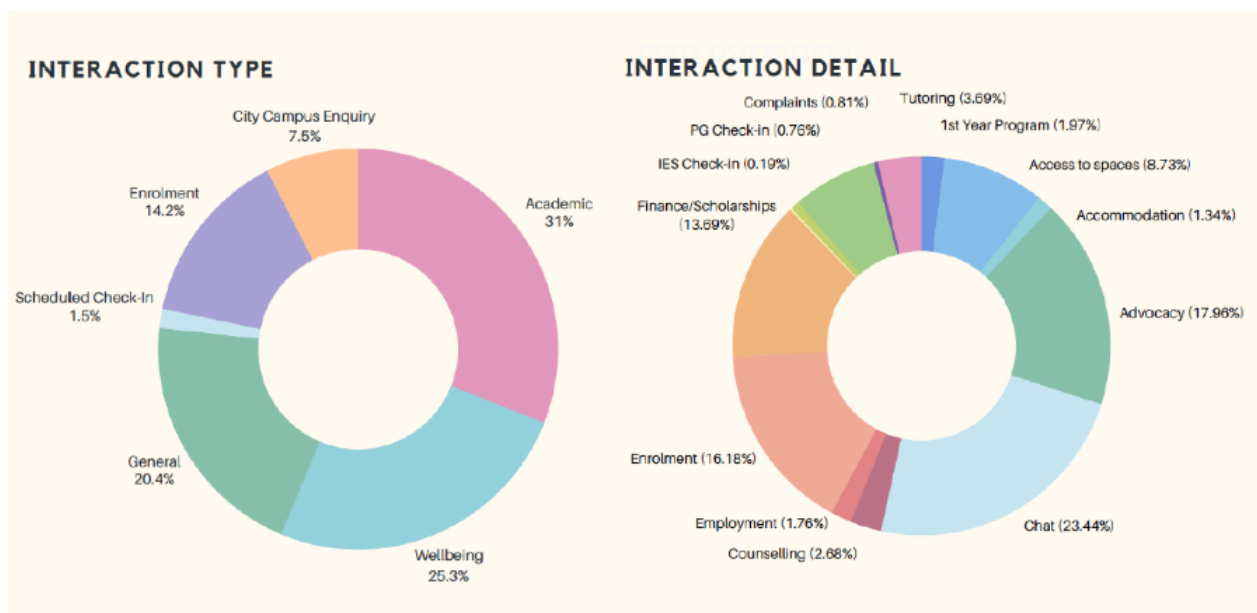
- The First Nations Researchers Collective program provides a supportive research environment, foster mentorship and collaboration, and build the capacity of emerging and future Aboriginal and Torres Strait Islander academics and HDR students.
- This initiative aims to strengthen academic pathways and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

**Tailored Pastoral Care Support:**

- Beyond the Wellbeing Weeks, Yungkurrinthi focused on individualised support.
- Coordinated activities provided stronger well-being support, addressing students’ unique needs.

The Chart below indicates student engagement interactions by category types.

Notably, academic and wellbeing supports are high as well as “chats” and student support advocacy.



**2.2** *What new strategies, activities or programs has the university implemented to support student’s complete units in 2024?*

*Were there new strategies:*

- *That supported students to complete units?*
- *To help retain students?*

In 2024, Flinders University introduced several new strategies, activities, and programs to support students in completing their units. Although we cannot directly correlate to unit completions, these initiatives support the retention of students (evidenced through increased retention rates in 2024) and support of students towards overall completions.

**Key Initiatives:**

- **Support for Students Policy:** Early intervention and access to supports for students and creation of a Continuous Quality Improvement Framework.
- Employment of 1.0FTE **Indigenous Student Success Officer** in Darwin.
- **Elders on Campus Program:** Provides cultural guidance and Elders wisdom to Indigenous students.
- The College of Education, Psychology, and Social Work employed a dedicated **Indigenous Student Liaison and Support Officer** to provide dedicated supports to Indigenous students within the college and collaborated with the Yungkurinthe Student Engagement team to enhance student success.
- **Cultural Responsiveness:** Professional Development of staff to build cultural capacity.
- **Mentoring Programs:** College based programs paired students with mentors to provide guidance, support, and encouragement throughout their studies.
- **Student Surveys:** Regular surveys were conducted to gather feedback from students, identify challenges, and implement improvements based on their needs.
- **Student Placements:** Identified placement for Indigenous Nursing and Medical students in Indigenous Health Centres.
- **Professional Development:** Opportunities for professional development were offered to students, helping them build skills and knowledge relevant to their academic and career goals.
- **Strengthening of Relationships:** Efforts were made to strengthen relationships between students, faculty, and support staff, creating a supportive and collaborative environment.
- **Curriculum Mapping:** Alternative assessment approaches to meet learning outcomes.
- **Aboriginal ways of learning and teaching:** Incorporating fundamental philosophies and methodologies of Aboriginal learning and teaching.
- **Learning Spaces:** College-based learning spaces.

**New Strategies to Support Unit Completion:**

- **Mentoring Programs:** Providing personalised support and guidance to help students navigate students' academic journey.
- **Connect Week:** Enhancing student engagement and fostering a sense of community, which is crucial for academic success.
- **Success Week:** Providing students with tools to be successful at university, focusing on academic success and student wellbeing.
- **Responsiveness to Referrals:** Ensuring students received timely support and resources to address any academic or personal challenges they faced.

**New Strategies to Support the Retention of Students:**

- **Student Surveys:** Collecting and acting on student feedback to improve the overall student experience and address any issues that might lead to attrition.
- **Professional Development:** Offering opportunities for students to develop skills and knowledge that enhance their academic and career prospects, thereby increasing their motivation to stay enrolled.

- **Strengthening of Relationships:** Building strong, supportive relationships between students, faculty, and support staff to create a positive and engaging learning environment.

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

**Annual Reports:** Colleges and Portfolios provide annual reports on their localised Indigenous Student Success Targets Action Plans. These reports are crucial for assessing the effectiveness of implemented strategies and making necessary adjustments.

**Yungkurrinthe Student Engagement Annual Report:** An annual report on how Yungkurrinthe Student Engagement is performing and where improvements can be made.

**Yungkurrinthe Student Engagement Survey:** The Yungkurrinthe Student Engagement survey plays a pivotal role in gathering valuable insights from students. The 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.

**Student Your Voice Survey and Focus Groups: University wide** student surveys and focus groups provide valuable insights that inform decision-making. For example, the [Student Success and Retention Strategy](#).

**Outcomes and Successes:**

- **Improved Student Feedback:** The survey results have led to enhancements in university programs and services, ensuring alignment with student needs.
- **Increased Engagement:** Greater student engagement has been fostered through the survey, encouraging active participation and leadership.
- **Enhanced Progression Rates:** The feedback gathered has facilitated student progression and successful completion of their studies.

**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."*

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

**Yungkurinthe Tutorial Program (YTP):** 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.

**Impact of Tutorial Assistance:**

- **Enhanced Success Rates:** Tutorial assistance has emerged as a pivotal factor in elevating the success rates and academic achievements of Indigenous students.
- **Positive Student Feedback:** Insights from student surveys and Indigenous progression data indicate the positive impact of tutoring on enhancing Indigenous students’ university experiences.
- **Tutoring Hours and Interactions:** In 2024, the YTP facilitated approximately 1785.411 tutoring hours specifically for Indigenous students. These sessions encompassed 970 tutoring interactions, benefiting 51 unique students.
- **Personalised Support:** The program’s commitment to personalised support contributes significantly to the advancement of Indigenous success within the university context.

**Yungkurinthe Tutorial Program (YTP): Culturally Awareness Training**

- 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.

**Tutorial assistance provided in 2024**

Level of study	Number of unique students assisted <sup>6</sup>	Total number of tutorial sessions attended <sup>7</sup>	Total hours of assistance <sup>8</sup>	Expenditure <sup>9</sup> (\$)
Enabling	1	5	2.5	NA
Undergraduate	25	471	828.56	NA
Post-graduate	22	453	921.35	NA
Other	3	21.5	26.5	NA
<b>Total</b>	51	970	1785.411	\$113,372

**Deadly Study Skills Program (DSS):** The Deadly Study Skills program (DSS) provides 1:1 academic study and wellbeing support to students. Consultations are offered across platforms, reaching Yungkurinthe students from all colleges and at all stages of their study.

**First Nations Researchers Collective (FNRC):** The First Nations Researchers Collective provides a supportive, reciprocal network to share knowledge, foster collaboration, enhance opportunities, and build capacity for emerging and established Aboriginal and Torres Strait Islander researchers at Flinders University. All Flinders University researchers of Aboriginal and Torres Strait Islander backgrounds, including Honours and HDR students, are invited to be part of the Collective. The FNRC annually holds four sessions where the **collective** discusses research, well-being and support, and career-related issues. Three of the sessions virtually connect researchers in hubs in Darwin, Alice Springs, and Bedford Park. HDR students are offered the opportunity to present on their research projects and 3 PhD students presented their 3-Minute thesis presentation which contributes to their HDR milestones. An in-person Summit occurs annually, allowing staff and HDR students (including those outside of the main campuses) to foster, build, and strengthen knowledge exchange, community networking, and research collaborations.

*2.5 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:

**Anti-Racism Workshops:** The Prov Vice Chancellor (Indigenous) has undertaken university wide Anti-racism workshops at the Flinders City Campus, Learning Teaching and Innovation Committee LTIC, Student Experience and Management Division Leadership team and Frame Rural Clinical School and Regional Training Hub, Darwin. Facilitated with Senior Learning & Development Consultant Organisational Development and Diversity in People and Culture, two Reconciliation SA Anti-Racism *Kuru Wiya, Kuru Palya Workshop* was delivered to 22 senior leaders across the university.

**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.

**Indigenous Curriculum:** Preliminary recommendations have been made to support this integration, and efforts are underway to identify where Indigenous knowledges and perspectives can be incorporated into Flinders' programs.

**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.

**YourMob Learning:** Flinders offers the YourMob Learning training package, which provides foundational cultural awareness to new employees during staff induction.

**Elder on Campus Program:** Flinders University's Elder Program offers various activities across the campus, including student lunches, Elder Forums, Welcome to Country ceremonies, cultural sessions, and university wide consultations.

Duguid Memorial Lecture: An event hosted by Flinders Yungkurinthe, in partnership with UniSA, to commemorate the legacy of Dr. Charles Duguid OBE and Mrs. Phyllis Duguid OAM, who were two prominent advocates for Aboriginal rights. Mr and Mrs Duguid also made a significant donation to Flinders and UniSA to fund study grants for First Nations students that continue to this day.

The lecture, held biennially, provides a platform for discussing key issues related to First Nations communities, human rights, and social justice. This year marks the 30th Anniversary of the lecture. Professor Janine Mohamed, a distinguished scholar in Indigenous health, will deliver this year's lecture, titled "My truth: Racial Gaslighting and First Nations Inequity in Australia"

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

**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.

**Elders Forum: "Our Elders Voices":** In August 2024 Senior Elders Uncle Lewis O'Brien and Uncle Richie Fejo shared their wisdom and insights post the national referendum for a Voice to Parliament, while focusing on their vision of how First Nations people can be at the heart of the higher education system, following the Australian Universities Accord report. In conversation with Professor Simone Ulalka Tur, Yankunytjatjara woman, respected performance artist and Flinders Pro Vice-Chancellor (Indigenous), the Elders' will reflect on their vision for community and share how Indigenous philosophies and Knowledges can ground future thinking in higher education.

Informed by Kurna and Larrakia worldviews, this forum provided the opportunity to reflect with Uncle Lewis and Uncle Richie on how two-way Indigenous and western education can shape the higher education sector into the future.

**Elders 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.

**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.

**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. The Library Education Engagement team has been offering support for embedding Indigenous knowledges into the curriculum through our Online Content Service.

This work is contributing to University RAP goal 5: Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning. The Library RAP group offers support to academics to aid in embedding cultural learning in degrees. Topic co-ordinators seeking to enrich their teaching with Indigenous voices and perspectives can specifically request help from the Library who will recommend tailored and relevant topic readings and engaging audiovisual material by First Nations authors.

The Library team have worked with fifteen topic coordinators to enrich their topics. The team have also worked closely with Dr Joanne Buckskin to hold yarning circles to teach academics embedding indigenous knowledges best practice.

**Exhibition at FUMA:** The Flinders University Museum of Art exhibited a number of Indigenous artists curated exhibitions:

**Kaylene Whiskey**, *Ngura Pukulpa – Happy Place*, 2021, Yankunytjatjara artist Kaylene Whiskey envisions a world where pop culture collides with traditional Anangu culture in ***Between the Details: Video Art from the ACMI Collection 19 February – 19 April 2024***, showcasing five moving image artworks by Australian artists, this exhibition celebrates ACMI's vibrant collecting and commissioning program.

**Now More Than Ever 6 May - 26 August 2024** *First Nations rights, resistance and recognition in political posters from the FUMA collections.* <https://www.flinders.edu.au/museum-of-art/exhibitions/past-exhibitions/2024/now-more-than-ever>

**Sovereign Acts I Love Praxis Unbound Collective** 30 September - 13 December 2024 and 17 February - 11 April 2025. A Flinders University Museum of Art exhibition in partnership with Unbound Collective. This landmark exhibition celebrates 10 years of critical and creative work by the nationally acclaimed Unbound Collective, a group of First Nations women based on Kurna Yarta whose shared praxis represents a rupturing and reimagining of colonial institutions, and radical endeavour to shape the world anew. <https://www.flinders.edu.au/museum-of-art/exhibitions/sovereign-acts-love-praxis-unbound-collective>

**Exhibitions:** During Reconciliation Week, the Library organised 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.

**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.

**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.

**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.

**Indigenous Academic Support:** An Indigenous academic provides weekly yarning circles to assist staff with Indigenising the Curriculum. These circles foster dialogue, understanding, and collaboration.

**Measurement and Impact:**

- **Surveys and Feedback:** Regular surveys and feedback mechanisms are used to measure the effectiveness of cultural competency initiatives.
- **Increased Engagement:** There has been a notable increase in engagement with cultural activities and training programs.
- **Positive Feedback:** Staff and students have reported a greater understanding and appreciation of Indigenous cultures.
- **Curriculum Integration:** The increased requests for Indigenous perspectives in the curriculum indicate a successful integration of cultural competency into academic programs.

*2.5 What other broad strategies does the university implement to support student progression that does not rely on ISSP funding?*

Flinders University implements several broad strategies to support student progression that do not rely on ISSP funding. These include:

**Designated Counsellors for Aboriginal and Torres Strait Islander Students:** The university provides access to qualified counsellors who offer holistic well-being support tailored to the needs of Indigenous students. This ensures that students have the necessary emotional and psychological support to succeed academically.

**Indigenous Student Employment Scheme:** This scheme offers part-time employment opportunities for Aboriginal and Torres Strait Islander students, providing them with valuable work experience while supporting their academic journey. This initiative helps students balance their studies with practical work experience, enhancing their overall university experience.

### 3. Completions (outcomes)

*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? [if these strategies have been reported in previous years, please just note in summary]*

Flinders University has implemented several strategies and initiatives to improve award course completions for Aboriginal and Torres Strait Islander students. These initiatives have been reported in previous years.

Indigenous Student Success Targets (ISST):

- Indigenous student completions target of 1.6% completion rate by 2025.
- Colleges and Portfolios were actively engaged to develop initiatives and actions aligned with local strategies and targets.

2024 Completion Data:

- In 2024, there were a total of 81 completions by Indigenous students:
  - 42 undergraduate program completions
  - 24 postgraduate program completions
  - 15 enabling program completions.

**Key Programs and Initiatives:**

**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.

**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.

**Advocacy and Support:**

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

**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 specialised courses.

*3.2 What new strategies has the university implemented in 2024 to support students to complete qualifications?*

- *What was the impact?*

Whilst strategies are not entirely new College and Portfolio actions plans have identified localised and discipline specific initiatives. Flinders University has continued to evolve and adapt its existing strategies to better support students in completing their qualifications. These adaptations have been crucial in addressing the changing landscape and the needs of new student cohorts. Key areas of focus included:

**Financial and Cost of Living Crisis:**

- **Financial Challenges:** Recognising the rising costs of living, the university has fine-tuned existing support mechanisms to alleviate financial burdens. This includes enhanced financial aid, scholarships, and cost-effective resources to ensure equitable access to education.
- **Impact:** These adjustments have helped reduce financial stress for students, allowing them to focus more on their studies and successfully complete their qualifications.

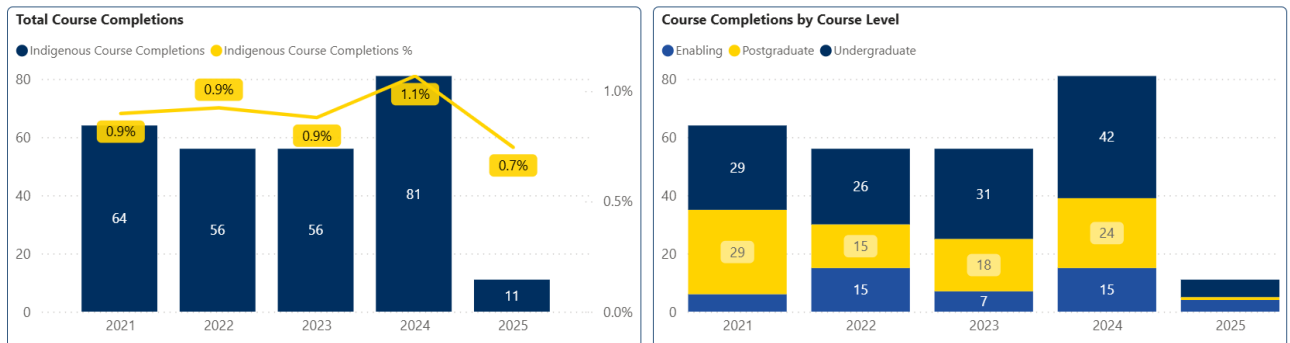
**Student Demand:**

- **Listening to Student Voices:** The university has placed a strong emphasis on understanding and responding to student needs through regular feedback and surveys. This has led to adjustments in student support services, improved accessibility, and increased community engagement.
- **Impact:** By actively responding to student demands, the university has created a more supportive and responsive learning environment, which has positively impacted student retention and completion rates.

**Outcomes and Impacts:**

- The impact of this work is measured by the total number of students completing the degree programs.
- In 2024 the completion rate increased by 0.2% from 0.9% in 2023 to 1.1% in 2024.

The graph below indicates the Total Course Completions Trends from 2021 to 2024 by Course Level.



**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?**

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

- Flinders University’s second Innovate RAP has continued to make change and impact on university culture, systems and processes. According to the survey responses from 13 Colleges and Portfolios 72% of the 78 deliverables have been completed or embedded as part of the University business, 24% has started with little to moderate progress and 5% of deliverables not progressing. Impact: This comprehensive plan reflects the University’s broader approach to supporting Indigenous students throughout their academic journey.

**Australian Medical Council (AMC)**

- Accreditation standards for medical programs and education providers benchmark standards for supporting medical school students. The College of Medicine and Public Health (CMPH) had 71 Indigenous student enrolments in 2024. With the majority of Flinders Northern Territory and Rural and Remote campuses and centres being CMPH specific, tailored supports and programs administered for Indigenous students in these programs and locations assisted student progression and completions.

## 4. Regional and remote students

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

In 2024, approximately 54% of Indigenous students originated from or lived in regional and remote areas (RR). This statistic highlights the critical importance of specific programs, including place-based initiatives and funding, to support the unique challenges faced by 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 2024 included:

- **Geographic Isolation:** RR students contend with physical distance from educational institutions and family, which can impact their access to resources and support.
- **Access to Support Services:** Ensuring that RR students have equitable access to counselling, academic support, and other services is essential.
- **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.
- **Family Isolation and Support Networks:** Being away from family and community networks can affect well-being and academic performance.
- **Cost of Living and Financial Strain:** RR students often face higher living costs due to limited local amenities and higher travel expenses.
- **Accommodation Challenges:** Finding suitable housing can be a significant hurdle for RR students.

**Prioritisation of Support:** ISSP funding contributes to programs for all Indigenous students. The programs and services equally support students from metro and rural and remote areas. However, Commonwealth scholarships are ranked usually prioritising students from rural and remote areas. A dedicated Indigenous Student Success Officer is located in Darwin and supports all NT, Regional, Remote, and online students.

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

##### **Promotion and Outreach:**

The Deadly Outreach team actively promote Flinders University at schools Outreach and Pathways events in the Northern Territory (NT). These events aimed to engage with prospective students, raise awareness about educational opportunities, and encourage Indigenous youth to consider higher education.

Specifically, the Power Cup and Power Cup Connect workshops promoted education pathways at schools in rural and remote and metro locations.

Outreach activities	Number of Schools	Number of Students
Schools visited	40	600+
Workshops/Expo	19	180+
Power Cup & Power Cup Connect	62	1000+
Schools On campus	10	94
Community Events	40	600+
Open Day	20	300+

**Activities Provided by Yungkurinthe Student Engagement:** Yungkurinthe Student Engagement provides the following supports to students from regional and remote areas, including areas in regional South Australia and the Northern Territory:

##### **NT Student Study Space:**

- 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.

##### **Student Pantry:**

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

##### **Support for Students on Placement in NT:**

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

##### **Welcome Packs:**

- Welcome packs were sent to commencing Indigenous students, providing essential materials and information.

**Wellbeing Packs:**

- Wellbeing packs containing weaving and art packs were distributed to all online, regional and remote students, fostering cultural expression and connection.

**Online Student and Elder Lunches:**

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

**Scholarships Targeting Regional and Remote Students:**

- The Flinders Living scholarship provided additional financial assistance for housing, addressing accommodation costs for remote students.

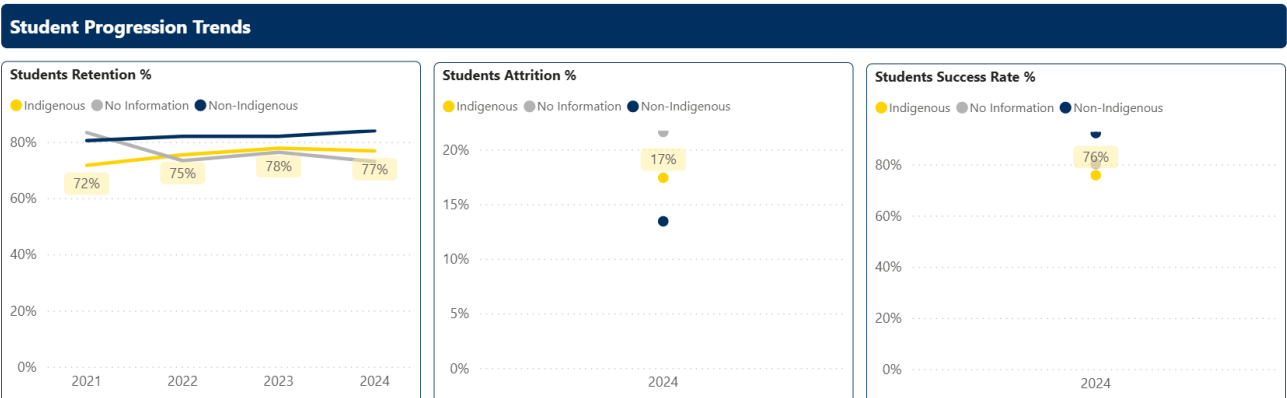
**Flinders University Rural and Remote Health SA:**

- 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.

*4.3 What has been the impact of these strategies and activities*

In 2024, strategies and activities to support students from rural and remote areas contributed to the following outcomes:

- 155 enrolments, consisting of
  - 88 Undergraduate
  - 50 Postgraduate
- 67 were Commencing students.
- 23 completed (11 Inner Regional and 12 Outer Regional).
- 77% Retention compared to 84% non-Indigenous.
- 17% Attrition compared to 13% non-Indigenous.
- 76% Success Rate compared to 92% non-Indigenous.



In 2024 Indigenous Commonwealth scholarships were awarded to 26 regional and remote students including 5 Education Costs Scholarships, 21 Accommodation Scholarships.

**ISSP Scholarship data for remote and regional students<sup>10</sup>**

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2023 Payments	33,000	11	281,490	22	0	0	314,490	33
B. 2024 Offers <sup>11</sup>	15,000	5	150,000	21	0	0	165,000	26
C. Percentage <sup>12</sup> (C=B/A*100)							52.47%	
<b>2024 Payments</b>	15,000	5	142,500	21	0	0	157,500	26

2024 Payments: \$15,000 (5 scholarships) for Education Costs, \$142,500 (21 scholarships) for Accommodation, totalling \$157,500 (26 scholarships).

Note: The scholarship spend in 2024 appears to be significantly less at 52.47% compared to 2023. However, the total spend for 2024 Remote and Regional (RR) student scholarships does not include \$47k of accommodation scholarships funded from another source. Therefore, the overall spend on RR students has not declined as significantly as it appears. Although it does not meet the 95% RR threshold, the total spend amount is \$212,500, which is 67.5% of the previous year.

The decline is attributed to the following factors:

1. Overall accommodation numbers at Flinders Living decreased from 16 in 2023 to 12 in 2024 (7 in The Hall and 9 in The Village).
2. The Hall being significantly more expensive (The Hall top-up rate was \$3,110, while The Village top-up rate was \$9,000).

## 5. Eligibility criteria

### 5.1 Indigenous Education Strategy

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

Flinders University does not have an Indigenous Education Strategy but has several Indigenous strategies to enhance Indigenous education, student and staff participation and success. These include the [Indigenous Student Success Targets 2022 – 2025](#) (ISST), the [Indigenous Research Strategy](#), the [Indigenous Workforce Strategy](#), the [Innovate Reconciliation Action Plan 2023 - 2025](#), and the [Country Centred Design Principles for Campus Development](#).

The Indigenous Student Success Targets 2022 – 2025 (ISST) sets ambitious targets for improving the participation and success of Indigenous students, including increasing the number of Indigenous students commencing their studies, improving success and retention rates, and increasing the number of Indigenous students completing their degree programs.

COMMENCING	PARTICIPATION	PROGRESSION	RETENTION	COMPLETION
The number of commencing Aboriginal and Torres Strait Islander student Enrolments (1 <sup>st</sup> 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
<b>2025 Target = 3%</b>	<b>2025 Target = 1.9%</b>	<b>2025 Target = 80%</b>	<b>2025 Target = 85%</b>	<b>2025 Target = 1.6%</b>

The ISST identify 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 of focus and resources to support Indigenous student success.

The ISST is reported at the University's Tarrkarri-ana Committee which it's the University's ISSP Governance committee, Education Committee, Academic Senate, and Senior Executive's Annual Performance Accountability Cycle.

#### 5.1.2 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. 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 Indigenous Student Support Targets (ISST) plays a pivotal role in driving a university-wide approach to increase Indigenous student participation and success. It focuses on improving outcomes in the five key areas of Indigenous Commencing, Participation, Progression, Retention, and Completions. Colleges and Portfolios developed localised action plans with programs and

initiatives to meet the targets, which are reported on twice a year and as a standing agenda at the Tarrkarri-ana Committee.

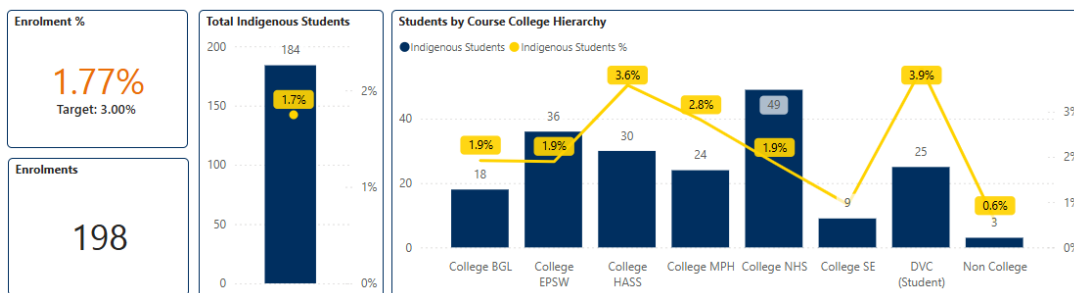
The objectives of the Indigenous Student Success Targets (ISST) are:

**Commencing:** To increase the number of Indigenous students commencing their studies at the Flinders University to 3% of all domestic student commencing enrolments by the end of 2025.

Key Achievements:

- 184 students were commencing their studies (198 enrolments), contributing to 1.7% progress toward the overarching 3% target. This was up from 166 (1.4%) in 2023
  - 105 undergraduate students.
  - 58 postgraduate students.
  - 27 enabling and other pathways.
  - This is an upwards trend from 1.4% in 2023.

**2024 Commencing student data**



**Participation:** In 2024, the number of Indigenous students as a percentage of all domestic students was 1.7%. Numbers included:

- 444 Indigenous students were enrolled across various program levels:
  - 62% at the undergraduate level.
  - 26% at the postgraduate level.
  - 1.7% progress toward the 2025 target of 1.9%.

**Progression:** To increase the success rates of Indigenous students to 80% by 2025 (topics 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 2024, Indigenous student success rates reached the 2025 ISST target of 80% which remained consistent with the 2023.

**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 requires ongoing engagement and support strategies to help Indigenous students navigate the challenges of university life and successfully complete their studies.

Key Achievements:

- Retention rates up at 79%, from 75% in 2023 with a consistent upward trajectory over the last 4 years.
- Overall university retention rate was 85%.

**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 2024, there were a total of **81** completions by Indigenous students. This was 1.1% of the overall student completions rate. This number was a significant increase from 56 in 2023. The completions were distributed as follows:

- 42 Undergraduate
- 24 Postgraduate
- 15 Enabling.

*5.1.3. promoted (facilitate, monitor and improve) the inclusion of Indigenous knowledges in curricula, graduate attributes, and teaching practices?*

### **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 prioritise 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, specialisations, 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.

*5.1.4 Included 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.*

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:

**Annual RAP Conference**

The conference, held over three days from 22 to 24 May 2024, featured a total of 15 events and attracted around 600 registrations, both in person and online. Attendees provided positive feedback, highlighting the diverse range of activities offered this year compared to previous ones, and appreciating the inclusion of online options for those in remote areas or unable to leave their desks. Many expressed enthusiasm about the opportunities to engage with culture, learn, and expand their existing knowledge, with particular praise for the hands-on activities and tours. Some suggestions for improvement included better monitoring of attendance due to events being fully booked but experiencing no-shows, and adjusting the pace of certain sessions, such as slowing down the language workshop. Overall, the conference was considered a major success and is expected to continue annually.

**Country Centred Design Principles for Campus Developments:**

- 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.

**Community Partnerships:**

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

**Cultural Campus Tours:**

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

**Warriparinga – Living Kurna Cultural Centre:**

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

**Colebrook Home:**

- Previously Oodnadatta Children’s Home the Colebrook Blackwood Reconciliation Park is a memorial to the many children who were relocated and institutionalised at Eden Hills, South Australia.
- Located in close proximity to Flinders University the site often visited as a cultural education site for staff and students.

**Cultural Sessions by Senior Kurna man Uncle Mickey O’Brien:**

- Cultural stories and conducts Welcome to Country ceremonies at multiple University events.
- His presence enriches our understanding of Indigenous perspectives.

**Cultural Awareness Training:**

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

**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.

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

The University’s Reconciliation Action Plan 2023 – 2025, Indigenous Workforce Strategy 2022 – 2025, Indigenous Student Success Targets 2022 – 2025 will be refreshed in 2025 through university wide consultation processes with staff and students.

## 5.2 Indigenous Workforce Strategy

### Implementation of Flinders University Indigenous Workforce Strategy under section 12 of the ISSP Guidelines.

Flinders University's [Indigenous Workforce Strategy \(IWS\) 2022-2025](#) (IWS) 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 (IEC) to provide leadership and support implementation. From May 2024, the current IEC was granted twelve months of leave without pay to pursue an external opportunity. Committed to the work under the IWS, the University engaged an Indigenous Workforce Strategy contractor from September 2024 until the end of the IEC's leave period. This arrangement ensured the continued and effective support of the IWS initiatives.

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 and the National Tertiary Education Union Branch Secretary. 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.

The IWS can be located online at:

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

### **Progress towards targets and milestones outlined in the strategy.**

In 2024, Flinders University made steady progress towards the IWS targets, actions, initiatives and new practices:

- Overall, Flinders has demonstrated steady progress towards its target of 3% Full Time Equivalent (FTE) employment of Aboriginal and/or Torres Strait Islander people. As of 31 January 2024, the FTE employment rate was 2.58%, which shifted slightly to 2.41% by 31 December 2024. The highest observed rate during this period was 2.76% in May 2024. Please note these figures exclude casual staff employment.
- Each College and Portfolio continues to actively deliver their Indigenous workforce action plans, established in 2023 for the period of 2023-2025. These plans include annual targets designed to achieve the overall Indigenous employment goal of 3% FTE by 2025.
- Throughout 2024, various initiatives were implemented across the University and within Colleges and Portfolios to support Indigenous employment, opportunities, and advancement. Some key examples include:
  - **Academic Workload Model (AWM):** Flinders engaged in extensive collaboration and consultation over 2024 to develop a new Academic Workload Model. This model covers the three components of academic work: Teaching and Teaching-Related Activities, Research and Creative Activity, and Service and Leadership. Notably, under Service and Leadership, Cultural Load can be recognised and be allocated a reasonable workload allocation for activities such as Indigenising the curriculum, incorporating First Nations representatives on committees, and providing advisory roles. The AWM was implemented in early 2025.

**Academic Career Framework (ACF):** Announced by the Deputy Vice-Chancellor (Research) in December 2024, the University has commenced a process to review and develop a new Flinders Academic Career Framework

- This process is overseen by an ACF Committee, membership included the Pro Vice Chancellor (Indigenous) and an Aboriginal and Torres Strait Islander academic representative. Additionally, a focus group with Aboriginal and Torres Strait Islander academic staff was held to provide early feedback. Planning and consultation will continue throughout 2025, with the implementation of the ACF scheduled for 2026.

- **Flinders City Campus FCC Cultural Education:** To foster ongoing cultural understanding specifically tailored to the Adelaide CBD during the transition to the Flinders City Campus, dedicated sessions were organised. These sessions, led by the Pro Vice Chancellor (Indigenous) and a senior Indigenous Academic staff member, focused on the Kaurna Yarta and more broadly Aboriginal communities located within Adelaide CBD. Themes included anti-racism and cultural safety initiatives, understanding Aboriginal and Torres Strait Islander communities, social policy, race and racism education, and best practice student initiatives. The sessions aimed to enhance the localised student experience and success by promoting values, behaviours, and program initiatives that support cultural understanding and safety.
- **College Collective:** The College of Nursing and Health Sciences has established an Aboriginal and Torres Strait Islander Collective. As a College, there is a commitment to minimising the cultural load of First Nations staff and providing opportunities for both cultural and professional identity to be self-determined, respected, and celebrated. Priority areas include creating an identity, workforce capability and principles, onboarding, and cultural safety training. Members of this College can raise a request form for advice, representation, a teaching contribution, or seek collaboration or partnership with a First Nations staff member through this channel.
- **College GIDE Committee:** The Gender, Inclusivity, Diversity & Equity (GIDE) Committee of the College of Medicine and Public Health has established a mentoring and support program specifically designed for academic staff, including Aboriginal and Torres Strait Islander staff, who are navigating the academic promotions application process and relevant Academic Promotions Committee Panels. This initiative, which has been in place for approximately three years and in line with availability and interest of matched mentors/mentees, continues to be a valuable resource for applicants, ensuring that their contributions are fairly assessed and that they have the best possible opportunities for advancement.
- **College Cultural Awareness:** The College of Science and Engineering facilitated two in-person cultural awareness sessions delivered by Kuma Kaaru in 2024. The sessions covered topics such as land and diversity, kinship and responsibilities, death and dying processes (traditional and contemporary), spirituality and the spirit world, colonisation history and timeline, statistics of Aboriginal people today, engagement and working with Aboriginal people – strategies and policies and cultural safety and creating a safe working environment for Aboriginal employees. The sessions were well received, and the College aims to provide more sessions in 2025.
- **Library Employment Pathway Program:** In 2024, the library piloted an entry-level employment pathway program for Indigenous applicants. An Indigenous applicant was appointed and over the 12-month period of the program, they worked in three sections of the library, learning practical skills that would position them well for future employment in the library sector. Following the end of the 12-month period, the Indigenous staff member was appointed into a 12-month project role for continued work within the Library.

- The University's Annual Performance and Accountability Cycle (APAC), where the Senior Executive Team evaluates the university's year-to-date progress, included discussion and monitoring of College and Portfolio progress towards their Indigenous workforce and Indigenous Student Success Target action plans, with the Pro Vice-Chancellor (Indigenous) in attendance at the APAC meetings.
- 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.
- In addition to Identified positions for Aboriginal and Torres Strait Islander people, exploration and a recommendation was made to the IWS Committee to introduce Targeted positions (equity positions). These positions are intended to increase and encourage Aboriginal and Torres Strait Islander employment where the position itself does not require Aboriginality as a genuine occupational qualification but will be operated as a Special Measure in accordance with the provisions of the Exceptions under Section 8 of the Racial Discrimination Act 1975 (Cth). This new type of position will be introduced in 2025.
- During 2024, careful consideration was given to the provisions of the Recruitment Policy and its associated Procedure, to ensure the continued strengthening of opportunities and the removal of barriers for Aboriginal and Torres Strait Islander candidates. Updates were made to both the policy and procedure to reflect necessary changes. Efforts are also now underway to incorporate additional Targeted positions, set to be introduced in 2025, in addition to existing Identified positions, which will later be incorporated into policies and procedures as appropriate.
- A dedicated Recruitment Working Group has been established to explore pathways to enhance recruitment opportunities for Aboriginal and Torres Strait Islander people. This group aims to improve the overall recruitment experience, increase the visibility of job vacancies, and expand the talent pool and database for external networks to share opportunities and encourage employment with Flinders. Additionally, efforts have been made to enhance our job advertisements to be more inclusive of Aboriginal and Torres Strait Islander people.
- Continued utilisation of the *Indigenous Employment at Flinders* external-facing website to promote employment opportunities for Aboriginal and Torres Strait Islander people. Additionally, employment vacancies have been advertised through Indigenous-specific platforms, ensuring broader reach and engagement.
- Established an Indigenous Employee Lifecycle as a new approach to addressing a number of key initiatives under the IWS. This lifecycle focuses on the comprehensive journey of Aboriginal and Torres Strait Islander staff, aiming to enhance recruitment, experience, and sustainment. The key stages include:
  - **Promotion and Leads:** Ensure job opportunities are advertised through appropriate channels, expand the talent pool, and build relationships with Indigenous recruitment agencies for future hiring. This is progressing with the Recruitment Working Group over 2024-2025.

- **Recruitment:** Enhance recruitment processes by making job ads culturally inclusive, introducing targeted positions (as introduced above), and reviewing cultural awareness training for improvements. This is progressing with the Recruitment Working Group over 2024-2025.
- **Onboarding:** Develop a dedicated Indigenous Staff Onboarding Program to complement the Flinders Induction Program, designed to provide a welcoming and improved experience for new Aboriginal and Torres Strait Islander staff. This is being undertaken by the Indigenous Workforce Strategy contractor, launching in early 2025.
- **Engagement:** Implement an Engagement Plan to introduce new ways to engage and celebrate Aboriginal and Torres Strait Islander staff, such as a quarterly Indigenous Staff Newsletter and more Indigenous Staff Forums and networking events. This is led by the Indigenous Workforce Strategy contractor, with the newsletter and forum launching in early 2025.
- **Sustainment:** Under a Strategic Sustainment Plan, planning for a dedicated Working Group of Aboriginal and Torres Strait Islander staff and leaders to focus on long-term initiatives, including exploring a potential Indigenous Employee Assistance Program (EAP) service. This work is planned to commence in 2025.
- **Offboarding:** Enhance the offboarding process to ensure appropriate exit interviews, recognition of service, and fostering continued connections for future employment opportunities. This work is planned to commence in 2025.
- Continued offering mandatory Cultural Awareness Training as part of the Flinders Induction Program with 406 staff completions between 1 January 2024 to 31 December 2024. Additionally, a comprehensive review of the current Cultural Awareness Training is underway, involving close collaboration with leaders and Aboriginal and Torres Strait Islander staff representatives across the University. This collaborative effort aims to ensure the training is both effective and culturally relevant.
- Continued the Flinders University Indigenous Student Employment Scheme and successfully employed 9 students in 2024. Since the program's inception in 2021, a total of 14 students, including 3 students in 2024 who were in their second year of employment, have been employed across various departments, including People & Culture, Properties, Facilities and Development, Information and Digital Services, Office of Graduate Research, Library, College Operations teams, and student-facing teams.
- Flinders' Enterprise Agreement 2023 – 2026 (EA) retained a commitment to the 3% employment target for Aboriginal and/or Torres Strait Islander staff under its Indigenous Workforce Strategy. In addition, further provisions were included to elevate support to our Indigenous workforce: a professional development allocation for new Aboriginal and/or Torres Strait Islander staff equivalent to 10% of the staff member's starting salary, recognition of cultural load by ensuring a reasonable workload allocation for these activities, and preferencing secure employment where practicable.

- Additional work has been undertaken to ensure that the provisions available for our Aboriginal and Torres Strait Islander staff under the EA are well known, communicated, and are easy to access. A fact sheet explaining each element has been created for all Aboriginal and/or Torres Strait Islander staff. This fact sheet will be introduced with the new Indigenous Onboarding Program and be available on a new section of the *Indigenous Employment @ Flinders webpage*, titled 'Information for staff'.
- An end-of-year Indigenous Staff Morning Tea was held in December 2024 at Bedford Park, bringing together Aboriginal and Torres Strait Islander staff. The purpose of this gathering was to foster a sense of community, express gratitude to the staff, and discuss upcoming activities for 2025 (approximately 20 staff in attendance). Additionally, the Pro Vice-Chancellor (Indigenous) sent an end-of-year message expressing gratitude for the remarkable achievements of Aboriginal and Torres Strait Islander staff and highlighting key milestones and upcoming initiatives (with high readership and positive feedback received).
- The First Nations Researchers Collective (FNRC) at Flinders University provides a supportive, reciprocal network to share knowledge, foster collaboration, enhance opportunities, and build capacity for emerging and established Indigenous researchers. The annual FNRC Summit was held in South Australia, with an online option available, spanning 2.5 days. It saw the participation of 38 Aboriginal and Torres Strait Islander staff and students from seven different locations. In research grant funding, Aboriginal and Torres Strait Islander researchers have attracted more than \$16.7M in the past 12 months since the FNRC in 2023.

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 1. Progress towards 3% Indigenous Employment (FTE) Target as of 31 March each year.**

Indigenous Employment (Full Time Equivalent)							
	2019	2020	2021	2022	2023	2024	Target 2025
<b>Total Indigenous FTE*</b>	32.4	36.1	37.4	45.4	52.1	62.10	
<b>Academic FTE</b>	22.8	22.3	21.0	24.4	28	30.50	
<b>Professional FTE</b>	9.6	13.8	16.4	21	24.1	31.60	
<b>Total Uni FTE</b>	1983.2	2064.3	1976.7	2007.6	2190.4	2272.30	
<b>% Indigenous</b>	<b>1.6%</b>	<b>1.7%</b>	<b>1.9%</b>	<b>2.3%</b>	<b>2.4%</b>	<b>2.73%</b>	3.0%

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

Nb: 2024 data is sourced from the Flinders Intelligence Portal.

### 5.2.1 Senior Academic Staff employed by the University

A total of 13 Senior Indigenous Academic staff were employed by the University as of 31 December 2024, consisting of:

- 2 Indigenous Academic staff x Level C
- 8 Indigenous Academic staff x Level D
- 2 Indigenous Academic staff x Level E
- 1 x Pro Vice Chancellor (Indigenous)

In 2024, no Aboriginal or Torres Strait Islander academic staff member applied for academic promotion through the University Academic Promotions process.

**Table 2. 2024 Indigenous Workforce (Headcount) Data as of 31 December 2024**

The table below shows a summary of Aboriginal and Torres Strait Islander 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 2024.

As of 31 December 2024, the number of Permanent (Continuing) staff increased from 17 in 2023 to 25. Additionally, the number of Fixed Term and Casual staff rose from 86 in 2023 to 101.

Level/Position	Permanent		Fixed Term & Casual	
	Academic	Non-Academic	Academic	Non-Academic
HEO2				7
HEO3				11
HEO4		2		5
HEO5		2		6
HEO6		1		14
HEO7		3		6
HEO8				3
HEO9		1		
Casual	N/A	N/A	35	
Level A	2		1	
Level B	9		5	
Level C	1		1	
Level D	4		4	
Level E			2	
Senior Manager			1	
<b>Total</b>	<b>16</b>	<b>9</b>	<b>49</b>	<b>52</b>
<b>GRAND TOTAL</b>	<b>126</b>			

Data sourced from the Flinders Intelligence Portal.

### 5.2.2 Currency of Indigenous Workforce strategy

The Indigenous Workforce Strategy (2022 – 2025) remains in effect. In late 2024, planning commenced on a dedicated effort to develop a comprehensive strategy for the period beyond 2025.

To effectively plan and define the requirements for this work, an Indigenous Workforce Strategy Reflections and Future Iteration plan was developed in 2024. In early 2025, Flinders will launch an awareness campaign followed by a series of ‘*Reflection and Collaboration*’ sessions with Aboriginal and Torres Strait Islander staff, leaders, and key stakeholders across the University. These sessions will provide a valuable opportunity to come together, share insights, and reaffirm collective intentions for the next iteration of the IWS, as the current strategy approaches the end of its term in late 2025.

The ‘*Reflection and Collaboration*’ sessions aim to reflect on the current IWS and envision the future for the next iteration of the IWS. Sessions will commence in the Northern Territory in mid-2025 and continue on in South Australia, with both face-to-face and online availabilities for all Aboriginal and Torres Strait Islander staff, leaders, and key stakeholders to actively contribute to these important discussions and provide feedback. Additionally, all staff will have the opportunity to participate in and contribute to dedicated sessions, focusing on collective reflection and providing an enhanced environment and community that supports Aboriginal and Torres Strait Islander employment and staff. Throughout this process, the IWS Committee and senior leadership will be engaged to reaffirm the University’s commitment to the IWS.

At a high level, ‘*Reflection and Collaboration*’ sessions will focus on two core exercises:

- **Reflection Exercise:** This exercise aims to provide a detailed breakdown of each priority area in the current IWS. Participants will engage in activities to understand their experiences, review progress, identify ongoing needs, evaluate what is working well, and pinpoint areas for improvement. Leader and stakeholder sessions will also include a playback of staff feedback gathered to date, allowing for further exploration of supervisory and leadership components of the IWS. This comprehensive reflection will ensure that all voices are heard, and that the strategy is continuously refined based on real experiences and insights.
- **Looking Ahead Exercise:** This exercise is designed to explore the pillars covered in the Indigenous Employee Lifecycle and evaluate their fit for the future iteration and vision of the IWS. Through interactive activities, participants will identify potential focus areas and envision the future direction of the IWS. Leader and stakeholder sessions will delve deeper into leadership and supervisory elements, ensuring that these critical aspects are thoroughly considered as the strategy evolves. This forward-looking approach will help shape a robust and inclusive IWS that is fit for purpose and continues to grow, empower, and support the Aboriginal and Torres Strait Islander community.

These exercises will provide a structured yet dynamic framework for reflection and future planning, ensuring that the next iteration of the IWS is both informed by past experiences and aligned with future goals. To further enhance this process, additional anonymous feedback mechanisms will be implemented to gather comprehensive insights. The anonymous feedback options will be shared in

post-session communications for any Aboriginal and Torres Strait Islander staff, leaders, and stakeholders who want to further contribute and/or raise feedback to be considered anonymously.

Following extensive engagement with all Aboriginal and Torres Strait Islander staff, leaders, stakeholders, and staff across the University through the ‘*Reflection and Collaboration*’ sessions, the valuable feedback captured, and lessons learned through this process will be used to inform a range of recommendations to IWS Committee and senior leadership. These recommendations will guide the development of the next iteration of the IWS throughout 2025. The renewed IWS is planned for an official launch in early 2026, marking a significant milestone in the University's ongoing commitment to fostering an inclusive and supportive environment for Aboriginal and Torres Strait Islander staff.

### 5.3 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 2024)? 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, Yungkurrinthe, 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 Yungkurinithi Student Engagement	Y
Director, POCHE (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 2024, the Tarrkarri-ana Committee met three time. Standing agenda items are:

- Pro Vice Chancellor Indigenous and Indigenous Strategy report
- Yungkurinithi Senior Manager report
- Indigenous Workforce
- Yungkurinithi 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 2024:**

- Promotion of Indigenous Student Success Targets.
- 2023 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.

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/Kerry Ludwig, RAP Project Officer
Respect Now Always Advisory Group	Professor Simone Ulalka Tur
Diversity and Inclusion 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>

### 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)

## Additional information for completing the template

---

<sup>1</sup> This information provides for the number of students and cost of the scholarships expended in 2024. 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 2024 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.

<sup>2</sup> 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.

<sup>3</sup> Include payments to all enabling students, including remote and regional students.

<sup>4</sup> Include payments to all undergraduate students, including remote and regional students.

<sup>5</sup> Include payments to all postgraduate students, including remote and regional students.

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

<sup>7</sup> 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).

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

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

<sup>10</sup> Only record amounts which required payment during the 2024 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.

<sup>11</sup> Record all verbal and written scholarship offers for the 2024 calendar year, including those offers that were not accepted by the student. Record the 2024 component of new scholarship offers and the planned 2023 value of previously awarded scholarships (including continuing scholarships).

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