

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Performance Report

Organisation	University of Adelaide		
Contact Person	Professor Shane Hearn		
Phone	08 8313 3623	E-mail	Shane.Hearn@adelaide.edu.au

### 1. Enrolments (Access)

As part of the University of Adelaide's efforts to grow the cohort of Aboriginal students, a mainstay of University's **strategies to improve access to university for Aboriginal and Torres Strait Islander students** is the administration and promotion of the Wirltu Yarlu Aboriginal & Torres Strait Islander Access Scheme. The access scheme provides an alternative mode of entry into the University of Adelaide for Indigenous Australian students; identifies any additional academic support that may be needed. The program is part of widening participation and enables admission to higher education for Aboriginal and Torres Strait Islander people who under the ATAR system may not otherwise qualify for university entrance.

Through the Access Scheme, applicants can gain direct entry into an undergraduate degree which could include the Foundation program or entry into an enabling program (University Preparatory Program/Centre for Aboriginal Studies in Music Foundation Year) that will facilitate their entry into an undergraduate degree upon completion.

Using a quasi-experimental approach applications are assessed for entry using resilience scores, a written application, literacy and numeracy assessment, interview with a relevant Faculty member/Academic and student support assessment/plan (to determine students individual support needs and what is required for them to succeed in their studies). In 2018, the Access Scheme continued to provide a high number of Aboriginal and Torres Strait Islander admissions to The University of Adelaide that would not have been possible in the absence of the program.

The Wirltu Yarlu Aboriginal & Torres Strait Islander Access Scheme is complemented by our specialised outreach and engagement activities such as our flagship Karnkanthi Education program.

The Karnkanthi Indigenous Education Program is a pre-university strategy that supports and creates further opportunities and pathways toward higher education for Aboriginal and Torres Strait Islander students in Years 10, 11 and 12. Our model is unique and focuses on working directly with the student, the school, and the family in raising awareness, engaging and providing ongoing nurturing support through educational pathways. The program offers students with opportunities to build on their personal, academic and cultural strengths, enabling them to become confident motivated and successful university students.

Karnkanthi offers many supports to its students such as; academic mentoring, including time on studiosity), exam revision sessions, workshops and camps designed to develop an interest in engineering the first Aboriginal STEM academy, leadership and resilience skills. Karnkanthi offers its students individual tailored support, which is determined upon entry into the program through a detailed questionnaire. The Karnkanthi program has contributed to Aboriginal students enrolling in a broader range of topics including medicine, law and sciences.

Upon completion of Year 12 (and graduation from the Karnkanthi program), Wirltu Yarlu staff guide our Karnkanthi students with their SATAC applications and their transition to university. Some students receive their first preference based on their Australian Tertiary Admission Rank (ATAR) however; other students require the assistance of our Wirltu Yarlu Aboriginal & Torres Strait Islander Access Scheme. At the end of 2018, there were 56 students participating in the Karnkanthi program. In 2018, 25 students graduated from the program whilst 19 have gone on to study at University. Twelve students were expected to enrol at The University of Adelaide in 2019 in the following areas:

**Table 1: 2018 Karnkanthi Indigenous Education Program graduates who received offers to enrol at the University of Adelaide.**

\*\* Studiosity is an online 24/7 study tool that all provides academic assistance

Program	Number of Students Enrolled
Bachelor of Medicine and Bachelor of Surgery	4
Bachelor of Engineering (Honours) - Engineering Pathway	2
Honours Degree of Bachelor of Psychology (Advanced)	1
Bachelor of Psychological Science	1
Bachelor of Laws	1
Bachelor of Criminology	1
Bachelor of Nursing	1
Bachelor of Science	1

Wirltu Yarlur manages the University of Adelaide's **outreach activities** for Aboriginal and Torres Strait Islander student recruitment and engages with potential future students strategically via a variety of channels to foster ongoing dialogue and credibility. The primary avenues focussed on by the Outreach and Engagement team are, Partnerships, specialised engagement with schools, Community engagement and the Karnkanthi program. Activities are strategically placed to connect with as many Aboriginal and Torres Strait Islander peoples as possible, in ways that create awareness of the benefits and pathways to Higher Education.

The most recent census (2016) shows that South Australia is second only to the Australian Capital Territory as the state with the lowest mainland population of Aboriginal and Torres Strait Islander peoples with 42,265. This represents approximately 5% of the total population of Aboriginal and Torres Strait Islander people across Australia, compared to that of its mainland counterparts. This presents significant challenges to recruitment and increasing numbers of students in a state where so little of the market share is located within its borders and has required unique approaches. To ensure that Wirltu Yarlur are well placed in the South Australian educational landscape, it is vital to create partnerships with organisations that foster existing relationships with Aboriginal and Torres Strait Islander peoples considered to be our target audience. With this as a guiding principle, consultation begun with a number of organisations on how we might engage and leverage support for students from both, to create programs and partnerships to make higher education a visible and attainable aspiration across the Aboriginal and Torres Strait Islander Community.

We now have formal agreements/partnerships and MOU's with the following organisations; Port Adelaide Football Club, Women's Aboriginal AFL Academy (WAAA), Aboriginal AFL Academy (AAA), Netball SA, Basketball SA, where Wirltu Yarlur provides careers advice and specialised engagement activities at the University for regular participants of these Academies. A vital partnership with the Department of Education is with the South Australian Aboriginal Sports Academy (SAASTA) who maintain relationships with Aboriginal and Torres Strait Islander students from 45 secondary schools and 400 students across the state in years 10-12. This partnership keeps Wirltu Yarlur as a frame of reference at regular intervals throughout students senior schooling, building knowledge's around pathways and opportunities to higher education with students and their extended families that will continue to be expanded throughout 2019.

Limitations as a result of South Australian's low Aboriginal and Torres Strait Islander population have made partnerships with interstate institutions and organisations a priority if we wish to increase student numbers significantly. The Centralian Region Girls Academy has provided us with one such opportunity. Based in the Northern Territory, they are an arm of the larger 'girls academy', a community organisation that works within the school system to drive community-led solutions aimed at overcoming obstacles that prevent Aboriginal and Torres Strait Islander girls from attending and achieving at school. To this end we have taken steps to partner with Yalari, not-for-profit organisation that offers quality, secondary education scholarships at leading Australian boarding schools for Indigenous children from regional, rural and remote communities. This is a significant partnership given South Australia's market position and our need to expand our reach into our states and territories to cohorts already familiar with or open to the idea of undertaking studies outside of their home states or territories.

In order to reach out to the community, schools are able to request personalised visits to their school or specialised on-campus experiences can be provided upon request. In 2018, there were a total of 62 on-campus, metropolitan and regional South Australian schools visited. In order to increase the numbers of regional and remote students a select number of schools were targeted in regions with high number of Aboriginal and Torres Strait Islander students. To maximise the exposure of the University of Adelaide and the services offered by Wirltu Yarlu stalls were held at exhibitions deemed suitable to promote higher education to appeal on a community level. In 2018, some of these activities included; the Tertiary Studies & Careers Expo Adelaide (TSCEA), University of Adelaide Career Counsellor Conference, Aboriginal Power Cup Carnival & Careers Expo, Powerful Futures Career Expo, Closing the Gap Day, Yaita Tita, Aboriginal STEM congress Expo, Ingenuity, Yalari Annual Dinner and the SANTOS Karnkanthi Camp.

In September 2018, Wirltu Yarlu ran Marni Wingku Wirltuti (Marni Wingku meaning, 'good breath' and Wirltuti meaning 'spring' in Kaurna) the Universities showcase outreach program. Marni Wingku Wirltuti offers an immersive on-campus program for Aboriginal and Torres Strait Islander high-school students that delivered a tailored program to middle-school students in Years 7, 8, 9 and 10.

Marni Wingku Wirltuti provided an opportunity for Aboriginal and Torres Strait Islander students to visit The University of Adelaide to learn about the programs and pathways available. In doing so, it aims to reduce barriers, both real and perceived, which prevent Indigenous students from going on to higher education. By exposing students to the university and providing them the opportunity to explore their academic interests and passions in a culturally safe environment, Wirltu Yarlu aim to demonstrate that education is an achievable aspiration to pursue.

The University welcomed 277 students across 28 metropolitan and regional schools who engaged in 11 faculty-based activities, making the 2018 program the most successful to date.

For the first time, a teaching stream component was included in the Marni Wingku Wirltuti program with the aim to offer teachers professional development workshops on 'Indigenous Knowledge's' by our academic staff at The University of Adelaide. This stream consisted of 3 lectures each running for 1 hour, 40 teachers from 28 schools attended and certified professional development time under Standards 1.4, 2.4 and 4.1 of the Australian Professional Standards for Teachers respectively.

**Scholarships**, in accordance with ISSP retained the structure of previous years to provide continuity for students and reduce administrative change through the program inception.

The Indigenous Commonwealth Education Scholarship and Indigenous Commonwealth Accommodation Scholarship also continued with a similar structure however, a point of difference is that a ratio reflective of the fiscal investment made by the student is applied. For this purpose, the rate is calculated in line with the appropriate Commonwealth Higher Education Contribution Scheme (HECS) band allocation for each program.

The Reward Scholarship that commenced in Semester 2, 2017 also continued to be administered as part of clause 20, section c of the ISAGG 2017 with the same rationale as the ICEC and ICAS.

\*\* Reward Scholarships awarded for Semester 1 and 2 of 2018.

<b>Undergraduate</b>	<b>GRADUATES</b>	<b>AMOUNT</b>
Band 1	9	\$4500
Band 2	5	\$3750
Band 3	9	\$9000
<b>TOTAL</b>	<b>23</b>	<b>\$17250.00</b>

In 2018 the **Indigenous Equivalent Full-Time Student Loads (EFTSL)** fell from 179.26631 to 173.6416, a decrease of -3.13% overall. This decrease can for the most part be attributed to the **fall of EFTSL of Aboriginal and Torres Strait Islander students from remote and regional areas**, which decreased from 45.33416 to 38.04516 representing a -25.5% decline. The mainstreaming of our enabling program and the closure of the Port Augusta campus and the lack of funding supplied from the University to support teaching was a major factor in this significant decrease in students from remote and regional areas.

**The strategies that are directly funded by ISSP** include the Access Scheme, whilst **partly funded by ISSP or funded by other university resources** were the Karnkanthi and Marni Wingku funded primarily by the

university budget with scholarships with some portion of mentors in those programs being covered by ISSP funding.

### 1a Scholarships (2018 breakdown)

Student category	Education Costs			Accommodation Costs		Reward		Total/ Students Assisted (headcount)	
	\$	No.		\$	No.	\$	No.	No.	\$
From Regional/ Remote-undergraduate	\$27880	11		\$68985	13	\$750	1	25 (13)	\$97615
From Regional/ Remote-postgraduate	\$4000	1		\$3500	1	-	-	2 (1)	\$7500
Undergraduate (non-regional/remote students)	\$66408	27		-	-	\$13250	18	45	\$79658
Post-graduate (non-regional/remote students)	-	-		-	-	\$2500	3	3	\$2500
Other									
<b>TOTAL</b>								<b>75 (62)</b>	<b>187273</b>

Value of Scholarships awarded by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	<b>\$50,469.00</b>
Value of Scholarships offered by the university to remote or regional students in the 2018 academic year (Section 21(3) in the Guidelines refers)	<b>\$105,115.00</b>

### 2. Progression (access and outcomes)

As mentioned in the 2017 report, one of the primary strategies to improve unit success rates and retention of Aboriginal and Torres Islander students was the design, development and Student Success Strategy. 2018 saw this element of the strategy implemented fully, with individually tailored Success Plans made available to all enrolling Aboriginal and Torres Strait Islander students, and included as a mandatory component of the Wirtu Yarlū Access Scheme Selection process.

Student Success Planning comprises a self-assessment tool, literacy/numeracy assessment and one-on-one consultation with an Aboriginal Student Support Officer. The literacy and numeracy component aims to gauge a student's academic preparedness for university-level study and determine the best academic support, if any is required. Further to this, the self-assessment tool is designed to measure student progress and change across several domains, using a number of validated tools that include; Resilience, Brief Resilience Scale; Social Support, Multidimensional Scale of Perceived Social Support Scale; Wellbeing, PERMA scale; Time Management and cultural connectedness, Time Management and Culture Scale.

Using this information, the Student Support Team undertake one-on-one consultations to discuss the results of the assessments and in conjunction with the student, the Student Support Officer develops a plan that focuses on the holistic needs of the student. By providing high quality, culturally appropriate support plans that highlight any potential barriers such as; accommodation, health, academic support (study skills), financial and family, that might otherwise prevent or hinder their ability to attend University.

An important new facet of the Student Success Strategy is the recognition that the timeframe assistance is received can influence outcomes. For this reason, it was determined that during the admission process would be the optimal time to conduct Student Success Plans. This means that support can be identified during consultation and prior to the student's commencement rather than once they are enrolled. It is envisioned that this approach will improve Wirtu Yarlū's student success rates and retention. Following the collection of baseline information, self-assessment and follow-up consultation occurs every six months as part of the review with the Student Support Team to inform any adjustment and/or change that may have occurred for the student.

In the development of the Student Success Strategy, Indigenous Student Mentors (ISM) were introduced to provide support from each Faculty for students and student support staff. ISMs are Faculty-based academics and support staff who align closely, and collaborate with the Aboriginal & Torres Strait Islander support offered by Wirltu Yarlū further. This initiative has provided clarification around the expected responsibilities/duties of the roles across the University, and has improved communication and reporting between the faculties and Wirltu Yarlū. Maintaining such lines of communication with key faculty personnel aligns with strategies for raising Aboriginal and Torres Strait Islander enrolment, retention and completion rates within Faculties, by increasing collaboration between Faculties and Wirltu Yarlū.

Other **strategies to improve unit success rates and retention of Aboriginal and Torres Strait Islander students** are offered by Wirltu Yarlū's Student Support Team to target specific phases of the student lifecycle. For **commencing** students, a comprehensive Orientation program is accessible to all Aboriginal & Torres Strait Islander students prior to the commencement of each semester, additional to that of the University. The Orientation program seeks to prepare students for the coming semester in a way that does not duplicate offerings of the University. By providing or connecting students with sessions on; enrolments, timetabling, scholarships, Information Technology, we aim to familiarise and sync students with University communications in a personalised way. Keeping with this personalised approach, introductions are facilitated with other Student Life services such as disability services, counselling, Education Welfare Officers to familiarise students with all services the University has to offer. In order to pre-empt any student administration issues troubleshooting sessions are also offered to and are let by student need for example, assistance in applying for academic mentoring or scholarships. Wirltu Yarlū's Student Ambassador also lead team building sessions, tours and culminate with a social event.

The Wirltu Yarlū Student Support Team's **strategy** and purpose is **to improve unit success rates and retention of Aboriginal and Torres Strait Islander students**. It centres on engaging with students within the University community and supporting them through the lifecycle and administration of their studies. Three full time Student Support Officers and 2 Cultural Advisors are available to consult with students to provide information or referrals for any issues the student may be facing. In order to support students in all aspects of their enrolment, Cultural Advisors and a Cadetship, Scholarships and Academic Support Officer are available to offer further advice in their respective areas of expertise. Aboriginal and Torres Strait Islander members of staff provide many levels of culturally appropriate support to students. As with the Student Success Strategy, it is recognised that there are many internal and external factors that present barriers to Aboriginal and Torres Strait retention and success rates. Taking this holistic approach assists in identifying and addressing those barriers, increasing the likelihood that students will be retained and progress through to graduation. In addition to assisting students navigate the complex University administration, Student Support Officers organise a variety of events and activities to engage students, create opportunities to connect with their peers, engage with key Aboriginal and Torres Strait Islander community events, and to share and engage with Aboriginal and Torres Strait Islander culture. Administrative support is provided to students upon request for the purposes of extension requests, exam replacements, Academic Progress support and student grievance processes (Retrospective WNF's, HECs remissions and complaints) whilst student data is monitored closely in parallel to identify any students at risk of not making satisfactory academic progress. A Yarn Up drop-in service is offered as an open-door opportunity for students to make contact with Student Support for general consultations in a unstructured fashion. In order to track student interactions, the Universities Customer Relationship Management (CRM) is used to record transactions to provide a transparent service and ensure the quality of service. In 2018, the Student Support Team recorded 2644 incidents for enquiries and assistance provided to students, indicating a high level service and provisions.

In 2018, the Wirltu Yarlū Cadetships Program had 16 participating cadets. These cadets were employed in professional and research positions across the University. Employing within the University allowed for simple fund transfers from the program's budget to the areas hosting cadets, as well as an exposure to an array of established research centres and professional units. The following areas hosted our cadets in 2018:

Of these 16 cadets, 10 were part-funded through the Indigenous Cadetships Support program from the Department of Prime Minister and Cabinet. The additional 6 cadets were funded fully through the Aboriginal

and Torres Strait Islander Employment Strategy at the University. The cadetship also qualifies as a substantial activity towards the University's Adelaide Graduate Award, which all cadets are, encouraged to apply for. This program is showcased at Wirltu Yarlu's outreach, orientation and community events. Opportunities are tailored to the individual student's career and research aspirations. Existing opportunities are broadcast to the Wirltu Yarlu student body through regular email campaigns, as well as targeted emails (i.e. by faculty, interest or year level).

Both the cadets and their mentors are sent feedback forms each semester to raise any issues in a confidential way, however all of the feedback has been positive from both sides. This is testament to the value of this program in developing our cadets and also increasing communication and cooperation across the University. At the close of 2018, two cadets graduated from their studies. One graduated with an Honours degree and was offered work within the field, and the other graduated from their undergraduate program and was accepted into an Honours year, and will be continuing their cadetship work into 2019.

As part of Wirltu Yarlu's community engagement, students are encouraged to attend key events such as the, Apology Breakfast and National Reconciliation Week Breakfast. These are key nationally recognised events that continue to engage students culturally with the broader community. In addition, social events are held to assist students to network with their peers and an opportunity for Support Officers to engage with students and maintain their connectedness to the University student body that is culturally appropriate. With this in mind, Student Ambassadors were introduced in 2018 as a pilot program. Current students were employed to act as Ambassadors in order to provide real insight into University life and study, based on their own personal experiences. Student Ambassadors participate in community events, promotional shoots, recruitment events and Expos to provide prospective students and their support networks with first-hand experiences of the University. This is an effort to motivate, inspire and normalise new student commencement, continuation and completion of studies.

In 2018, for current students, Wirltu Yarlu started a conversation with all Aboriginal and Torres Strait Islander students at the University of Adelaide to identify preferred platforms for communication with student services. The students identified that development of a tailored software would help to connect Aboriginal and Torres Strait Islander students with the services and spaces specifically available to them.

Based on comprehensive student feedback, Wirltu Yarlu worked to implement most features deemed significant by students on a new application called the UA Mobile App. The App connects with students via their personal devices to provide them with the information they might need for their enrolment, timetables, support services, study outpost locations, easier and direct access to Wirltu Yarlu services, cultural support access and Safer Campus Community information. Launched in December 2018, the new UA Student App and the specific Aboriginal & Torres Strait Islander features were part of the 2019 welcome pack for ATSI students at the University of Adelaide.

Wirltu Yarlu also worked to improve, increase and develop new high quality and culturally safe study outposts for Aboriginal and Torres Strait Islander students across the faculties and campuses of the University of Adelaide. Through consultation with student groups, key staff and a keen interest from the library division of the University a number of projects were spearheaded to broaden the University's cultural footprint. In the initial phases, the refurbishment of the study room based at Adelaide Law School was identified as an opportunity to embed educational and interpretive elements into the urban environment on the North Terrace Campus. This refurbishment consisted of upgrading an existing study room for Aboriginal and Torres Strait Islander Students within this faculty. The study room received the Kurna name 'Wadnawadna' meaning, 'Law' ensuring the use and promotion of Kurna language on the University's campuses. With these objectives in mind, the Waite and Roseworthy Campus library's also developed new study spaces. The university library also commissioned the installation and refurbishment of the Yaitya Ngutupira Collections across all three campus, with it's largest and most impressive collection held on North Terrace. All spaces offer a unique area dedicated to Aboriginal and Torres Strait Islander knowledge, teachings and language that contains literature exclusively written by Aboriginal and Torres Strait Islander authors. The space itself was designed with heavy consultation from Wirltu Yarlu Elders and in-house graphic designer. Serving as welcoming space for all visitors wishing to engage with the collection it will raise awareness and recognise the Kurna culture and language.

**Table.2 Indicates the steady rise of success/progression**

	2016	2017	2018
Passing Grades %	72%	71%	73%

\*\* Passing Grades % (HD, D, C, P). Calculated based on % of Total EFTSL (excluding not examined grades and research courses)

**The number and level (UG/PG) of study for Aboriginal and Torres Strait Islander students that received tutorial assistance in 2018 consisted of the following;** 112 undergraduate students, 3 postgraduate students and 46 non-award (University Preparatory Program, CASM, Karnkanthi) students engaged the service. This made for a total of 161 students who utilised the service in 2018. Considering 266 students in total were enrolled for the 2018 academic year this indicated 43.2% of the Aboriginal and Torres Strait Islander cohort accessed academic mentoring services.

**The Indigenous Support Unit's other Indigenous student support activities** are varied across Wirltu Yarlū the Aboriginal Education Unit. Wirltu Yarlū, led by the Dean of Indigenous Research and Education Strategy (IRES) maintains a small, dynamic team to recruit, support and employ Aboriginal and Torres Strait Islander students and staff. To drive the strategies outlined in the strategic plan- the Tirkkarri Tirkka, in 2018 the recruitment included a team of four led by an Outreach and Engagement Manager. In addition to the support officers retained, the support team employ a cadetship, scholarship and academic support officer and academic mentoring coordinator, who are led by a Student Support Coordinator. Project Officers manage flagship events such as Marni Wingku and the Santos Karnkanthi Camp. Whilst Marketing, supported by a graphic designer, drive the communication strategy around recruitment, community engagement and visual footprint on campus and digitally. The Research division undertake studies that contribute meaningfully to the higher education landscape and cultivates the next generation of Aboriginal and Torres Strait Islander researchers. Finally, an administration team provide ongoing support to all of the services and act as a front of house service to students and visitors in the Wirltu Yarlū space. Providing the foundation for Wirltu Yarlū Aboriginal Education in cultural matters are Cultural Advisors, respected Elders of the Kurna peoples, the land upon which the University resides. The Cultural Advisors provide support to students and staff but also formal 'Welcomes' for departments across the university. The team of 23 services past, present and future Aboriginal and Torres Strait Islander students and staff at the University of Adelaide.

**Strategies to improve the cultural competency of staff and/ or to ensure the university offers a culturally safe and enriching environment** are a priority of the support services offered to Aboriginal & Torres Strait Islander students and staff at the University. With this in mind, Wirltu Yarlū employs two Kurna Elders as cultural advisors on a full-time basis who provide invaluable Indigenous knowledge and cultural perspective regarding correct protocols and sensitivities bound by the University's location on Kurna Country. Indigenous students and staff are able to attend regular appointments with male or female Elders for ongoing support on cultural matters in a University setting. Non-Indigenous staff are able to engage their services in a variety of capacities such as; formal 'Welcome to Countries', Information Sessions for International & Domestic students as well as the delivery of face to face Cultural Awareness programs to our new Academic Mentors. All new staff at the university are required to complete an online twenty-minute Cultural Awareness Module. This module is currently under review and in partnership with Human Resources and University Operations, we are identifying possible modules to add or develop. Furthermore, when time appropriate and resourced, business units are invited to participate in face-to-face sessions, drawing on a range of providers and cultural elders with a mandatory program provided for all commencing Wirltu Yarlū Academic Mentors in-house. We have expanded the scope of cultural awareness programs offered with the introduction of a "teaching stream" simultaneous to the students Marni Wingku program. The program offered professional development workshops on 'Indigenous Knowledge's' by our academic staff at The University of Adelaide for accompanying teachers. This stream consisted of 3 different lectures certified as professional development time under Standards 1.4, 2.4 and 4.1 of the Australian Professional Standards for Teachers. Each session ran for 1 hour and were attended by 40 teachers from 28 schools who attended Marni Wingku.

**Strategies directly funded by ISSP** primarily included staff and activities undertaken by the Student Support Team. As mentioned, whole cadetship positions were funded by ISSP funding however, additional funding was sought from the University to resource additional positions to support high demand of students.

### 2a Tutorial and other assistance provided (2018 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	112	3545	\$18185.8
	Post graduate	3	74.5	\$3821.85
	Other (NAWD & Karnkanthi)	46	1440	\$71872.00
	<b>total</b>	<b>161</b>	<b>5059.5</b>	<b>259552.35</b>
Indigenous Support Unit or other Indigenous student support activities	(optional breakdown of major activities or just total)			
	<b>total</b>			
Add other categories as relevant				

### 3. Completions (outcomes)

In order to improve award completion of Aboriginal and Torres Strait Islander students Wirltu Yarlu employs a number of strategies throughout the course of a students program. The Wirltu Yarlu Academic Mentoring Program (WYAMP), available to undergraduate and postgraduate students, provides fundamental academic support throughout student's tertiary studies at no cost. Mentoring equips students with vital educational skills that enables their progression positively. Mentoring sessions can be either one-on-one, or in a group made up of students studying the same program. Assistance is tailored to meet the particular needs of the student or group of students. The Student Support Team assist in the improvement of award completion further by monitoring relevant student data to identify and provide support to students 'at risk' of not progressing satisfactorily, with interventions put in place.

The University can report an **increase in completions** of 40.90% in 2018 with 31 Aboriginal & Torres Strait Islander students completing programs, consisting of 22 Undergraduate and 9 postgraduate qualifications.

The University of Adelaide and Wirltu Yarlu have invested in a number of **strategies intended to connect graduates with employment**. Connecting graduates with employment requires both long and short-term strategies to improve both employability and opportunity for employment. As such, Wirltu Yarlu take a multi-faceted approach in order to prepare students and provide opportunities upon the achievement of their qualifications.

As a long-term strategy, throughout their academic career Aboriginal & Torres Strait Islander students are encouraged to take part in Cadetship and Student Ambassador Programs providing them with valuable workplace experience and networking opportunities. An integral contribution to creating researchers for the future is the development of a robust pipeline for Higher Degree by research for Aboriginal & Torres Strait Islander people. This strategy increases the likelihood that students achieving such qualifications will connect with graduate opportunities in research outside and within the University of Adelaide.

The Karnkanthi Indigenous Education Program strategically develops career aspirations by offering its students workshops and camps designed to highlight different career opportunities that are open to them through a degree at The University of Adelaide. The inaugural 2018 SANTOS Karnkanthi Indigenous Engineering Camp, sponsored by SANTOS, engaged Aboriginal and Torres Strait Islander students in Years 11 and 12, from all around Australia. The program focussed heavily on the practical applications of engineering in order to offer students a glimpse of the employability pertaining to the respective engineering fields. From this, students garner invaluable connections for key contacts from Santos and for those being admitted to the University engineering programs, the possibility of ongoing support from an industry partner.



Short-term **strategies to assist graduates** are designed to connect graduates with employment opportunities and planning throughout their final year and upon completion. An Aboriginal & Torres Strait Islander Alumni graduate mailing list is maintained for those about to or have completed in that year. Wirltu Yarlū, via its extensive internal and external stakeholder networks and partnerships, advise students of Careers Fairs, industry graduate programs, Higher Degree scholarships, and on a more practical level, resume and job application advice. Mainstream social media use such as Facebook, is a **strategy that allows us to monitor student outcomes** after graduation and with it, the chance to 'post' employment opportunities well beyond their graduation.

The University of Adelaide's position as a Group of Eight (Go8) institution with a world-renowned commitment to excellence in research provides a unique opportunity to build a greater foundation of Aboriginal & Torres Strait led research and researchers. Whilst yet to be operational, throughout 2018 the groundwork to install an Indigenous Alumni Group, State-wide research group and a further expanded and expansive Indigenous Research Network commenced.

In order to inaugurate the networks mentioned an Indigenous Research Project Officer (IRPO) role was established in 2017. The primary output of the IRPO since establishment in May 2018 were activities relating to research, consultation and compilation of the Indigenous Research Capacity and Capability Framework. This document provides the University of Adelaide with institution wide guidance for holistic and consistent strategic policy development towards a 'pipeline' to success for Higher Degrees by Research.

Since the establishment of the IRPO, systematic processes to identify 'future researchers' earlier in their undergraduate program have been implemented; Wirltu Yarlū now actively identify students as potential future researchers earlier in their undergraduate program, engaging and including them in correspondence and opportunities directed to Honours and postgraduate students.

An internal audit of processes and support regarding or offered to Aboriginal and Torres Strait Islander Honours students revealed a chronic under-support of Aboriginal and Torres Strait Islander Honours students across the university. The IRPO engaged Honours and HDR students to facilitate deeper support, and Academic Action Packs:

Following receipt of ISSP rollover funds, IRPO scoped and delivered the pilot 'Research Academic Action Pack' to 2018 Honours cohort across the university. This involved meeting with and engaging all Honours students across the faculties to construct individualised 'action packs', that included by was not limited to; laptop computer, specialised software, International Conference Registration, textbooks, Professional association membership.

The 'Research Academic Action Packs' will be offered to Honours students again in 2019.

In August 2018 Wirltu Yarlū partnered with the Office of Global Engagement, and the Division of Academic and Student Engagement (DASE), to approach the University's faculties regarding the establishment of a co-contribution towards opportunities for Aboriginal and Torres Strait Islander students to extend their research experiences.

For the pilot in November 2018, two cohorts were identified: current and future (2019) Honours students; and current Higher Degree by Research (HDR) students, with two distinct research engagement opportunities identified and offered accordingly.

➤ The 8th Biennial International Indigenous Research Conference, 13 - 16 November 2018.

Held at the University of Auckland, the 2018 conference was themed 'Indigenous Futures'. Comprising of advanced program, third year and Honours students from across the faculties, the conference trip provided attendees with an opportunity to engage with global First Nations led research, and to network with researchers from countries including Hawaii, New Zealand, Australia and Canada. Students also had the opportunity to attend pre-conference workshops, keynote presentations, paper presentations, and the launch of the KA HAKA performances.

➤ Thesis workshop retreat, University of Otago, Dunedin, NZ. 26 – 29 November 2018

Hosted by the University of Otago, and held at the Puketeraki Marae on New Zealand's East Otago Coast, the writing retreat is designed to foster thesis outcomes in a supportive environment. Available Indigenous HDR students attended this bi-annual three day Indigenous Postgraduate writing retreat, where Māori academics provided expertise and supervision across a wide range of subjects including: Māori studies, Indigenous studies, Psychology, Urban Planning, Housing, Medicine, Education, Physical Education, Zoology, Marine Science, Anthropology, Museum Studies and Museum Curation.

These trips were highly successful, increasing Indigenous mobility by 125% (from N 4 to N 9), and will be offered again in 2019.

Concurrent to the development of the student mobility program was the scope for 'nodes' within an International Research Network and Advisory Consortium. The first connection was established with the University of Otago's Maori Postgraduate support unit, with negotiations ongoing towards an official MOU and academic exchange program for current HDR students and recent graduates. Scoping of further node locations in Asia, North America and Europe will continue in 2019.

Whilst the HDR PO role is a strategy that is **funded by other university resources**, one element of this **strategy that utilised ISSP funding directly** was 'Supporting Honours students' as outlined above.

#### 4. Indigenous Education Strategy accessible by public

The university has met its requirements under section 13 of the ISSP Guidelines by implementing The Tarrkarri Tarrka. An integrated Aboriginal and Torres Strait Islander Education Strategy for a span that covers the period between 2013-2023. This strategy integrates into, and informs elements of the Beacon of Enlightenment, the University of Adelaide's overall strategy document to further develop and attain targets regarding Indigenous education and employment 2013 - 2023. This holistic strategy aims to facilitate many of the recommendations of the 2012 Behrendt Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People, and covers all aspects of University of Adelaide's business. Throughout 2018, Wirltu Yarl'u developed an Indigenous Marketing and Communications Strategy (IMCS) in response to Recommendation 4 of the Tarrkarri Tarrka Strategy which endorsed its development to ensure effective marketing efforts for Indigenous recruitment. The IMCS outlines a course of action to increase awareness, uptake and successful completion of tertiary studies at the University of Adelaide by Aboriginal and Torres Strait Islander peoples. The strategy was approved by the University's central marketing branch at the end of 2018, and is due for implementation throughout 2019. To ensure it's availability to the public we **include current link to the university's website outlining its strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students, including monitoring and evaluation procedures which can be found here: <https://www.adelaide.edu.au/indigenous/research>**

Throughout 2018, the Dean IRES has overseen the development of a Innovate Reconciliation Action Plan (RAP), to embed reconciliation and Indigenous focused strategic intentions within the mainstream University operations. During this time, the RAP Working Party has engaged in a university wide consultation, engaging with students, staff and alumni on the framework and actions item detailed within the document. Similarly, external Indigenous organisations and individuals have been consulted to share their expertise and best practice methods for ensuring the best possible outcomes for Indigenous students and staff at the University. This has culminated in a comprehensive document which will be sent to Reconciliation Australia for endorsement in early 2019.

The programs outlined above serve as the **practical implementation** of our **Indigenous Education Strategy** however, continual **evaluation** is key to achieving targets in access, retention, progression and completion. A fundamental element of the strategy is to deliver high quality, responsive and effective support to Indigenous students. In order to achieve this vision, appropriate service structure and support resources must be in place.

The review utilised a collaborative approach to catalogue services across the University in an attempt to gain a better understanding of the successful features required to deliver beneficial services to Indigenous students at the University of Adelaide. Recognising and acknowledging limitations across the current services has the potential to stimulate clarity and improvement.

The aim of this evaluation was to increase functionality, emphasise collaboration to improve staff experience and efficiency of services to Indigenous students, and improve the overall student experience. Further, the mapping aimed to identify the key drivers to operational efficiencies and establish greater role clarity, responsibility and accountability when delivering services to Indigenous students.

As a result of the project, a catalogue of all services has been undertaken to provide a more clear and comprehensive outline of each support service. In addition to the cataloguing of services a number of recommendation have been made to enhance support services provided to Indigenous and address shortfalls in the Indigenous Education Strategy.

As part of expanding the evaluation and measuring of progress we have also added Scorecards for each of the faculties to monitor their student and staff targets outlined in their annual business plans. More specifically, each faculty have set Indigenous student enrolment and completion targets within their Scorecard. Annually the Dean, IRES meets with the Executive Team of each faculty and go over the faculty's Scorecard. The Scorecard is an engagement tool, providing in-depth assessments to the faculty executive group on the status of all Indigenous priorities areas. They are used to evaluate faculties' progress towards their targets and gain agreement on key actions needed, share best practise and support needs. While a number of components of the strategy have been successful thus far, the scorecards indicate that none of the five faculties reached their completion target. However, some faculties are making notably better progress than others. The annual Scorecard reports are prepared and presented to VC and Council. This has been a brand new approach and will enable the Dean IRES to implement new systems of accountability across the university.

As per the ISSP guidelines the below **Report progress against targets and milestones outlined in the strategy** at the University of Adelaide. The Strategy established targets for the University in key areas of Aboriginal and Torres Strait Islander students, staff, teaching and research. 1 Data sourced from the University's data warehouse and that provided by D.E.T.

#### Retention

Principle Performance Indicators	Baseline 2012	Results 2016		Results 2017		Result 2018	
		Actual	Target	Actual	Target	Actual	Target
Aboriginal & Torres Strait Islander retention rate	57%	74.8%	72%	62%	74%	75%	76%

As noted, the University of Adelaide had successfully met its retention target in 2016 however experienced a decrease in 2017. 2018 saw a marginal improvement in retention but short of the targets identified.

\*\* Based on current shortfall between current retention rate and target percentage in 2024

#### Enrolments

Principle Performance Indicators	Baseline 2012	Results 2016		Results 2017		Results 2018	
		Actual	Target	Actual	Target	Actual	Target
Number of ATSI Student Enrolments	190	266	235 (116)	260	259	266	285
Enabling enrolments	47	29	62	29	65	15	68
Undergraduate enrolments	124	202	150	225	174	219	198
Postgraduate enrolments	21	35	24	31	26	32	28

Enrolment targets have been met however, a steady increase in Undergraduate and Postgraduate enrolments can be noted over 2017 to 2018.

## Completions

Principle Performance Indicators	Baseline 2012	Results 2016		Results 2017		Results 2018	
		Actual	Target	Actual	Target	Actual	Target
Number of ATSI Student Completions	20	24	54	26	59	32	64

Completion targets have not been attained in 2016-2018 Academic year has and indicate a need to focus on creating progressive metrics to allow for more targeted student pathway support

## 5. Indigenous Workforce Strategy

The University's has met its requirements under section 12 of the ISSP Guidelines by making publicly available the Aboriginal and Torres Strait Islander Employment Strategy on the Wirltu Yarlu website and homepage found here: <https://www.adelaide.edu.au/indigenous/employment/aboriginal-and-torres-strait-islander-employment-strategy>. The strategies broad aims to increase Aboriginal and Torres Strait Islander staff numbers through employment opportunities and cadetships. The University of Adelaide has set a population parity target of 3% participation by 2023

The practical implementation and evaluation of your Indigenous Workforce Strategy also promotes the retention and capacity building of current Aboriginal and Torres Strait Islander staff through scholarships, professional development, international opportunities and activities and cadetships. (<http://www.adelaide.edu.au/hr/atsies/>).

The University maintains its Aboriginal and Torres Strait Islander Investment Strategy, which is sponsored by the University's Division of the Deputy Vice-Chancellor and Vice-President (Academic). The fund incentivises Faculties and Divisions to recruit Aboriginal and Torres Strait Islander staff. The funding model consists of: 100% salary funding in the first year; 66% in the second year; and 33% in the third year, with the faculty/division responsible of part of the position funding from the 2nd year and then completely funding the position on a continuing basis from the fourth year onwards.

The introduction of this model brought immediate success with increased Aboriginal and Torres Strait Islander participation. Staffing numbers increased from 16 in 2009 to a total of 97 for 2018. This consisted of 47 fixed term and continuing staff, these numbers were above the projected targets outlined in the Tarrkarri Tirkka for professional staff. Additionally, there were 50 casual staff members employed during this time, that contributed to increased employment across the 5 faculties and administrative divisions. Overall, the University employs 3401 Academic and professional staff, indicating that Aboriginal and Torres Strait Islander staff represent 2.85% of the employee population. This is the highest number recorded at the University of Adelaide.

Further to implementing recommendations outlined in the Indigenous Workforce Strategy, Wirltu Yarlu have acted on recommendation 5, to provide student cadetships who represent 10 of our current total employment numbers.

Through in the introduction of the university's RAP, we will see the existing strategy revitalised and updated in line with ISSP requirements

The strategy establishes targets for the University in key areas of Aboriginal and Torres Strait Islander staff and the below data reports progress against targets and milestones outlined in the strategy for both professional and academic staff progressive targets.

Principle Performance Indicators	Baseline 2012	Results 2016		Results 2017		Results 2018	
		Actual	Target	Actual	Target	Actual	Target
Number of ATSI Professional Staff	17	29	27	49	29	75	31

Principle Performance Indicators	Baseline 2012	Results 2016		Results 2017		Results 2018	
		Actual	Target	Actual	Target	Actual	Target
Number of ATSI Academic Staff	8	29	18	25	20	22	22

Recommendation 6 of the Tarrkarri Tirkka Indigenous Strategy recommends that the university recruit a PVC by 2017. The responsibility for this deliverable rest with the DVCA. Despite the advice from the Dean IRES that our institution may not be compliant with ISSP guidelines this outcome has not been met and the following response has been offered from the Executive Director of HR explains the interpretation of the clause and position of the university at this point in time:

The issue of a PVC title and represented that the University is not compliant with ISSP while he remains Dean. It is my view that we comply with the grant guidelines which require we have a PVC or equivalent. I remain of the view that we comply with the requirement under the ISSP to have a PVC or equivalent.

Whilst the University has steadily increased its Aboriginal & Torres Strait Islander staff numbers, in 2018, the Universities fell short of achieving the **Indigenous workforce target of 3%** outlined in the ISSP Guidelines, recording a comparative rate of 2.85% against Non-indigenous staff employed at the University over the same period. **Plans to progress towards an Indigenous workforce target of 3%** will be addressed in 2019, as a review of the Indigenous Employment Strategy takes place.

#### 5a Indigenous workforce data (2018 breakdown)

In 2018 the University employed a total of 97 employees, of these there were a total of 47 continuing or fixed term staff that can be broken further into 12 Academic staff and 34 Professional staff. Contributing to the overall number of staff was the significant number of casual staff which totalled 50 and represented 9 Academic staff and 41 professionals. While university reports on the number of Aboriginal and Torres Strait Islander staff members through mainstream reporting requirements, the additional information below provides an enhanced view of and a monitor of the university's efforts in building its Aboriginal and Torres Strait Islander workforce.

While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information below provides enhanced monitoring of the university's efforts in building its Indigenous workforce.

Faculty	Level/position	Permanent		Casual/contract	
		Academic	Non-academic	Academic	Non-academic
Arts	Level B Lecturer	3			
	Technical Officer HEO5		1		
	Senior Aboriginal Language Worker HEO6				1
	Aboriginal Language Worker HEO5				1
	Cadet				1
	Professional Casuals				5
Engineering Mathematics & Computer Science	Cadet				1
	Academic Casual				1
Health & Medical Sciences	Associate Professor	1			
	Lecturer Level B	3			
	Research Academic				1
	Lecturer (casual)				2
	Aboriginal Engagement Coordinator HEO6				1
	Aboriginal Health Project Officer HEO6				1
	Indigenous Student Support Officer HEO6		1		1
	Research Officer HEO5/6		1		
	Research Officer HEO5				
	Research Assistant HEO5				1
	Precinct Connect Officer HEO4				1
	Research Assistant HEO3				2
	Administrative Assistant HEO2				6
Professions	Lecturer Level B	1			

	Professional Casual				1
Sciences	Cat 1 ARC Level A				1
	Aboriginal Liaison Officer HEO5				1
	Casual Professional				2
	Cadet HEO2				1
		Perm academic	Nonaca	contrac	nonac
D.A.S.E	Dean of Indigenous Research & Strategy	1			
	Senior Manager-Level 2			1	
	Lecturer-Level B			1	
	Senior Lecturer-Level C	1			
	Manager, Student Recruitment & Outreach HEO8				1
	Manager Indigenous Engagement & Employment HEO8		1		
	Executive Officer HEO8	1			
	Student Services Co-ordinator HEO7				1
	Future Student Advisor HEO6				1
	Indigenous Future Student Advisor HEO6		1		
	Admissions & Events Officer HEO6				1
	Student Services Officer HEO6		1		1
	Outreach & Engagement Officer HEO5				2
	Student Services Officer HEO5				1
	Indigenous Coursework Scholarships Officer HEO5		1		
	Administrative		1		

	Officer HEO4				
	Visual Communications Officer HEO4				1
	Receptionist HEO4		1		
	Administrative Assistant HEO3				1
	Cadet				5
	Casual Professional Staff				20
University Operations	Security Officer – HEO2			1	
	Service Desk Analyst HEO4				1
	Executive Support Officer HEO4		1		
	Cadet				1
	Professional Casual				1
Vice-Chancellor & President	Officer Administrator				1

## 6. Indigenous involvement in decision-making

The University of Adelaide values the contributions of Aboriginal and Torres Strait Islander people's to decision-making and includes Indigenous staff in a range of both formal and informal decision-making processes. In 2018, the most senior Indigenous staff member within the University was the Dean of Indigenous Research and Education Strategy (DIRES) appointed at Professor Level. The Dean (IRES) leads the Executive Group who primarily manages the Department and deliberates on relevant policy across the wider University, ensuring that Indigenous matters are acknowledged and recognised.

### 6a. Statement by the Indigenous Governance Mechanism

The Indigenous Education and Engagement Committee (IEEC) is the primary governance mechanism regarding Indigenous matters at The University of Adelaide, and is chaired by Professor Shane Hearn (Dean, IRES).

This committee integrates with, and informs several boards and committees across the university. IEEC has the authority to endorse and provide guidance on matters in regards to ISSP, and leads strategic planning and evaluation for strategies and programs such as the:

- RAP;
- New student procedures, e.g. Student Support Strategy;
- Indigenous outreach and engagement (Karnkanthi);
- Student pastoral care;
- Internal research, including data collation and maintenance to guide service delivery; and
- Indigenous research & Indigenous research methods.

The Indigenous Governance Mechanism oversees the expenditure and higher level executive functions at the University of Adelaide. The Indigenous Governance Mechanism an all Aboriginal staff committee facilitated through the Indigenous Centre, chaired by Professor Hearn.



The Indigenous Governance Mechanism as individual members have influence, presence and decision making abilities individually. As a group recommendations and proposals are formed for broader university. Membership and delegations are noted in the following table.

<b>Name</b>	<b>Positions</b>	<b>Duration on IGM</b>	<b>Number of Meetings</b>	<b>Involvement in decisions</b>	<b>Other areas</b>	<b>Key roles</b>
Professor Shane Hearn	Dean, IRES	Since inception	14	On all occasions	University, Divisional, National	As noted above
Anna Schkabaryn	Student Services Coordinator	Since inception	10	On all matters	Divisional, University	Student Services & Operations
Linda Wondunna-Foley	Lecturer	Since inception	10			
Mathew Swan	Student Services Coordinator	Since inception	6	On all matters	Divisional, University	Student Outreach & Operations
Sebastian Lowery	Executive Officer	Since inception	11	On all matters	Divisional, University	Operations & Strategy
Corinne Williams	Admin. Officer	Since inception	14	On all matters	Operations	Operations

The Dean, IRES reports directly to the Deputy Vice Chancellor & Vice President – Academic. This position reports directly to the Vice Chancellor & President.

The Dean, IRES holds seats on the following standing committees, in addition to the delegations of the Deputy Vice Chancellor and Vice Chancellor (Academic) nationally and senior leadership groups for the division:

- Academic Board;
- University Learning Committee;
- University Research Committee; and
- Gender, Equity and Diversity Committee.

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Financial Acquittal

**Organisation**

University of Adelaide

The following tables have a dual purpose of itemising actual income and expenditure associated with the **ISSP in 2018** as well as *estimating other funds* and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes.

### 1. Income (excluding GST)

Item	Actual ISSP (\$)	Other funds (\$)	TOTAL (\$)
ISSP Grant 2018	1,200,347		1,200,347
Rollover of funds from previous year Email approval date: 15/05/2018	235,593		235,593
HEPPP		1,038,360	1,038,360
Donations		17,815	17,815
Other Income		151,250	151,250
Cadetship Program		135,846	135,846
<b>A. Total Income 2018</b>	<b>\$1,435,940</b>	<b>\$1,343,271</b>	<b>\$2,779,211</b>

### 2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Other funds (\$)	TOTAL (\$)
Salaries	999,083		999,083
Rollover of funds for approved activity ^	233,500		112,618
Other Purchases	26,992		26,992
Scholarships	174,273		174,273
HEPPP		1,038,360	1,038,360
Donations		18,742	18,742
Cadetship Program		361,019	361,019
Indigenous Employment Strategy		338,435	338,435
Other Operating Expenditure		963,233	963,233
Beacon Initiative		281,751	281,751
DVCR		74,982	74,982
ITAS		5,871	5,871
<b>B. Total Expenditure 2018</b>	<b>\$1,312,966</b>	<b>\$3,082,391</b>	<b>\$4,395,537</b>
<b>C. Unexpended funds PM&amp;C agreed to rollover</b>	<b>120,882</b>		
<b>D. Unexpended Funds to be returned to PM&amp;C</b>			
<b>E. TOTAL ISSP Funding use (B+C+D)</b>	<b>1,435,940</b>		

**Note:** A-E must equal zero

Whilst not all funds were expending in the roll out of the Indigenous Student Annual Academic Action Pack a pilot program for honours student was launched. Marni Wingku Roadshow was also rolled out in 2018 and will be expanded in 2019 and the Faculty Based 'Indigenous Study outposts' were also rolled out in to Roseworthy and Waite Campus' as well as specific School based outpost on the North Terrace Campus.

- 3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2018**
- If GST is not paid to you, do not complete the table in this section 3.
  - If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.

1. If applicable, GST received by you in 2018 as part of the Indigenous Student Success Programme funding under the Higher Education Support Act 2003. This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance Instalments shown below)	\$
Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /
	Amount remitted: \$
	Date remitted: / /

**4. ISSP Assets summary (only a requirement for assets over \$5000- see clause 16 of guidelines)**

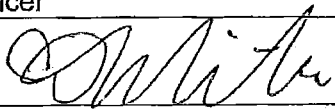
Asset Description/ category	Adjustable Value	ISSP contribution

**4a ISSP Asset - acquisitions and disposals summary**

Asset Description/ category	Acquisitions Purchase Value	Disposals/ Sale Price	Disposals Average Age

**5. Financial Acquittal supported and initialled by:**

**Tony Mitchell**  
(Print name of relevant officer)  
**Chief Financial Officer**  
(Print position title)

  
(Signature and date)

Telephone contact: 8313 5805 E-mail: tony.mitchell@adelaide.edu.au

- If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function.
- If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.

### INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 CERTIFICATION

Complete this certification after reading the completed 2018 Performance Report and 2018 Financial Acquitall for the Indigenous Student Success Programme.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2018 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of programme funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2018 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2017 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds and any interest earned or royalties/income derived from these Funds was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

I understand that:

- (i) the Minister or the Minister's delegate may seek further information to support this certification; and
- (ii) In the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (iii) It is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

**Certification recommended by university's Indigenous Governance:**

Name:   
Title:   
Signed:  Date:

**Certification made by Vice-Chancellor or equivalent delegate:**

Name:   
Title:   
Signed:  Date: