Indigenous Student Success Program
2019 Performance Report

Organisation	Wirltu Yarlu Aboriginal Education
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Table 1 Indigenous student data - Performance and comparative position[1]

Institution Name:	University of Adelaide							
Indigenous Student Success Program	**2015**		**2016**		**2017**		**2018**	
	Actual	**Position**	**Actual**	**Position**	**Actual**	**Position**	**Actual**	**Position**
EFTSL	187.86	25	180.26	28	173.85	31	166.02	32
EFTSL – Regional & Remote	45.11	29	50.88	28	49.64	30	39.18	34
Success Rate (units passed/units attempted)	67.06	31	67.10	32	68.32	31	72.15	27
Completions (head count)	30	31	25	31	32	32	35	33

[1] 2018 full-year data on Equivalent Full-Time Student Load (EFTSL), success rate and award completions for Aboriginal and Torres Strait Islander Students has been obtained from the Higher Education Information Management System database managed by the Department of Education. This is the most recently published full-year data available at the time of calculating 2020 estimated ISSP funding entitlements.

Commencing Aboriginal and Torres Strait Islander students[1]

	2015	2016	2017	2018	2019
Non-Aboriginal and Torres Strait Islander students *	11,907	12,274	11,725	12,275	13,427
Aboriginal and Torres Strait Islander students	121	139	134	96	112
% Aboriginal and Torres Strait Islander	1%	1.12%	1.13%	0.78%	0.83%

Total Aboriginal and Torres Strait Islander enrolments[1]

	2015	2016	2017	2018	2019
Non-Aboriginal and Torres Strait Islander students *	28,904	29,301	28,712	29,053	30,544
Aboriginal and Torres Strait Islander students	254	263	277	252	262
% Aboriginal and Torres Strait Islander	0.87%	0.89%	0.96%	0.86%	0.85%

Aboriginal and Torres Strait Islander EFTSL 2015 - 2019[1]

	2015	2016	2017	2018	2019
Non-Aboriginal and Torres Strait Islander students *	21,786.78	22,096.21	21,765.84	21,796.59	22,879.51
Aboriginal and Torres Strait Islander students	188.11	183.26	177.27	168.27	182.16
% Aboriginal and Torres Strait Islander	0.86%	0.82%	0.81%	0.77%	0.79%

1 Data via University of Adelaide Data Warehouse (COGNOS, PeopleSoft), accessed 22/06/20

*Total Students: Domestic, onshore + International/offshore

Internal data indicates increases in commencing student numbers, total student numbers and EFTSL 2018 - 2019. 2019 saw a total of 252 (0.8%) Indigenous students across the university.

There was an increase of 17% (*N*=16) in commencing Indigenous students 2018 – 2019. The introduction of more comprehensive academic testing on entry via access pathways saw a drop in commencing enrolments in 2018, however internal data indicates a rebound in 2019. Total Indigenous EFTSL also rose 2018 – 2019. Although there were increases in *N* 2018 – 2019, due to a corresponding increase in the denominator (total non-Indigenous students) there was no shift in proportionate representation in undergraduate students.

Access and preparation programs such as the Wirltu Yarlu Access Pathway (University Preparedness Program) and the High School based Karnkanthi Scholarship program demonstrate increased participation 2018 - 2019. Karnkanthi has demonstrated strong growth since its introduction in 2017 with an participation increase of 23% 2018 – 2019 (across years 10, 11 and 12; *N*= 60 to 74).

1. Enrolments (Access)

Wirltu Yarlu operate via a pipeline model of Indigenous empowerment that aims to support Indigenous students' educational journey from a holistic life-learning perspective:

Pre-University Preparation

Karnkanthi (*Lifting Up*) Indigenous Education Program

The Karnkanthi program supports higher education opportunities for Aboriginal and Torres Strait Islander students in Years 10, 11 and 12. Karnkanthi offers tutoring, exam revision sessions, leadership and resilience workshops, camps supporting social and cultural skills, and much more.

Upon completion of Year 12, Wirltu Yarlu staff provide Karnkanthi students with a range of support, and ultimately assist with their transition into university. University entry for these students is increasingly via Australian Tertiary Admission Rank (ATAR), however, if further academic development is required a place within the Wirltu Yarlu Aboriginal & Torres Strait Islander Access Scheme is offered. Once enrolled at The University of Adelaide, the Karnkanthi Alumni are allocated a Student Support Officer from Wirltu Yarlu. In this way, our students have access to support throughout their entire transition into the University.

74 students participated in the Karnkanthi program in 2019, with 45 of these students being in Year 12. Of the 45 Y12 students, 36 went on to tertiary education; ultimately 24 of these students enrolled at The University of Adelaide in 2020.

2019 Karnkanthi Indigenous Education Program enrolled in programs at The University of Adelaide in 2020

Program	*N* students Enrolled
Bachelor of Arts	2
Bachelor of Architecture and Structural Design	1
Bachelor of Business	1
Bachelor of Dentistry	1
Bachelor of Engineering	3
Bachelor of Finance	1
Bachelor of Health Science	3
Bachelor of International Relations	1
Bachelor of Media	1
Bachelor of Nursing	3

Bachelor of Science	3
Bachelor of Teaching	3
Bachelor of Veterinary Technology	1

Bridging & Enabling

Wirltu Yarlu Aboriginal and Torres Strait Islander Access Pathway

The Access Pathway provides access to higher education to Aboriginal and Torres Strait Islander students who may not have the required ATAR for university entrance.

The Access Pathway allows applicants to gain direct entry into an undergraduate degree or entry into an enabling program (University Preparatory Program/Centre for Aboriginal Studies in Music Foundation Year).

In 2019, the Access Pathway continued to provide a high number of Aboriginal and Torres Strait Islander admissions to The University of Adelaide.

2019 Admissions Access Pathway to enrolment conversion at The University of Adelaide in 2020

Programs	Access Pathway applicants, 2019	Conversion to enrolments in 2020
Bachelors	34	34
UPP	8	8
CASM	4	4
Total	46	46

The table above indicates 100% of students who participated in an Access Pathway in 2019 progressed to a degree program at the University of Adelaide in 2020.

ITAS: Wirltu Yarlu Academic Mentoring Program (WYAMP)

The Wirltu Yarlu Academic Mentoring Program is a tailored tutorial program that provides culturally appropriate and course specific mentoring for Aboriginal and Torres Strait students enrolled at the University of Adelaide. It provides students with academic support throughout all study periods and is described more fully in section 2.

Outreach & Engagement Activities

Engagement is conducted on and off campus through external and community events, the Marni Wingku program (described below) and school visits.

School visits

In 2019 Wirltu Yarlu outreach officers visited 75 high schools in metro/rural/remote South Australia and interstate, reaching a total of 516 students.

South Australian Aboriginal Secondary Training Academy (SAASTA)

The Aboriginal STEM Academy is a collaboration between Wirltu Yarlu and the South Australian Education Department. SAASTA targets Aboriginal students across the state who are interested in STEM via an academy for years 11-12. 2019 represented the pilot year with 20 students participating in weekly on campus activities including catered morning tea and lunch workshops with University of Adelaide academics and inclusion in the Wirltu Yarlu Orientation week. All the 11 students who completed year 12 during the 2019 have applied for university with 91% (N=10) selecting University

of   Adelaide   as   their   first   preference.

Marni Wingku (*Good Breath*)
Marni Wingku is Wirltu Yarlu's showcase outreach program to Aboriginal and Torres Strait Islander students on behalf of the University. It offers an immersive on-campus program for Aboriginal and Torres Strait Islander high-school students in Years 7, 8, 9 and 10, providing an opportunity to visit The University of Adelaide's North Terrace Campus and learn about programs and pathways available to them. 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 engage students from 'pre-contemplation' to 'action and maintenance' regarding their higher education aspiration. Although the event itself is funded via the Higher Education Participation and Partnerships Program (HEPPP), ISSP funds are deployed in the planning, delivery and evaluation of the program over the course of the year.

> Evaluating Marni Wingku, 2018

Marni Wingku was evaluated in 2018 to identify high-level drivers of engagement amongst both students and teachers from metropolitan and regional Australia. Teacher engagement was identified as imperative to the participation of high school students, however, many Aboriginal Community Education Officers (ACEO) reported difficulties in securing time away from teaching in a non-developmental capacity. For this reason, Marni Wingku now incorporates a Teaching Stream, providing teacher's certified professional development via Indigenous Knowledges academics. This structure has established a platform where students and teachers are both highly engaged as they participate in streams exclusively designed for them.

> Targeting Rural and Remote Participation in Marni Wingku

Marni Wingku has been actively opened to students from rural and interstate locations since 2017, expanding both its reach and impact. Each year around 50 travel supported places are offered to regional schools to participate in the program. These invitations also extend to accompanying parents or guardians which has necessitated a broadened delivery of Marni Wingku to include logistical arrangements including flights, airport transfer and accommodation; overnight experiences such as entertainment and meals; an interactive University Student Life presentation; and tours of the campuses and the city of Adelaide. Interstate, rural and remote students and their families were also introduced to, and provided tours of, the three student residence colleges that support Wirltu Yarlu. These culturally safe student accommodations are further described in section 4.1.

> Student Stream

The student stream is the main component of the Marni Wingku program and it is essential to achieve its outcomes and objectives. Throughout the day, participants engage in 3 different sessions of 40 minutes delivered by academic staff, university students and professional staff of The University of Adelaide.

Marni Wingku 2019
On Wednesday 25th September 2019, the University welcomed 300 students across 27 metropolitan and regional schools who engaged in 15 faculty-based activities. Regional schools participated further

in a tailored program between the 24th and 26th. The program also includes Indigenous Knowledges professional development workshops for accompanying teachers, run by Wirltu Yarlu's academic staff.

Peer to Peer Engagement
Wirltu Yarlu Indigenous Student Ambassadors
In 2019, Wirltu Yarlu recruited 13 student ambassadors with at least one student from each faculty. Throughout the year the Wirltu Yarlu Indigenous Student Ambassadors were involved in over 20 Wirltu Yarlu and University-wide events, representing over 250 hours of ambassador engagement. These events included:

- Reconciliation Sea of Hands and Stall
- SACE Pathways
- SANTOS Karnkanthi Engineering Camp
- Wirltu Yarlu Orientation for both semesters
- Open Day
- Graduation Celebration
- Marni Wingku
- Peer led social events and catch ups
- Various Campus Tours
- The Karnkanthi Ball
- Wirltu Yarlu Selections program
- The Wirltu Yarlu Annual Community Lunch

External stakeholders
Corporate and Community Partnerships:
Wirltu Yarlu create programs and partnerships with organisations to increase visibility of higher education for the Aboriginal and Torres Strait Islander Community. Organisations that were engaged with in 2019 included:

- Port Adelaide Football Club (PAFC);
- Women's Aboriginal AFL Academy (WAAA);
- Aboriginal AFL Academy (AAA);
- Netball SA;
- Basketball SA;
- South Australian Aboriginal Sports Academy (SAASTA).

Activities
Port Adelaide Football Club & Power Community Ltd
- Aboriginal AFL Academy
- Women's Aboriginal AFL Academy
- PAFC Before the Bounce events (x2)
- Cultural Awareness Workshop delivery at UofA
- Aboriginal Power Cup Carnival
- PAFC Indigenous Round
- AFL Indigenous All Stars Summit

Netball SA
- Aboriginal Netball Academy
- Darwin Round
- Aboriginal Netball Academy Graduation event
- Adelaide Thunderbirds Indigenous Round

Partner	Key objectives	Target group	Outcome
Power Community Limited (Port Adelaide Football Club)	Branding & Awareness Ticketing, Events & Travel Student Engagement	Female students in Aboriginal Football Academy years 11-12 Male students in Aboriginal Football Academy years 11-12 Community and Corporate WY stakeholders (potential & current)	Game day tickets, academy uniform branding, Power corporate event invitations, WY awareness building and information sharing with academy students & community/ corporates Student enrolment into WY pathways: Karnkanthi/UofA
Netball SA (Adelaide Thunderbirds)	Branding & Awareness Ticketing, Events & Travel Student Engagement	Female students in Aboriginal Netball Academy years 11-12 Community and Corporate WY stakeholders (potential & current)	Game day tickets, academy uniform branding, Thunderbirds corporate event invitations, WY awareness building and information sharing with academy students & community/ corporates Student enrolment into WY pathways: Karnkanthi/UofA
Aboriginal Basketball Academy	Student Engagement	Female & Male students in Aboriginal Basketball Academy years 10-12	Academy uniform branding, WY awareness building and information sharing with academy students & community/ corporates Student enrolment into WY pathways Karnkanthi/UofA
SANTOS	Aboriginal Student education collaboration (SANTOS Karnkanthi Indigenous Engineering School) Student Engagement and WY referral, long term vision for high school Aboriginal student to attend camp, complete high school, study at UofA and enter a career pathway with SANTOS in an Engineering related position.	Female & Male Aboriginal high school students in years 10-12 nationwide.	Annual participation of 30-35 Aboriginal students in 3 years

Scholarships

Table 1   **Scholarships - breakdown of 2019 payments[1] [2] [3]**

	Education Costs		Accommodation		Reward		Total[4] [5]	
	$	**No.**	**$**	**No.**	**$**	**No.**	**$**	**No.**
Enabling[6]	$17,000	5	$3,750	1	NA	NA	$20,750	6
Undergraduate[7]	$85,000	22	$48,750	8	$13,750	18	$147,500	48
Post-graduate[8]	$4000	1	$0	0	NA	NA	$4000	1
Other	$0	0	$0	0				0
Total	**$106,000**	**28**	**$52,500**	**9**	**$13,750**	**18**	**$172,750**	**55**

2017 saw the evaluation of academic enrolment processes within Wirltu Yarlu the university was consistently the lowest performer across the Group of Eight for Indigenous success and retention rates. Considering this historically low performance and Australian research demonstrating a statistically significant negative correlation between universities with 'high Indigenous access' and Indigenous student success rate, Wirltu Yarlu revised the entry mechanism for Indigenous students in 2018 – lower access to drive success.

This review led to the design and implementation of a specialised, rigorous and consistent student enrolment process consisting of self and academic assessments and an entry test. This process led to the identification of several students who were not academically ready, but would have been accepted prior to the introduction of the testing being re-directed to preparation courses to ensure they have the basic academic skill to be successful upon entry.

Program/Strategy/Output	Funding
Karnkanthi (*Lifting Up*) Indigenous Education Program	ISSP, HEPPP, University resources
Marni Wingku (*Good Breath*)	ISSP, HEPPP
Wirltu Yarlu Indigenous Student Ambassadors	ISSP, University Resources
Corporate and Community Partnerships	ISSP, HEPPP, University Resources
Staff Salaries	ISSP, University resources

2. Progression (access and outcomes)

Indigenous student Success Rate, University of Adelaide 2016 - 2018

Year	2016	2017	2018
Success Rate	67.10	68.32	72.15

*Department of Education and Training, 2018 Equity Student Data (Section 11)

Indigenous student Retention Rate, University of Adelaide 2016 - 2018

Year	2015	2016	2017
Retention Rate	70.83	75.65	72.48

*Department of Education and Training, 2018 Equity Student Data (Section 11)

Dedicated Student Support
As asserted in the Tarrkarri Tirrka (explained in section 6 of this document), the University's Indigenous operations operate under a hub and spoke model with Wirltu Yarlu/Office of the Pr Vice Chancellor (Indigenous Engagement) at the centre. This model encourages departments and

faculties to develop strategies and programs that are suitable for their local context under the guidance of the PVC (IE) and Wirltu Yarlu.

Student Success and Support teams:
The Wirltu Yarlu student support team consists of 5 Student Support Officers and includes the administration of the Wirltu Yarlu Academic Mentoring Program (details below). This team engages with all Indigenous students across all year and program levels at the University to provide culturally appropriate assistance and support throughout their higher education journey. This team works across student support, providing guidance and engagement at both the Institutional and Faculty levels, including referrals to additional supports and accommodation services; and in an advocacy capacity if/when a student requests they do so e.g. applications for extensions etc. The team organise several academic and social events across the year to facilitate strong links amongst Aboriginal and Torres Strait Islander students, staff and broader community/ies.

Ultimately, SSO's work across Wirltu Yarlu and University to ensure each student receives the tailored support they require to be successful via Student Success Plans, introduced in 2017:

➢ Student Success Plans (SSP's)
Following enrolment, Wirltu Yarlu's Student Support Officers engage students to produce a Student Success Plan to determine their individual support needs and identify their goals and aspirations. Student Support Officers then liaise with central services provided by the University such as the reading and writing centre, Faculty Indigenous Student Mentors to ensure faculty-based support is also tailored to the needs of each student.

Ongoing research is being conducted into the efficacy and best practice of these documents. In 2019, Wirltu Yarlu conducted a formal study into the process of student enrolment, including the SSP's that is informing and improving the methodology and delivery in an ongoing way.

Online and e-Support
➢ Online Essay Feedback
Students have 24/7 access to online tutoring and assignment feedback platform for additional academic writing and concept assistance.

➢ E-textbook pilot
A pilot program to provide all first year Indigenous students with their required readings was established in 2019. This pilot was successful and continued, with a view to potential upscale in 2020.

Indigenous student spaces
➢ Culturally safe spaces
Indigenous student spaces are available within the Wirltu Yarlu offices, including two computer laboratories with printing and photocopying facilities, student kitchen and several spaces for tutoring/mentoring. The Wirltu Yarlu space also includes two 'Yarn Up' spaces for meetings between students and their SSO and/or Elders in Residence.

➢ Indigenous Study Outposts
After significant scoping and stakeholder engagement during 2018, 2019 saw significant investment in Indigenous spaces 'Indigenous Study Outposts' across the University's three Campuses and five Faculties. This project developed several high quality culturally affirming study and support spaces that provide further opportunity to acknowledge and celebrate Kaurna (First Nation of the Adelaide Plains) knowledge and language on campus:

- **Adelaide Law School:** Following student engagement, Wirltu Yarlu requested the installation of swipe card access, power points and the use of a Kaurna name for a specialised study room at the Adelaide Law School.
- **Flag Raising – Waite Campus:** Wirltu Yarlu funded the installation of the flags at Waite Campus. This project marked the first time that the Aboriginal and Torres Strait flags were flown at all three of the University's campus.
- **Yaitya Ngutupira Collections – Waite and Roseworthy Campuses:** Wirltu Yarlu in partnership with The Barr Smith Library has been working to create two Indigenous Knowledges Collections in the libraries at Waite Campus and Roseworthy Campuses.

These collections provide unique, high quality study spaces for *all* students within the University.

> ITAS: Wirltu Yarlu Academic Mentoring Program (WYAMP)

The Wirltu Yarlu Academic Mentoring Program provides students with academic support throughout all study periods. WYAMP is a tailored tutorial program that provides culturally appropriate and course specific mentoring for Aboriginal and Torres Strait students enrolled at the University of Adelaide. Engagement with mentors is flexible, with students able to access this support in person, online or via telephone or virtual platforms.

Historically, onus was on the students to locate the application and apply, however, as of 2019 mentoring applications are sent to all students who are enrolled in a study period. This has seen a significant improvement in student participation and mentor/mentee matching earlier in the semester with over 50% of requests filled within the first two weeks of Semester.

By accessing the WYAMP program, students are connected with a mentor who supports the establishment of study and research skills; the program was rebranded from 'ITAS' to 'WYAMP' in 2018 as students were reporting equal value in their mentors as social connections within the University. Students in their first year of tertiary study are especially encouraged to make use of this service.

Table 2a   Tutorial assistance provided in 2019

Level of study	Number of students assisted	Total hours of assistance[9]	Expenditure[10] ($)
Enabling	N/A	N/A	$295, 320
Undergraduate	118	3534.5	
Post graduate	9	92.5	
Other (Karnkanthi)	51	1022.5	$69,962.00
Total	178	4649.5	**$365, 282**

Some of the strategies to improve the cultural competency of staff and/ or to ensure the university offers a culturally safe and enriching environment within Tarrkarri Tirrka – Mid Point update, and Reconciliation Action Plan are described below. These documents are further described and links provided in section 6.

Elders in Residence & Cultural Advisors
The University of Adelaide are fortunate to have the cultural guidance of Kaurna Elders, including a full time position, available for staff and students. These roles provide cultural and community advice to senior management across the university; Kaurna names and translations for documents and

buildings; Welcome/s to Country, including at major events such as orientation and graduation; and academic and pastoral support for students in a safe, culturally appropriate space.

Cultural Competency Training
The University of Adelaide mandates all commencing staff undertake an online cultural competency module, with a completion rate of approximately 85% in 2019. This module is undergoing redevelopment scoping in 2019/2020, with a bespoke offering expected from 2021.

The office of the Pro Vice Chancellor (Indigenous Engagement) collaborated with the Port Power Partnership to deliver two cultural competency workshops to senior staff across the university in 2019.

Cultural Guide
Led by our Elders in residence, with support from student ambassadors and Wirltu Yarlu staff, 2019 saw a major review of Wirltu Yarlu's cultural competency guide. This will undergo final stakeholder engagement and endorsement in 2020.

Strategy/Document	Funding Source
Tarrkarri Tirrka	ISSP; University Funds
RAP	ISSP; HEPPP; University Funds
Cultural Competency Training	ISSP; University Funds
Cultural Guide	ISSP; HEPPP; University Funds

3. Completions (outcomes)

Students are supported throughout the lifetime of their studies by Student Support Officers (SSOs) who aim to build trust and rapport with each student, and to provide strategies to assist students to achieve their goals and successfully complete their studies.

Academic Progress
Students who show unsatisfactory academic progress are followed up with by the University's Academic Progress team with support from their Wirltu Yarlu Student Support Officers. SSOs then work with students to find strategies or assistance which will enable them to continue their studies through to completion.

Work-integrated-learning, employment and academic opportunities
Opportunities for internships, cadetships, employment, study tours and other student opportunites are regularly disseminated through WY's Student Newsletter, social media platforms and other targeted mail-outs. These initiatives aim to produce students who are 'work ready', and do this by enriching the student experience to build confidence and sharpen students focus.

Sections 1 & 2 provide further detail regarding student support strategies.

Data* indicates that 37 students that conferred from either an undergraduate and postgraduate degree, with 25 undergraduate conferrals including those conferring from an honours program. There were 10 Postgraduate conferrals including 2 Graduate Certificates, 1 Graduate Diploma, 2 PhD's and 5 Masters. These numbers are slightly increased from 2018.

Indigenous Completions at the University of Adelaide 2019 by Program Level, Faculty.

2019 Indigenous Undergraduate completions by Faculty*	
Faculty	N
Arts	6
Sciences	3

Health and Medical	*10*
Professions	*6*
ECMS	*2*
Total UG Completions	*27*
2019 Indigenous Postgraduate completions by Faculty*	
Faculty	**N**
Arts	*2*
Sciences	*0*
Health and Medical	*5*
Professions	*1*
ECMS	*2*
Total PG Completions	*10*
GRAND TOTAL	*37*

*data are via UoA Planning and Analytics: COGNOS, PeopleSoft data warehouse.

Cadetship Program

The Wirltu Yarlu Cadetships Program combines student's academic learning with targeted and mentored work placements. In 2019 there were 20 participating cadets in this program, and many cadets who have completed this program have gone on to further postgraduate study and employment in research.

This initiative is funded primarily by the University of Adelaide Aboriginal Employment Program, and in part by NIAA's Tailored Assistance Employment Grants.

Cadetships form a branch of Wirltu Yarlu's postgraduate pipeline, encouraging students to pursue employment within the research sector both during and after their studies.

The Indigenous Employment Strategy is outlined and linked in 6.2

University of Adelaide Indigenous Alumni

2019 saw the scoping of a University-wide Indigenous Alumni group, including engagement with alumni via bulk-emails and social media, and a roundtable event attended by staff and alumni. The group agreed to continue working towards establishing a Terms of Reference for the Alumni 2019/20.

Indigenous Social Media Officer

The Indigenous social media officer actively connects with students via social media, particularly professional platforms. A major component of their messaging is regarding employment opportunities for students and recent graduates, particularly information about programs via government and industry.

Wirltu Yarlu maintain a database of student completions and, where possible, employment outcomes.

Program/Strategy/Output	**Funding**
Academic Progress	ISSP, University Funds
Work-integrated-learning, employment and academic opportunities	ISSP, University Funds
Cadetship Program	ISSP, Commonwealth Cadetship Program
University of Adelaide Indigenous Alumni	ISSP, University Funds

Social Media Officer	ISSP, University Funds

4. Regional and remote students

The University of Adelaide offers limited distance education, and therefore students generally relocate to the Adelaide area if they are from a regional or remote location. Many students who move from regional/remote areas choose to board at a nearby college on the recommendation of Wirltu Yarlu.

To support students in this transition, Wirltu Yarlu administers the Indigenous Commonwealth Accommodation Scholarship (ICAS). Numbers of ICAS scholarships awarded in 2019 are available in the 2019 Scholarships section (Table 1), however this number does not necessarily represent or encapsulate all students from regional/remote areas as some may not have applied for this scholarship, or may have been ineligible for other reasons. Further, it is hard to delineate rural/remote student scholarships specifically as recipient data is not available internally at this level.

Wirltu Yarlu has a strong outreach strategy to engage with rural and remote schools. Students who move from these schools are provided with information and ongoing engagement and support regarding relocation scholarships, boarding options and support from the University's central accommodations services.

Outreach initiatives, including inbound student experiences such as Marni Wingku are described in section 1.

5. Working with Vulnerable People Requirement[11]

	Yes/No
Has the provider completed a risk assessment?	Y
Have staff involved in ISSP activity received training?	Y
Does the provider have a compliance process in place?	Y

6. Eligibility requirements

6.1 Indigenous Education Strategy

2019 saw the development and delivery of two crucial elements of The University of Adelaide's Indigenous operations in the near, mid and long term over the next five years, and the establishment of a new Indigenous senior leadership role:

1) The University's first Reconciliation Action Plan (RAP), Yangalidtya (For the Future);
2) The mid-term review and update of the university's Indigenous strategic vision, the Tarrkarri Tirrka 2019 - 2024, and
3) Establishment of Pro Vice Chancellor (Indigenous Engagement) (detailed in section 6.2)

These outcomes were developed following extensive stakeholder engagement and in consideration of, and conjunction with, the University's *Future Making* strategy and underlying pillar plans. The development and endorsement these of these outcomes set the University's roadmap to embed reconciliation and Indigenous focused strategic intentions within the mainstream University operations.

The University of Adelaide's suite of Indigenous strategic documents including Indigenous Employment Strategy, overall Indigenous Strategy (Tarrkarri Tirrka) and Reconciliation Action Plan are available here. Direct links to the Tarrkarri Tirrka and RAP are available below.

Further recognition of the University's commitment to Indigenous Australia was evidenced in 2019 by the establishment of an Indigenous Graduate attribute; and the undertaking of an Indigenous Curriculum mapping and development project with an expected completion by end of 2021.

1) [Reconciliation Action Plan](#)
The University's inaugural Reconciliation Action Plan (Yangadlitya) was endorsed in June and subsequently launched in October of 2019.

It was developed in conjunction with the University's overall strategy (Future Making, also released in 2019) and Tarrkarri Tirrka original and update, but is a standalone document.

RAP Officer
While it does not contain targets or KPI's, the RAP is a tangible list of actions, with delegated responsibilities, that includes tracking, measuring and reporting implementation of the RAP commitments. Communicating the progress and challenges across the University of Adelaide, Reconciliation Australia and University Leadership annually will be facilitated and monitored via a new RAP Officer position, endorsed and budgeted under the University's *Future Making* strategy in 2019.

2) [Tarrkarri Tirrka Mid-Point Review](#)
The Tarrkarri Tirrka identifies opportunities and barriers to Indigenous success presented by the current policy and sector best practice. Based upon an Indigenous empowerment model, it updates the original 22 recommendations set out in the original document (now 21); and outlines the development of Local Indigenous Action Plans (LIAPs) as the 'local-level' mechanism to achieve institution-level KPIs for growth in student numbers and outcomes.

The review was undertaken by the office of the Dean of Indigenous Research and Education Strategy (now Pro Vice Chancellor – Indigenous Engagement) as 2019 marked the mid-point of its lifetime, and several of the Government policies and/or internal (UoA) initiatives had been superseded or discontinued.

The Tarrkarri Tirrka mid-point review was endorsed by Academic Board in October 2019 and launched in December 2019.

➢ Localised Indigenous Action Plans (LIAPs)
To ensure consistent and sustainable progression, each stakeholder will work proactively with the PVC-IE to develop local -level implementation plans that focus on Indigenous student outcomes and outline strategies, targets, implementation and evaluation plans for both students and staff. Local Indigenous Action Plans (LIAPs) will be informed by key documents including the UoA Reconciliation Action Plan (RAP), The Tarrkarri Tirrka Mid-Point, the Indigenous Employment Strategy (under review, 2020), and metrics applied by government and funding agencies. LIAPs will be focused on achieving impact and improving outcomes, facilitating performance tracking and ensuring accountability.

Rather than a standardised 'cookie-cutter' model applied across the University, LIAPs supply necessary agility to address opportunities, shortfalls and/or barriers within each Faculty regarding Indigenous outcomes. Ultimately LIAPs combine to achieve the university's strategic and performance indicator targets.

Having achieved the 2019 targets set out in the original Tarrkarri Tirrka, the mid-point review provided opportunity for critical thought to the calculation and intent of ongoing Aboriginal & Torres Strait Islander student targets at The University of Adelaide. The overarching goal remains the same: We aim for 2% (S.A. state population parity) Indigenous student body representation, with concurrent parity in Indigenous student performance with non-Indigenous by 2024. However, the method and

modelling to achieve this overall objective has modified to align with faculty recommendations and reflect real trends in Aboriginal & Torres Strait Islander student data.

The target figures are now based on a composite of 5% incremental rise in undergraduates, and postgraduate targets compiled by Planning and Analytics using 2017 data as baseline. Previously targets were based on hypothetical total student enrolment numbers as the denominator. Particularly for enrolments, it is important to note that these figures indicate an ambitious but achievable end target of 331 undergraduate students by 2024 – this represents a 37% increase from the 2017 baseline.

As the Tarrkarri Tirrka was launched Q4 2019, student data towards these targets will be available 2020 onwards.

6.2 Indigenous Workforce Strategy

The Pro Vice Chancellor (Indigenous Engagement) position was established in November 2019. This position superseded the previous senior role of Dean, Indigenous Research and Education Strategy; the PVC-IE is split on a .5 basis with the Director, Wirltu Yarlu role.

Specific Indigenous staff targets are set within the University's Enterprise Agreement (p.88), with the target of 60 total Indigenous staff for 2019. Table 6.2 indicates that the University comprehensively achieved our target overall, however, academic staff targets within Faculties are significantly below.

An independent evaluation and redevelopment of the Indigenous Employment Strategy was commenced in late 2019, with consultation and completion expected in 2020. The current suite of Indigenous strategies, including the Employment Strategy, is available here.

The University of Adelaide's Indigenous workforce strategy is currently being revised to align more closely with sector standards and recently released strategic documents. The updated version is expected completion & endorsement by the October 2020.

The University of Adelaide Enterprise Agreement has a set target of 60 Indigenous staff in 2020, however does not delineate by professional or academic. Table 6.2 indicates that the University has exceeded this target by over 50%. Institutional-level academic and professional targets, including a commitment to 3% Indigenous workforce target are outlined in the Tarrkarri Tirrka (p.25). Link in section 6.

Table 6.2   Indigenous workforce data (2019 breakdown)[12] [13] [14] [15]∗∗
(as at 31/12/19)

Academic Staff					Professional Staff				Grand
Row Labels	Casual	Continuing	Fixed Term	Total	Casual	Continuing	Fixed Term	Total	Grand Total
HEO Level 2					29		3	32	32
HEO Level 3					6	1	1	8	8
HEO Level 4					3	4	2	9	9
HEO Level 5					8	2	3	13	13
HEO Level 5/6						1		1	1
HEO Level 6					2	6	4	12	12
HEO Level 7						1	2	3	3
Level A			1	1					1
Level B		5	1	6					6
Level E		1	1	2					2

Security Staff (HEO2)						1		1	1
Senior Manager 2							1	1	1
Dean			1	1					1
Casual Academic	8			8					8
Casual Professional					1			1	1
Grand Total	**8**	**6**	**4**	**18**	**49**	**16**	**16**	**81**	**99**

6.3 Indigenous Governance Mechanism

Indigenous Education and Engagement Committee (IEEC)

Meeting Number/Date	Agenda Items	Membership
01/19 (Tues 30/04/19)	➢ PMC Compliance Report ➢ Reconciliation Action Plan ➢ Indigenous Communication Strategy	1. Deputy Vice-Chancellor and Vice-President (Academic) (ex officio) – Professor Pascale Quester 2. Dean, Indigenous Research & Education Strategy (Convener) and Pro Vice-Chancellor (Indigenous Engagement) or nominee – Professor Shane Hearn 3. One representative from each Faculty, nominated by each Executive Dean (usually the Associate Dean, Diversity & Inclusion or equivalent) (as per below) Faculty of Arts – Lecturer, Dr Jenni Caruso Faculty of Professions – Associate Professor Duygu Yengin / Professor Alexander Reilly Faculty of Sciences – Associate Professor Kapil Chousalkar Faculty of Health & Medical Sciences – Senior Lecturer, Dr Shona Crabb Faculty of ECMS – Director of Digital Technologies – Associate Professor Claudia Szabo 4. Chief Operating Officer & Vice-President (Services and
02/19 (Tue 18/06/19)	➢ Reconciliation Action Plan ➢ Indigenous Communication Strategy	
03/19	➢ Cancelled	
04/19	➢ Cancelled	
05/19 (Tue 29/10/19)	➢ Reconciliation Action Plan and Revised Tarrkarri Tirrka 2019-2024 (Update next steps) ➢ New Colombo Plan	

		Resources) (ex officio) or nominee – Dr Benjamin Grindlay
		5. Deputy Vice-Chancellor and Vice-President (Research) (ex officio) or nominee – Divisional Executive Officer, Ms Alice Cameron
		6. Chair, Gender, Equity & Diversity Committee (ex officio) or nominee – Mrs Leah Grantham
		7. Director, Yaitya Purruna
		8. Director, Centre for Aboriginal Studies (ex officio) – Professor Aaron Corn
		9. Manager, Indigenous Engagement & Employment or Executive Officer
		10. Executive Officer, Indigenous Research & Education Strategy – Mrs Anna Schkabaryn / Mr Liam Kenna
		11. One currently enrolled undergraduate and/or postgraduate Indigenous student representative – PhD student, Ms Justine Clark

Indigenous Student Service, Recruitment, Retention and Outreach Committee (ISSRROC)

Meeting Number/Date	Agenda Items	Membership
01/19 (Thu 14/03/19)	➢ Student Success Plans ➢ Literacy & Numeracy Assessment Redesign	1. Dean, Indigenous Research & Education Strategy and Pro Vice-Chancellor (Indigenous Engagement) – Professor Shane Hearn
02/19 (Thu 20/06/19)	➢ Student Success Plans ➢ Literacy & Numeracy Assessment Redesign	2. Executive Officer, Wirltu Yarlu – Mrs Anna Schkabaryn / Mr Liam Kenna
03/19	➢ Cancelled	
04/19 (Thu 05/12/19)	➢ School Policy on the Delivery of the Wirltu Yarlu Academic Mentoring Program	3. Outreach and Engagement Manager – Mr Hamish Press /

		Ms Sasha de Kievit / Ms Ingrid Sierp
		4. Representative from Faculty of Professions – Associate Professor Duygu Yengin / Dr Philip Saj
		5. Representative from Engineering Computer and Mathematical Sciences – Student Experience Team Leader, Mr Dave Thomson
		6. Representative from Health and Medical Sciences – Indigenous Student Support Officer, Mrs Domenica Cassar / Ms Danielle Ritchie
		7. Representative from Student Care Office – Senior Education & Welfare Officer, Ms Terri Fin
		8. Representative from Business School Office, Marketing – Associate Professor Steve Goodman
		9. Representative from School of Physical Sciences – Senior Academic Support Officer, Ms Jenny Reiners
		10. Representative from Marketing and Recruitment – Senior Student Recruitment Officer, Mrs Louise Mitchell
		11. Representative from the University of Adelaide's Waite Campus – Senior Lecturer, Dr Ian Nuberg
		12. Representative from Accommodation Service / Roseworthy Residential Services – Facilities Co-Ordinator, Mrs Alyson Emery
		13. Representative from Student Life – Counselling Support Manager, Ms Vicki McCoy
		14. Representative from Faculty of Arts – CASM Lecturer, Mr Grayson Rotumah

i.   Statement by the Indigenous Governance Mechanism

The University of Adelaide fulfils its obligations regarding an Indigenous Governance Mechanism under subsection 17(2)(b) of the ISSP Guidelines by having an appropriately qualified senior Indigenous academic position of Pro Vice Chancellor (Indigenous Engagement) and via Indigenous representation within the committees above. These entities have:

- responsibility for advising on, reviewing, making recommendations about, and monitoring the use of ISSP grants;
- authority within the governance structure of University of Adelaide;
- appropriate Terms of Reference and/or charter/s to the above.

I was appointed to the role of Pro Vice-Chancellor, Indigenous Engagement February 2020; this position superseded the previous senior position of Dean, Indigenous Research and Education Strategy which I held since my arrival at the University of Adelaide in 2016.

I can confirm that the activities reported above adhere to ISSP Guidelines and represent an ongoing commitment to Aboriginal and Torres Strait Islander engagement, education, support, research and empowerment.

As indicated in this document, the University provides additional funding and support for the activities outlined above and for other initiatives specifically aimed at embedding and prioritising Aboriginal and Torres Strait Islander perspectives, methodologies and practices across the University.

Professor Shane Hearn, Pro Vice Chancellor (Indigenous Education) & Director, Wirltu Yarlu Aboriginal Education Centre

Additional information for completing the template

[1] Only payments made during 2019 can be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

[2] Record the number of students (head count) not EFTSL.

[3] Include both preserved and new ISSP scholarships.

[4] This figures in this column should be the sum of the relevant row.

[5] The total may not be the sum of the previous columns as some students may receive several scholarships.

[6] Include payments to all enabling students, including remote and regional students.

[7] Include payments to all undergraduate students, including remote and regional students.

[8] Include payments to all postgraduate students, including remote and regional students.

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

[10] Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

[11] This section confirms that the provider complies with Section 35A of the Guidelines.

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

[13] Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.

[14] The numbers recorded here should be a headcount of staff and not the full-time equivalent.

[15] There is no longer a requirement to break up these by faculty. Please group together results by level.