Indigenous Student Success Program
2021 Performance Report

Organisation	The University of Adelaide
Contact Person	Louise Mitchell
Phone	08 8313 3752 **E-mail** louise.mitchell@adelaide.edu.au

1. Enrolments (Access)

Pre-Enrolment

Karnkanthi Indigenous Education Program

Karnkanthi (translating to 'lifting up') Indigenous Education Program supports Aboriginal and Torres Strait Islander students in Years 10, 11 and 12/13 as they transition from high school into university. Through the program students have access to one-to-one mentoring with the Wirltu Yarlu Academic Mentoring Program (WYAMP), available to all Indigenous students at the University of Adelaide (UoA).

The Karnkanthi Scholarship is available to students and can be spent on a range of tools or services including IT hardware and software, study aids such as textbooks or equipment, and/or 'life costs' such as driving lessons to facilitate transport, or for study related travel and accommodation if necessary. As a member of the program students are invited to a number of events on and off campus. Unfortunately, many of these events were impacted by COVID-19 and only a small number of events, including orientation and careers evening were run in 2021.

30 Year 12 students graduated from the program in 2021.

Program Development

Development of new programs within Wirltu Yarlu in 2021 was significantly restricted by staffing issues due to an organisational restructure across the university and COVID-19 related lock-downs and public health measures. This impact was also felt across Wirltu Yarlu's business as usual, described below.

In lieu of the development of new programs, emphasis was placed on improving current programs, activities and support for both 'future' prospective and current students across all program levels.

To maximise engagement with prospective students, The University partnered with the South Australian Department for Education to run the Aboriginal Career Exploration Day for 124 Year 10 students from 15 schools across metropolitan Adelaide and Regional South Australia, bringing them the North Terrace campus for a hands-on learning experience.

Student mental-health and wellbeing was a primary focus during 2021 with many students reporting apprehension and/or anxiety returning to campus and face-to-face learning. 'Wellbeing Wednesdays' were successfully introduced as a way to re-engage with students and support their transition.

Bridging and Enabling

<u>Aboriginal and Torres Strait Islander Access Pathway</u>

The Aboriginal and Torres Strait Islander Access Pathway (the Access Pathway) provides access to higher education to those students who may not have achieved the required ATAR for their desired course of study.

Successful completion of the Access Pathway provides direct entry into an undergraduate degree or enabling program (University Preparatory Program/Centre for Aboriginal Studies in Music Foundation Year). In 2021 the Access Pathway process was moved online which enabled all students to undertake the application process during isolation periods throughout the year. Interviews were either held online or face to face.

Outreach and Engagement Activities

Prior to the outbreak of COVID-19 Wirltu Yarlu regularly provided and attended face-to-face outreach and community and high-school engagement activities both within South Australia and interstate. Throughout 2021 many of the expos and engagements were cancelled due to lockdowns and periods of home schooling where face-to-face engagement was not possible. Schools in South Australia also placed restrictions throughout the year on excursions and access for visitors into schools. Due to these circumstances alternate activities were run throughout these periods, e.g.:

- Individual appointments with prospective students were conducted online during social-distancing or lock-down periods
- Small tour groups and customised online/on campus activities for schools.

As restrictions were lifted later in the year, Wirltu Yarlu was able to deliver Marni Wingku (described below) as well as the Career Exploration Day in conjunction with the South Australia Department for Education.

Marni Wingku is an immersive on-campus program for Aboriginal and Torres Strait Islander high school students in Years 10 to 12 from across metro Adelaide and regional South Australia. Students engage with all University of Adelaide's Faculties and take part in hands-on activities during the event. Marni Wingku was run in September 2021 and was attended by 79 of the registered 103 students, with 18 school support-staff. The numbers for 2021 were significantly reduced from previous years due to COVID-19 and schools limiting excursions.

The University and Wirltu Yarlu aim to have ongoing interactions with students, schools and individuals to increase access and enrolments. In 2021 engagements were primarily online. When able Wirltu Yarlu staff conducted campus tours and school visits and also attended community events and expos.

The Ingkarni Wardli Technologies Program is a week-long STEM based camp provided and entirely funded by the Faculty Engineering, Computer and Mathematical Science (ECMS) on the University's North Terrace Campus. The program is targeted at students in Year 10-12 and includes on-campus experiences in engineering such as civil and aerospace, with visits to Adelaide Oval and Australian Space Agency providing 'real life' experiences and demonstrations of these disciplines. Unfortunately, due to COVID-19 the camp was organised and subsequently cancelled twice throughout the year.

Wirltu Yarlu partnered with the South Australian Department for Education to provide the Aboriginal Career Exploration Day. Year 10 Students attended an immersive day on campus with workshops run across all Faculties. The Aboriginal Career Exploration Program aims to increase awareness of the various careers and options available through TAFE and University amongst students. The program is

targeted at Year 10 as students complete a Personal Learning Plan during this year of study. Wirltu Yarlu promote the Aboriginal and Torres Strait Islander Access Pathway during this event.

Scholarships

Scholarships assist Indigenous students from low socio-economic backgrounds, particularly those from rural and regional areas, with the costs associated with higher education. The Indigenous Commonwealth Education Costs Scholarships (ICECS) and the Indigenous Commonwealth Accommodation Scholarships (ICAS) funded through the Indigenous Student Success Program are offered twice per year and administered by the University's central Coursework Scholarships Office. Table 1 demonstrates payment breakdown for 2021.

Table 1   **ISSP Scholarships - breakdown of 2021 payments**

	Education Costs		Accommodation		Reward		Total[ii]	
	$	No.	$	No.	$	No.	$	No.
Enabling[iii]	8000	2	7500	1	0	0	**15,500**	**3**
Undergraduate[iv]	162,000	42	123,750	19	11000	22	**296750**	**83**
Post-graduate[v]	4000	1	0	0	1100	3	**5100**	**4**
Other	0	0	0	0	0	0	**0**	**0**
Total	174,000	45	131250	20	12,100	25	**317,350**	**90**

2. Progression (outcomes)

2021 saw a gradual return of students to campus, with mixed delivery modes (online and face-to-face), to allow continuation of classes during several lockdowns that occurred throughout teaching periods.

In 2020, the University made temporary grading adjustments and on 23 June 2021 students advised that these would not be continued, they were:
- Pass Non-Graded* (PNG) – was available for certain teaching periods with commencement dates prior to Semester 1, 2021.
- Fails converted to Withdraw No Fails* (WNF*) – was not continued in 2021.

Examination arrangements for students were also varied. The University ran face-to-face, proctored, online examinations and alternative assessments which included an essay, written report etc. but not an online, un-invigilated and open-resource examination.

Peer to Peer Engagement
Student Ambassador Programs

Wirltu Yarlu employs a number of current students as Student Ambassadors to provide peer to peer support to current and potential students. Student Ambassadors are both undergraduate and postgraduate students and they work at current student events and community events and expos.
In 2021 Wirltu Yarlu recruited 9 Student Ambassadors. Student Ambassadors worked the following events:
- Wirltu Yarlu Orientation
- Student Events
- Karnkanthi Events
- Marni Wingku

- Aboriginal Career Exploration Day
- Wellbeing Events

Dedicated Student Support

Student Support Officers

The Student Support Officers (SSOs) provide pastoral and culturally appropriate support to all undergraduate and postgraduate students at the University. The SSO Team engages with prospective students at pre-enrolment, outreach and Karnkanthi events. They provide support to current students through the delivery of Orientation and other social and wellbeing events throughout the year. The SSOs provide students with support at program, faculty and institutional levels. This support can include referrals to internal and external support services, advocacy for students e.g., support for extensions, replacement exams and leave.

E-textbooks

A pilot program to provide all first-year Indigenous students with their required textbooks electronically was established in 2019. In 2021 this program continued to utilise ISSP funds to support all first-year students. The program was upscaled to include all students across other year levels via an application process.

Support during COVID-19

A mixture of strategies and programs were implemented to support students in 2021. Wirltu Yarlu continued to provide tutorial assistance through the Wirltu Yarlu Academic Mentoring Program via an online platform in 2021 (described below).

As COVID-19 affected the health and wellbeing of the student population, Wirltu Yarlu sought different ways to engage student cohorts. Online information was provided through a private Facebook group, as well as the development of Wellbeing Wednesday events focusing on student self-care and sensory activities.

Wirltu Yarlu Academic Mentoring Program (Indigenous Tutorial Assistance Scheme)

The Wirltu Yarlu Academic Mentoring Program (WYAMP) provides students with academic support throughout all study periods. WYAMP is delivered via an online third-party provider through a partner portal, providing flexibility for both the student and mentor.

Wirltu Yarlu worked closely with the online provider to further develop the platform to suit the needs of students, improving the process of connecting students to mentors. Students are able to self-select their mentor based on their subject and study needs and study sessions can be held over the telephone, online or in person.

WYAMP is currently available for both undergraduate students and members of our Karnkanthi Indigenous Education Program. In 2021, 71% of engaged members (members who have had a mentoring session) had an average of 29 sessions per member.

Table 2   Tutorial assistance provided in 2021

Level of study	Number of unique students assisted[vi]	Total number of tutorial sessions attended[vii]	Total hours of assistance[viii]	Expenditure[ix]($)
All other	126	1232	2375.1	
Other (Karnkanthi)	18	16	16.8	
Total	144	1248	2391.9	$146,617.10

Elders in Residence – Cultural Advisor Program

Wirltu Yarlu employs a Kaurna Elder as a Cultural Advisor to provide guidance and pastoral support to students and staff; and advise senior management across UoA. In 2021 the Cultural Advisor was critical in:

- Provision of Kaurna names and translation for documents and buildings;
- The further development of the 'Kaurna Walk' including a mural for the Uni Hub; and
- Welcome to Country for both internal and external events.

Cultural Awareness and Competency Training

The University began developing new cultural awareness/competency programs and frameworks to increase cultural safety for Indigenous staff and students in 2021. Working closely with Human Resources, priority was updating the 'in-house' online Cultural Competency training module provided to staff which is included in induction. This project is expected to be completed by end of 2022.

A total of 467 staff undertook Cultural Awareness or Competency training in 2021:

- 373 staff participated in the University's new starter E-learning cultural module.
- 94 staff participated in onsite/Face-to-face cultural training.

Whole of University approach

The University endorsed two whole-of-university strategies in 2021:

- The Student Mental Health and Wellbeing Strategy 2021 - 2024 demonstrates the University's commitment to supporting student mental health and wellbeing throughout their academic ventures.
- The Student Retention and Success Plan 2022-2024 (SRSP) replaces the 2019-2021 Plan. The 2022-24 SRSP builds on the achievements of the 2019-21 SRSP and focuses on those areas identified for further uplift through evaluation of the impact of the 2019-21 Plan. It also seeks to address the disruptive impacts of the COVID-19 pandemic on student retention and success.

The plans are highly aligned with the Tarrkarri Tirrka Strategy as they aim for positive student mental health and retention and success of students. Wirltu Yarlu provided support in the development of both plans.

3. Completions (outcomes)

UoA and Wirltu Yarlu support students through the Student Retention and Success Plan 2022-2024 and the Mental Health and Wellbeing Strategy 2021 – 2024, described above.

In later part of 2021 the University undertook the Organisational Sustainability Project which centralised many of the Universities functions and processes across the Faculties, empowering local areas to develop strategies for supporting students, this came into effect in March 2022 and we are yet to see the impact of this project.

Wirltu Yarlu focus on the complete student support lifecycle from pre-enrolment to graduation and postgraduate studies. Student Support Officers play a crucial role in developing relationships with students and building student confidence in engaging with Wirltu Yarlu and accessing the services available. In 2021 there was a focus on student wellbeing, (see section 2: *Support during COVID-19*) as a result of the pandemic. Wirltu Yarlu also looked at cohort support through WYAMP, organising group sessions for students including our Bachelor of Medicine and Bachelor of Surgery program.

2021 data indicates that a total of 46 students completed their studies comprising of 35 Undergraduate and 11 Postgraduate completions. It is an increase from 2020 where a total of 31 students completed. The increase is encouraging as 2021 saw a return to face-to-face learning despite South Australia experiencing multiple COVID-19 lockdowns throughout the year.

Table 3 Indigenous Completions at the University of Adelaide 2021 by Program Level, Faculty

2021 Indigenous Undergraduate completions by Faculty	
Faculty	**N**
Faculty of Arts, Business, Law and Economics	12
Faculty of Health and Medical Sciences	11
Faculty of Sciences, Engineering and Technology	12
Sub Total UG Completions	35
2021 Indigenous Postgraduate completions by Faculty*	
Faculty	**N**
Faculty of Arts, Business, Law and Economics	3
Faculty of Health and Medical Sciences	6
Faculty of Sciences, Engineering and Technology	2
Sub Total PG Completions	11
GRAND TOTAL 2021	46

Source: University of Adelaide Planning and Analytics: COGNOS

4. Regional and remote students

Wirltu Yarlu identifies any new students of regional and remote students in initial support discussions and interactions. These discussions generally support needs including accommodation. Many students choose to board at nearby colleges or subsided accommodation based on recommendations from the Wirltu Yarlu.

To support students in their transition, Wirltu Yarlu administers the Indigenous Commonwealth Accommodation Scholarship (ICAS). The number of ICAS scholarships awarded in 2020 is documented

in the 2021 Scholarships section (Table 4). This number does not 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.

The COVID-19 pandemic had a significant impact on Regional and Remote students. Many of the colleges were on lockdown during state-wide lockdowns. Students were able to access support online or over the phone during this time and teaching was done online. Wirltu Yarlu saw an increase of engagement with students using SMS broadcasting, we found students were more likely to engage with SSOs through this medium. There was also an increase of phone calls and email check-ins for students during this time. Wirltu Yarlu also offered technological support to students who did not have the equipment to study online.

Table 4 ISSP Scholarship data for remote and regional students[1]

	Education Costs		Accommodation		Reward		Total	
	$	No.	$	No.	$	No.	$	No.
A. 2020 Payments	146,000	38	93,750	15	Not Run	Not Run	**239,750**	53
B. 2021 Offers[xi]	174,000	45	131,250	20	16,100	33	**321,350**	98
C. Percentage[xii] (C=B/A*100)		118.4%		133.3%				184.9%
2021 Payments	174,000	45	131,250	20	12,100	25	**317,350**	90

5. Eligibility criteria
5.1.   Indigenous Education Strategy

The University of Adelaide's Indigenous Strategy is the Tarrkarri Tirrka (Future Learning), which underwent mid-point review in 2019. The review further developed the Strategy and allowed for the inclusion of updated and new recommendations. The University of Adelaide has developed several other documents which indicate strategic priority and Key Performance Indicator (KPI) setting.

The primary development and implementation of the University of Adelaide's Indigenous strategies is undertaken by the Pro Vice-Chancellor (Indigenous Engagement) (PVCIE), with support from senior management. In the absence of a PVCIE during 2021, the Deputy Vice-Chancellor Academic (DVCA) undertook this role. The main mechanism for reviewing and reporting Indigenous strategies is through the Indigenous Education and Engagement Committee (IEEC), reported in section *5.3 Indigenous Governance Mechanism.*

Documents which include Indigenous KPIs are:
- o Strategic Plan: Future Making 2020-2024
- o Indigenous Academic Strategy: Tarrkarri Tirrka (Future Learning) 2019-2024
  - Initially launched November 2013, refreshed 2019
- o Indigenous Employment: Aboriginal and Torres Strait Islander Employment Strategy
  - University of Adelaide's first Aboriginal and Torres Strait Islander Employment Strategy ran from 1995-1999, the Strategy contains targets until 2024
- o Indigenous Research: Yuringkarninthi
  - Approved 2020, not yet published
- o Reconciliation Action Plan (RAP): Yangadlitya 2019-2021

Student Enrolments

The Tarrkarri Tirrka Mid-Point update proposed that the University had an annual 5% increase in undergraduate cohorts to 'future proof' postgraduate participation. These targets also factor a decrease in the proportion of commencing students within cohorts, thus indicating an expected increase in Indigenous student retention and success beyond their entry year. The 2021 Targets and Actuals are detailed in the Table 5a below.

Table 5a   2021 Tarrkarri Tirrka Targets: Students

2021 Targets	Access (Commencing)	Participation (Enrolments)	Completions	Success Rate
Target	117	286	49	78%
Actual	99	291	46	70.3%
Variance	-18	5	-13	-7.7%

Source: University of Adelaide Planning and Analytics: COGNOS

Reconciliation Action Plan

The Reconciliation Action Plan (RAP) was developed as a 'whole of university' approach to Indigenous education and engagement. The University had established two Reconciliation Plans, in 2003 and 2014 and the first RAP began development in 2017.

The University of Adelaide's RAP highlighted the University's commitment to Aboriginal and Torres Strait Islander people. The RAP aimed to widen responsibility and empower areas to develop and implement their own strategies, and increase the cultural footprint across the institution. For example, Indigenous artwork was sourced in 2021 to be displayed in the Central Hub and installation will occur in September 2022 and Acknowledgement of Country plaques have been installed at each University campus. Our Marketing and Recruitment branch also included the Kaurna Acknowledgement on all University publications.

A final RAP Public Report will be released in 2022 and the University is currently scoping a follow on.

Strategic Review

A number of strategies are currently being reviewed including:
Indigenous Academic Strategy:
- Tarrkarri Tirrka (Future Learning) 2019-2024
- Aboriginal and Torres Strait Islander Employment Strategy
- Indigenous Research: Yuringkarninthi
- Reconciliation Action Plan (RAP): Yangadlitya 2019-2021

Both the Tarrkarri Tirrka Indigenous Education Strategy and Yangadlitya Reconciliation Action Plan (RAP) outline ambitious targets to increase Indigenous student numbers across all program levels; improve success and completion rates; and 'develop the pipeline' into postgraduate studies. They facilitate cooperation between faculties and Wirltu Yarlu to ensure that support is accessible, holistic and culturally appropriate. The University of Adelaide's suite of Indigenous strategic documents are available at https://www.adelaide.edu.au/Indigenous/

5.2. Indigenous Workforce Strategy

The University of Adelaide has embedded a number of strategies across education, employment and research to ensure staff advancement, including identified positions, funding incentives, promotion of positions to Aboriginal and Torres Strait Islander networks, and a cadetship program. The *Tarrkarri Tirrka* Mid-Point Update commits to 3% Indigenous staff by 2024.

The Aboriginal and Torres Strait Islander Employment Strategy aims to increase the participation of First Nations peoples at the University via employment opportunities and cadetships. A guiding principle is equity of access for recruitment, retention, selection and promotion, in both mainstream and designated career pathways. It outlines approaches to foster staff retention and continuity, including mentoring and networking, appropriate cultural considerations and professional development and promotion opportunities.

The University of Adelaide undertook selection of a new Pro Vice-Chancellor (Indigenous Engagement) (PVCIE) during 2021. The recruitment process took place from May 2021, with the incumbent PVCIE appointed in November and beginning the role in January 2022. The PVCIE provides leadership in achieving the University's strategic goals in relation to Aboriginal and Torres Strait Islander engagement, education, research and the enhanced employment of Indigenous people at the University.

In 2021 the University undertook an Organisational Sustainability Project; a number of positions were affected during this process, resulting in an overall decrease in the Indigenous Workforce from 81 in 2020 to 69 across the University, representing a shortfall of 8 on the 2021 target of 77 total Indigenous staff. There was also a decrease in casual staff members, however an increase in Academic staff by 4.

Specific Indigenous staff targets are set within the University's Enterprise Agreement 2017-2021 (p.88), Aboriginal and Torres Strait Islander Employment Strategy, and *Tarrkarri Tirrka* Mid-Point Update. The *Tarrkarri Tirrka* Mid-Point targets are most recent, and are presented below in Table 5b.

Table 5b   University of Adelaide Indigenous workforce targets 2017-2024

Indigenous Workforce Targets	2021	2024
Professional	59	70
Academic	30	54
Total Indigenous staff	**77**	**124**

Source: University of Adelaide Planning and Analytics: Peoplesoft

Table 5c   Indigenous workforce data (2021 breakdown)

Level/position	Permanent		Casual/contract/fixed-term	
	Academic	Non-academic	Academic	Non-academic
ARC Grant-Funded Researcher A			1	
Casual Employee (Prof Staff)				21
Casual Non Tchg/Resch Academic			1	
Grant-Funded Researcher (A)			1	
Grant-Funded Researcher (B)			2	
Higher Educ Officer Lvl 5/6		1		
Higher Educ Officer Lvl 3		1		
Higher Education Officer Lvl 4		3		4
Higher Education Officer Lvl 5		4		3
Higher Education Officer Lvl 6		4		3
Higher Education Officer Lvl 7		1		1
Higher Education Officer Lvl 8				1
Higher Education Officer Lvl 9		1		
Lecturer	3		1	
NHMRC Grant-Funded Researcher A			1	
NHMRC Grant-Funded Researcher E	1			
Senior Lecturer			1	
P/T Tchg Lecturer			9	
Sub Total	**4**	**15**	**17**	**33**
Total Indigenous Staff as at 31/12/2022				69

5.3.   Indigenous Governance Mechanism

The University of Adelaide's Indigenous Governance Mechanism is through the Indigenous Education and Engagement Committee (IEEC) which is chaired by the PVCIE. During the vacancy of the PVCIE during 2021, the Deputy Vice-Chancellor Academic (DVCA) chaired the committee. Membership consists of representation from across all Faculties and Divisions of the University, prioritising representation from Indigenous staff and students. IEEC usually meets six times per year and provides advice to the Deputy Vice-Chancellor and Vice-President (Academic) on strategic engagement and education strategies and they provide oversight and assist in the promotion of Aboriginal and Torres Strait Islander education in the University.

The Indigenous Student Service, Recruitment and Outreach Committee (ISSROC) was established as a secondary governance mechanism which engages with operational staff members from across all Faculties and Divisions of the University. ISSROC is an interactive forum for discussing, developing, implementing and disseminating information on Indigenous student service, recruitment, outreach, equity and diversity issues that impact students and staff. The membership on the committee was impacted during 2021 with the University's Organisational Sustainability Program (OSP).

The Aboriginal and Torres Strait Islander Employment Strategy Monitoring and Advisory Committee (ATSIESMC) reports to IEEC on the progress of the Indigenous Employment.

The University also has Gender, Equity, Diversity and Inclusion Committees across Faculties, which have Indigenous representation.

Indigenous Education and Engagement Committee

First Name	Last Name	Position	School / Faculty	Indigenous Staff Yes/No
Teegan	Bryant	Student Services Coordinator	Office of Academic and Student Engagement	Yes
Alice	Cameron	Divisional Executive Officer	Office of Academic and Student Engagement	No
Vacant		Lecturer	History	--
Kapil	Chousalkar	Associate Professor	School of Animal and Veterinary Science	No
Justine	Clark	PhD Student	Science	Yes
Shona	Crabb	Senior Lecturer	Public Health	No
Leah	Grantham	Director - Partnerships & Corporate Relations	Partnership and Corporate Relations	No
Benjamin	Grindlay	Chief Marketing Officer	Marketing and Recruitment	No
Steven	Larkin	Pro Vice-Chancellor (Indigenous Engagement)	Wirltu Yarlu, Aboriginal Education, Division of Academic and Student Engagement	Yes
Colleen	Lewig	Director Student Life	Student Life	No
Sandra	Lilburn	Manager Compliance	Legal and Risk	No
Vacant		Director - Public Law & Policy Research Unit	Adelaide Law School	--
Vacant		Indigenous Student Support Officer and Karnkanthi Project Coordinator	Wirltu Yarlu, Aboriginal Education, Division of Academic and Student Engagement	Identified position
Tim	Scroop	Senior Executive Officer	Office of the Deputy Vice-Chancellor and Vice-President	No
Claudia	Szabo	Director of Digital Technologies	School of Computer Science	No
Amanda	Taylor	Lecturer	School of Psychology	No
Diana	Tran	Postdoctoral Fellow	School of Chemical Engineering and Advanced Materials	No
Duygu	Yengin	Associate Professor	School of Economics	

First Name	Last Name	Position	School / Faculty	Indigenous Yes/No
Renee	Johnson	Reconciliation Officer	Wirltu Yarlu, Aboriginal Education, Division of Academic and Student Engagement	Yes
Louise	Mitchell	Manager, Wirltu Yarlu	Wirltu Yarlu, Aboriginal Education, Division of Academic and Student Engagement	Yes

Indigenous Student Service, Recruitment and Outreach Committee

First Name	Last Name	Position	School / Faculty	Indigenous Yes/No
Teegan	Bryant	Student Services Coordinator	Wirltu Yarlu Aboriginal Education, Division of Academic and Student Engagement	Yes
Alyson	Emery	Facilities Co-Ordinator	Accommodation Service / Roseworthy Residential Services	No
Steven	Goodman	Associate Professor – Marketing	Business School Office	No
Kahlia	Green	Student Recruitment Officer	Marketing and Recruitment	No
Renee	Johnson	Indigenous Support Librarian	Division of Academic and Student Engagement	Yes
Liam	Kenna	Acting Executive Officer	Wirltu Yarlu Aboriginal Education, Division of Academic and Student Engagement	No
Ann	Madigan	Manager, Senior Education & Welfare Officer	Student Care Office	No
Vicki	McCoy	Counselling Support Manager	Student Life	No
Louise	Mitchell	Outreach and Engagement Manager	Wirltu Yarlu Aboriginal Education, Division of Academic and Student Engagement	Yes
Katy	Perisic	Student Counsellor	Student Life	No
Amy	Hardwick	Learning & Teaching Support Officer	Faculty of Sciences	No
Elijah	Price	Program and Student Support Coordinator	Health and Medical Sciences and Learning Services	Yes

First Name	Last Name	Position	School / Faculty	Indigenous Staff Yes/No
Ella	Russo	Student Support Officer	Health and Medical Sciences and Learning Services	Yes
Laura	Robinson	Student Advisor	Faculty of Engineering Computer & Math Sciences	No
Grayson	Rotumah	Lecturer - CASM	Elder Conservatorium of Music	Yes
Phil	Saj	Lecturer	Business School Office	No
Steven	Hail	Lecturer	School of Economics	No

Aboriginal and Torres Strait Islander Employment Strategy Monitoring and Advisory Committee

First Name	Last Name	Position	School / Faculty	Indigenous Staff Yes/No
Jennie (Prof)	Shaw	Deputy V-C & V-P (Academic)	Faculty of Arts	No
Louise	Mitchell	Manager	Wirltu Yarlu Aboriginal Education, Division of Academic and Student Engagement	Yes
Scott	Maney	Senior Technician (Fabrication)	Infrastructure & Technical Services Team Faculty of Engineering, Computer and Mathematical Sciences	Yes
Liam	Kenna	Executive Officer	Wirltu Yarlu Aboriginal Education, Division of Academic and Student Engagement	No
Leticia	Webb	Administration Assistant	Wirltu Yarlu Aboriginal Education, Division of Academic and Student Engagement	Yes

5.3.1.   Statement by the Indigenous Governance Mechanism

On behalf of the Indigenous Education and Engagement Committee (IEEC) I can confirm that this performance report is a true and accurate record of the activities conducted by the University of Adelaide, particularly Wirltu Yarlu.

The University of Adelaide has an ongoing commitment to achieving equitable participation and increasing success rates in tertiary education, improving engagement in research, and empowerment and advancement of Aboriginal and Torres Strait Islander staff and students.

The University is grateful to have access to the funding provided through the Indigenous Student Success Program (ISSP) for the provision of activities as specified in the Indigenous Student Assistance Grants Guidelines 2017. In addition to ISSP, the University provides additional (operating) budget to support these activities and also accesses Higher Education Participation and Partnerships Program (HEPPP) funding.

Professor Steve Larkin
Pro Vice-Chancellor (Indigenous Engagement)   6 / 09 / 2022

Additional information for completing the template

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

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

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

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

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

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

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

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

[1] Only record amounts which required payment during the 2021 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year. Note the data in this table is a subset of the scholarship data provided in Table 1.

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

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

Indigenous Student Success Program
2021 Financial Acquittal

1. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2021 (excluding GST)[1]

Item	($)
A. ISSP Grant	
ISSP Grant 2021 (flexible component)	1,218,917
ISSP Grant 2021 for preserved scholarships	0
Subtotal ISSP Grant 2021	1,218,917
B. Other ISSP Related Income	
Rollover of ISSP funds from 2020	236,470
Interest earned/royalties from ISSP funding	
Sale of ISSP assets	
Subtotal other ISSP related income	236,470
Grand total for 2021	1,455,388

Table 1b Other funding available to support Indigenous students in 2021 [2]

Item	($)
A. Other non-ISSP funds	
Other funding provided under HESA [3]	842,752
Other Commonwealth Government funding	
ATO cash flow boost voluntarily allocated by you to this activity	
Funds derived from external sources [4]	69,309
Total of other non-ISSP funds for 2021	912,061

Table 1c Expenditure on support for Indigenous students during 2019 (excluding GST)[5]

Item	Actual ISSP ($) [6]	Estimate other funds ($)[7]	TOTAL ($) [8]
Preserved scholarships	0		0
"New" scholarships from flexible ISSP funding	322,850		322,850
Teaching and learning[9]			0
Salaries for staff working on ISSP activities (excluding JobKeeper payments) [10] [11] [12]	790,950		790,950
Administration for staff working on ISSP activities [13]	0		0
Travel – domestic (airfares, accommodation & meals)	77		77
Travel – international (airfares)	0		0
Travel – international (accommodation and meals)	0		0
Conference fees and related costs [14]	0		0
ISSP Asset purchases made during 2020 [15]	0		0
Other (including other ATO cash flow boost expenditure not included in above figures	78,116		78,116
HEPPP		509,804	509,804
Donations		47,090	47,090
Cadetship Program		83,601	83,601
Indigenous Employment Strategy		149,514	149,514
University Strategic Investment Projects		-27,702	-27,702
Other Operating Expenditure		686,140	686,140
A. Total Expenditure 2021	1,191,993	1,448,447	2,640,441
B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year	0		
C. Unexpended 2021 ISSP funding to be returned to the NIAA – flexible component	0		
D. Unexpended 2021 ISSP funding to be returned to the NIAA – preserved scholarships	0		
2021 ISSP funding committed (A + B + C +D)	0		

For NIAA Information only	
JobKeeper payment/s received and expended on this activity (value $)	

2. Rollovers
Table 2 Rollovers agreed

	Rolled over ($) (A)	Expended/committed [17] ($) (B)	Excess to be returned to the Department [18] (C) (C = A – B)
2019 funds rolled over into 2021	$0	$0	$0
2019 funds approved for roll over into 2022 (if applicable)			
2020 funds rolled over into 2021	$236,470	$124,412	$0
2020 funds approved for roll over into 2022 (if applicable)	$0		
2021 funds approved for roll over into 2022	$26,924		

> Please provide details of rollovers outlined in Table 1d above:
> - The grants approved and the expenditure of 2019 ISSP funds rolled over into 2021.
> -The grants approved and the expenditure of 2020 ISSP funds rolled over to 2021
> [Please delete this box if no roll-over was agreed]

3. Goods and Services Tax
Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2020 [19]

1. GST received by you in 2020 as part of the Indigenous Student Success Program funding under the Higher Education Support Act 2003 [20]		$	
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) [21]		$	
Amount remitted: $	Amount remitted: $	Amount remitted: $	
Date remitted: / /	Date remitted: / /	Date remitted: / /	

4. ISSP Assets
Table 4a ISSP Assets inventory [22]

Asset Description/ category	Adjustable Value [23]	ISSP contribution[24]

Table 4b ISSP Assets - purchases during 2021

Asset Description/ category	Purchase Value	ISSP contribution

Table 4b ISSP Assets - disposals during 2021

Asset Description/ category	Adjustable value	Disposals/ Sale Price[25]	ISSP component[26]	Disposals Age[27]

5. Endorsement of the Financial Acquittal [28]
Financial Acquittal supported and initialled by:

(Print name of relevant officer)

(Print position title)

Digitally signed by Tasso
Malavazos CPA, Manager
Research and Management
Accounting, The University of
Adelaide
Date: 2022.08.29 10:57:53 +09'30'

(Signature and date)

Telephone contact: _____   E-mail: _____