

Indigenous Student Success Program

Estimated allocation for 2022

The information below provides details of the University of Adelaide's estimated ISSP funding allocation for the 2022 grant year.

- Allocations for ISSP are calculated based on the formula set out in Schedule 1 of the *Indigenous Student Assistance Grants Guidelines 2017* (the Guidelines).
- Performance information for 2020 is not yet publically available which means 2019 performance information has been used to calculate the initial 2022 ISSP allocation.
- The 2020 performance information is expected to be available in early 2022 and will be used as part of the review process for ISSP in May 2022. At that time, final allocations will be provided to University of Adelaide using the 2020 performance data.
- The information below provides the *initial* 2022 ISSP allocation based on the 2019 performance information and the *indicative* 2022 ISSP allocation based on data provided by the Department of Education, Skills and Employment (DESE).
- It is recommended that the indicative 2022 allocation is used when making decisions on how to allocate ISSP funding.

Estimated 2022 ISSP allocation – University of Adelaide

Initial 2022 ISSP allocation (based on 2019 performance data) is \$1,222,150.66

Indicative 2022 ISSP allocation (based on preliminary data from DESE) is \$1,230,199.65

Further information will be provided in 2022 about the review process and the data used to determine the final ISSP 2022 allocation.

Please note that all funding for ISSP is now part of the flexible funding pool defined in the Guidelines, the preserved scholarship scheme ceased on 30 June 2021.

A first payment of 50 per cent of the initial 2022 ISSP allocation is expected to be made to your nominated bank account in February 2022. A final ISSP payment is expected to be paid mid-2022, following the May 2022 review point.

To remain eligible for funding under ISSP, universities are required to maintain an Indigenous Education Strategy, an Indigenous Workforce Strategy and an Indigenous Governance Mechanism. If at any time during the funding year, you are not able to meet any of the requirements please notify the NIAA via email ISSP@niaa.gov.au.

Performance data

Table 1 below outlines your institution's performance over the last four years and identifies how your institution compares across the 40 institutions participating in ISSP. The 2019 data has been used to determine each institution's initial ISSP allocation for 2022 as outlined above.

Table 1 Indigenous student data - Performance and comparative position¹

	University of Adelaide							
Indigenous Student Success Program	2016		2017		2018		2019	
	Actual	Position	Actual	Position	Actual	Position	Actual	Position
EFTSL	180.26	28	173.85	31	166.02	32	182.03	30
EFTSL – Regional & Remote	50.88	28	49.64	30	39.18	34	43.19	33
Success Rate (units passed/units attempted)	67.10	32	68.32	31	72.15	27	75.5	24
Completions (head count)	25	31	32	32	35	33	34	34

¹ 2019 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 Statistics on the Department of Education, Skills and Employment web site. This is the most recently published full-year data available at the time of calculating initial 2022 ISSP allocations.

Indigenous Student Success Program

2022 Financial Acquittal

Organisation

The University of Adelaide

1. Financials – Income and expenditure

Table 1a ISSP income available to support Indigenous students in 2022 (excluding GST) ¹

Item	(\$)
A. ISSP Grant 2022 ²	1,230,449
B. Other ISSP Related Income	
Interest earned/royalties from ISSP funding ³	0
<i>If no interest has been earned briefly state why</i> The University does not incur interest from ISSP Funding.	
Sale of ISSP assets	
2022 ISSP Grant Income (excluding rollovers)	\$1,230,449

Table 1b Other funding used to support Indigenous students in 2022 (excluding GST) ⁴

Item	(\$)
A. Other non-ISSP funds ⁵	
Other funding provided under HESA ⁶	1,043,362
Other Commonwealth Government funding	
Funds derived from external sources ⁷	33,221
Total of other non-ISSP funds for 2022	\$1,076,583

Table 1c ISSP Grant Expenditure on support for Indigenous students during 2022 (excluding GST) ⁸

Item ⁹	Actual ISSP (\$) ¹⁰
Scholarships from flexible ISSP funding	193,000
Salaries for staff working on ISSP activities ¹¹	781,238
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	
Travel – domestic (airfares, accommodation & meals)	
Travel – international (airfares)	
Travel – international (accommodation and meals)	
Conference fees and related costs ¹²	
ISSP Asset purchases made during 2022 ¹³	
Other (including other ATO cash flow boost expenditure not included in above figures)	25,833
A. Total Expenditure of ISSP 2022 Grant (excluding expenditure from all rollovers into 2022)	\$1,000,070
B. Unexpended 2022 ISSP funds approved for rollover into 2023 grant year¹⁴	230,378
C. Unexpended 2022 ISSP funding to be returned to the NIAA	
2022 ISSP funding committed (A + B + C) ¹⁵	\$230,378

2. Rollovers

Table 2 Rollovers ¹⁶

			The two options below should total unspent funds for that line	
	Project Funds Rolled over (\$)	Project Funds Expended/committed ¹⁷ (\$)	Excess Option 1: Unspent funds to be rolled into 2023 ¹⁸ (\$)	Excess Option 2: Unspent funds to be returned to the NIAA ¹⁹ (\$)
2020 funds rolled over into 2022 - please complete column for Option 1 or 2 for any unspent funds	\$26,924	\$26,924	\$0	
2021 funds rolled over into 2022 - please complete column for Option 1 or 2 for any unspent funds	\$112,058	\$76,477	\$35,581	
Unexpended 2022 Funds (From Table 1c, Rows B and C)			\$230,378	
Total funds approved for rollover into 2023 or to be returned ²⁰			\$265,959	

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2022²¹

1. GST received by you in 2022 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ²²		\$
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)		\$
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /

4. ISSP Assets

Table 4a ISSP Assets inventory ²³

Asset Description/ category	Adjustable Value ²⁴	ISSP contribution ²⁵

Table 4b ISSP Assets - purchases during 2022 ²⁶

Asset Description/ category	Purchase Value	ISSP contribution
Jacob Stengle – Commission for Campus Mural Artwork	\$6,000	\$6,000
Ochre Dawn – Graphic Design (WY Merchandising)	\$7,500	\$7,500

Table 4c ISSP Assets - disposals during 2022

Asset Description/ category	Adjustable value	Disposals/ Sale Price ²⁷	ISSP component ²⁸	Disposals Age ²⁹

5. Endorsement of the Financial Acquittal³⁰

2022 Financial Acquittal supported and initialled by authorised officer:

Name:	<div style="border: 1px solid black; padding: 2px;">Tanya Hommema</div>		
Title:	<div style="border: 1px solid black; padding: 2px;">Manager, Financial and Research Accounting</div>		
Phone:	<div style="border: 1px solid black; padding: 2px;">8313 1139</div>	Email:	<div style="border: 1px solid black; padding: 2px;">Finresearch@adelaide.edu.au</div>
Signed:	<div style="border: 1px solid black; padding: 5px; display: flex; align-items: center;"> <div style="font-size: 0.8em;"> Digitally signed by Tanya Hommema, CPA DN: cn=Tanya Hommema, CPA, o=University of Adelaide, ou=Manager, Financial and Research Accounting, email=finresearch@adelaide.edu.au, c=AU Date: 2023.05.03 12:01:36 +09'30' </div> </div>		<div style="border: 1px solid black; padding: 5px; text-align: center;"> Date: 03/05/2023 </div>

INDIGENOUS STUDENT SUCCESS PROGRAM 2022 CERTIFICATION

Complete this certification after reading the completed 2022 Performance Report and 2022 Financial Acquittal for the Indigenous Student Success Program.


I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Program as set out in the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2022 Indigenous Student Success Program Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2022 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2022 under the Indigenous Student Success Program; and
- (iv) Indigenous Student Success Program funds, and any interest earned or royalties/income derived from these funds, was expended on activities consistent with the Indigenous Student Success Program 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) the information contain in this report may be shared with Universities Australia; and
- (iii) 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
- (iv) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Certification recommended by the university's Indigenous Governance Mechanism:

Name: Professor Steve Larkin
Title: Pro Vice-Chancellor (Indigenous Engagement)
Signed:  Date: 08/05/23

Certification made by Vice-Chancellor or equivalent delegate³¹:

Name: Professor Jennie Shaw
Title: Deputy Vice-Chancellor & Vice-President (Academic)
Signed:  Date: 8/5.23

Additional information for completing the template

- ¹ The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2022, as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. The information in tables 1a, 1b and 1c helps NIAA recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes. Please feel free to add additional "item" lines as required.
- ² Do not include rollovers in ISSP 2022 Grant amount. Prior year's rollover figures to be included in Table 2.
- ³ Interest earned on ISSP is considered to be ISSP funding and must be used in accordance with the ISSP Guidelines.
- ⁴ Please estimate the funds available if exact amounts are not known.
- ⁵ Please insert additional lines if the listing below do not suit your university's arrangements.
- ⁶ Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- ⁷ Examples of other funding are philanthropic donations, other student payments, business income etc.
- ⁸ Where applicable, figures provided in this table must be consistent with the figures provided in the institution's 2022 Performance Report.
- ⁹ Please insert additional lines if the listing below do not suit your university's arrangements.
- ¹⁰ List the expenditure of the income listed in Table 1a, not including the funding rolled over from previous years (this is detailed in Table 2).
- ¹¹ If the staff member works on non-ISSP specific activities, only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities. Include expenditure on salaries for staff that provide tutorial assistance. May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- ¹² Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- ¹³ Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- ¹⁴ This should match the figure in Table 2.
- ¹⁵ This figure should equal the Grand total in Table 1a
- ¹⁶ All rollovers have to be agreed with the NIAA and listed in a relevant determination, check with NIAA if you are unsure of your rollover information.
- ¹⁷ For 2020 and 2021 funds rolled into 2022, the amount included here should be the amount expended in 2022.
- ¹⁸ This is the amount of the rollover not expended that has been approved to be rolled over into 2023.
- ¹⁹ This is the amount of the rollover not expended and not rolled over into 2023. NIAA will issue an invoice for any amounts listed in this column.
- ²⁰ Total funds in this row should equal the unspent ISSP balance in the Providers bank account at 31 Dec 2022.
- ²¹ If GST is not paid to you, do not complete Table 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.
- ²² This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- ²³ Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- ²⁴ Adjustable value means the cost of an asset less its decline in value determined in accordance with the Australian Taxation Office Guide to Depreciating Assets 2022.
- ²⁵ The ISSP contribution should be recorded in the same ratio to the ISSP funds used to purchase the item (this includes any sale of an older asset trade in of old assets purchased with ISSP funding).
- ²⁶ Include any assets purchased during 2022 using ISSP funding that are valued over \$5,000. Any assets in this category should have been agreed with the NIAA prior to the item being purchased.
- ²⁷ Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.
- ²⁸ The ISSP component should be the proportion of the sale price in the same ratio as the proportion of ISSP funding that contributed to the purchase of the asset.
- ²⁹ Where groups of assets are disposed of, an average age can be provided.
- ³⁰ Appropriate endorsement/authorisation is required to ensure compliance with the ISSP Guidelines and the 2023 Outcome Letter. If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this endorsement must be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function (e.g. an internal auditor). If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.
- ³¹ For the purposes of this certification, an equivalent delegate is either the Acting Vice Chancellor, a Deputy Vice-Chancellor, a Provost, or a relevant senior executive who reports directly to the Vice-Chancellor.

Indigenous Student Success Program

2022 Performance Report

Organisation	The University of Adelaide		
Contact Person	Renee Johnson – Manager, Wirltu Yarlu Aboriginal Education		
Phone	088313 6155	E-mail	renee.johnson@adelaide.edu.au

Performance data

Table 1 below outlines your institution's performance over the last four years and identifies how your institution compares across the 40 institutions participating in ISSP. The 2020 data has been used to determine each institution's initial ISSP allocation for 2023 as outlined above.

Table 1 Indigenous student data - Performance and comparative position¹

Institution Name:		University of Adelaide						
Indigenous Student Success Program	2017		2018		2019		2020	
	Actual	Position	Actual	Position	Actual	Position	Actual	Position
EFTSL	173.85	31	166.02	32	182.03	30	211.85	30
EFTSL – Regional & Remote	49.64	30	39.18	34	43.19	33	44.28	32
Success Rate (units passed/units attempted)	68.32	31	72.15	27	75.5	24	70.19	31
Completions (head count)	32	32	35	33	34	34	36	31

Wirltu Yarlu Aboriginal Education Unit is dedicated to the provision of Indigenous student support at the University of Adelaide (UoA). The Unit is also responsible for recruiting Aboriginal and Torres Strait Islander students to foundation and degree programs, administering Access Pathways, providing high school engagement and support programs, and delivery of the Indigenous Knowledge Major.

Recent changes to university structures and personnel arising out of the Organisational Sustainability Project have created and/or amplified a number of gaps and/or overlap in service provision, along with potential ambiguities in relation to respective responsibilities of the unit, faculties, schools and the Division of Academic and Student Engagement (DASE). In response, an internal review of the university's Indigenous Student Support framework commissioned by the Pro Vice-Chancellor Indigenous Engagement (PVCIE) in early 2023 assessed the framework's current levels of efficacy and functionality and identified sites for overall system enhancement in governance, administration, and intra sectoral coordination of student support provision.

Trend analysis shows mixed results, with growth and decline across rates of enrolment, progression, retention, and completion during both pre and post COVID periods. The University of Adelaide's aspiration and commitment to achieving significant improvements in performance metrics will be predicated on a highly functioning student support program.

1. Enrolments (Access)

Wirltu Yarlu Aboriginal Education provides and supports access programs such as the Aboriginal and Torres Strait Islander Access Pathway, the University Preparatory Program, Centre for Aboriginal

Studies in Music (CASM); and special entry programs into Bachelor of Medical Studies and Doctor of Medicine, Bachelor of Dental Surgery, Bachelor of Oral Health, Bachelor of Science (Veterinary Bio. Science).

Wirltu Yarlu Aboriginal Education directly provides the high school based Karnkanthi Scholarship program, and on-campus experience day, Marni Wingku - described below.

Karnkanthi Indigenous Education Program

Karnkanthi (a Kurna word 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 Karnkanthi members (students) and can be spent on a range of tools or services including information technologies (hardware and software) study aids such as textbooks or office equipment, and/or 'life costs' such as driving lessons to facilitate transport, or for study related travel and accommodation if necessary. As members of the program, students are invited to several events on and off campus. In 2022, several events and initiatives were delivered to the Karnkanthi students both online and face to face, including: Online Orientation Day, Online Health and Wellbeing Day, Student Academic Skills and Support workshops, the annual Karnkanthi Leadership Camp and access to the 'Studiosity' online learning program.

The Karnkanthi program supported 50 students in 2022, distributing \$14,344 in scholarships for educational equipment such as computers, headphones, tablets, and specialised software; and office equipment such as desks, desk chairs and connectivity devices.

The Karnkanthi Co-ordinator position is partially supported by ISSP funds; program and scholarship costs are sourced from other funding.

Marni Wingku

Marni Wingku (a Kurna word translating to 'Good Spirit/Breath') is a full day on-campus experience facilitated and coordinated by Wirltu Yarlu Aboriginal Education and delivered to High School students in years nine (9) and ten (10). The event includes experiential sessions across the three (3) faculties (Faculty of Arts, Business, Law, and Economics; Faculty of Science, Engineering and Technology; and Faculty of Health and Medical Sciences). 2022 saw a total attendance of 111 students and 31 staff from 13 Adelaide metropolitan high schools.

Aboriginal Career Exploration (ACE) Day

This program is co delivered by Wirltu Yarlu Aboriginal Education and South Australia's Department of Education's, Workabout Centre. The Workabout Centre offers a range of programs and services to support Aboriginal students to make a successful transition from school to work, higher education or further training. The ACE Day facilitates a full day of activities on campus regarding higher education aspiration, pathways, and university life experience. Students engage with Wirltu Yarlu Aboriginal Education and University of Adelaide staff and academics to experience university life on campus.

200 year 10 students attended the 2022 iteration of this program.

Ingekarni Wardli Technologies Camp

The Ingekarni Wardli (a Kurna word translating to 'place of learning/enquire') Technologies Camp is delivered in partnership between Wirltu Yarlu Aboriginal Education and the Faculty of Science,

Engineering and Technology. It is holiday program for Aboriginal and Torres Strait Islander high school students in Years 10 - 12 with an interest in STEM.

Held on the North Terrace Campus, this immersive camp provides students with the opportunity to reflect on the ways in which science, engineering, architecture, mathematics and/or computer science can be applied to the real world.

Throughout the camp, students participate in engaging activities and hands-on experiences to broaden their understanding of engineering, including coding activities, playing with robots, meeting industry representatives and more.

15 Aboriginal and Torres Strait Islander students between years 10 – 12 attended the Ingkarni Wardli Technologies Camp in September 2022.

The distribution and impact of scholarships, bridging and enabling programs are discussed throughout this document.

The Access initiatives described above (Section 1) and below (Section 2) are all co-supported by ISSP funds.

2. Progression (outcomes)

Wirltu Yarlu Aboriginal Education and the Indigenous Engagement Branch receive funding through a mix of sources – primarily: Organisational (including EFTSL income from Indigenous Knowledges); Higher Education Participation and Partnership Program (HEPPP) and Indigenous Student Success Program (ISSP). ISSP funding is primarily utilised for staff salary costs within the Wirltu Yarlu Aboriginal Education Unit. These staff include: The Student Services Team (Manager and Officers); the ITAS co-ordinator (called the Wirltu Yarlu Academic Mentoring Program (WYAMP) Coordinator at the University of Adelaide, described below) and subsequent cohort of casual tutors/mentors and the Elders and Cultural Advisor in Residence. Stand-alone projects and programs delivered through ISSP funding are described throughout this document.

Organisational Sustainability Program/Project

Due to the significant financial impacts of COVID-19 on international student fees, the University of Adelaide undertook a Voluntary Separation Project in 2021 and an Organisational Sustainability Project (OSP) throughout 2022. These ultimately saw the amalgamation of five (5) faculties into two (3). The Faculty of Arts and Faculty of the Professions are now known as the Faculty of Arts, Business, Law and Economics. The Faculty of Sciences and Faculty of Engineering, Computer and Maths Sciences is now known as the Faculty of Sciences, Engineering and Technology. This process also included an organisational restructure across the university of professional and academic staff that led to redundancies and/or shifting of function from local areas. This restructure has necessitated the dissolving of several of the established Indigenous support networks and activities delivered across the University, including the inter-faculty Indigenous Support Mentor program and pause to operations and roll out of the Wirltu Yarlu Ambassadors program. These support networks are being re-established according to the University's new business as usual requirements 2023 and 2024. The Indigenous Portfolio Review Project established in 2023 describes critical insights and recommendations to address the above to this end.

Indigenous Portfolio Review Project

Senior executive endorsement for the PVC-IE's proposal for a comprehensive review of the University's Indigenous higher education portfolio was secured during the second half of 2022. The review is currently in progress, with key deliverables including a new strategic framework for

achieving excellence in Indigenous higher education at the University. Student support services will be a critical part of the new direction.

The Indigenous Portfolio Review also includes an investigation of pre-tertiary Indigenous student demographics and related tertiary education pathways, and a review of Wirltu Yarl'u's Indigenous units against the TEQSA Threshold Standards.

This review is funded partially through ISSP funds, but the majority of the project funding is via other sources.

Review of the University's Aboriginal Student Support Framework

A review of the university's Indigenous Student Support Framework was initiated in Q4 2022. This review will articulate with the new Education Strategy for a Digital World, being developed by the University in the first half of 2023. The Review aims to ensure that aspiration, prioritisation, and accountabilities for supporting Aboriginal and Torres Strait Islander education success at the University are clearly embedded and articulated in the new Indigenous strategy.

Scope of Work

- Map the current operating model for provision of Indigenous student support through both Wirltu Yarl'u Aboriginal Education and across the University.
- Review the effectiveness of the current model considering the impacts of COVID-19 and the University Organisational Sustainability Project (OSP).
- Undertake key stakeholder meetings (with students and staff) to assess their understanding of, and satisfaction with, current operating model(s).
- Elicit stakeholder advice on the design of a preferred model to respond to the requirements of the University.
- Benchmarking with other relevant Australian universities of Indigenous student support services.
- Provide strategic options for a draft operating framework, along with an implementation plan.

This review is funded partially through ISSP funds, but majority of the project funding is via other sources.

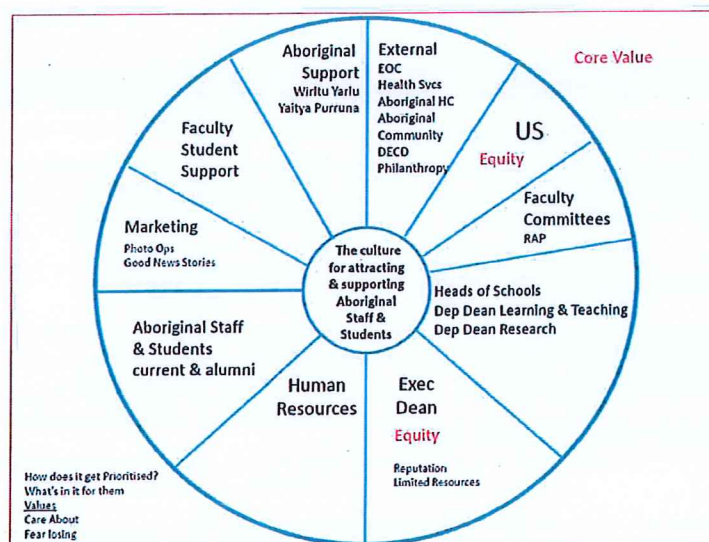
Health and Medical Sciences Attracting & Supporting Aboriginal and/or Torres Strait Islander Staff and Students into the FHMS project.

In 2021, the Executive Dean, Faculty of Health and Medical Sciences, initiated the Adelaide Health and Medical Sciences (AHMS) Advancing Leadership Program. This program enabled selected staff to develop their leadership skills in various areas and schools within the faculty. In 2022 AHMS developed several strategic outcomes of this program, including a workshop titled *How to better attract and support Aboriginal and/or Torres Strait Islander staff and students?*

This workshop sought commitments from participants to:

'Develop the faculty's culture to...more authentically embrace Aboriginal and Torres Strait Islander values and create culturally safe and supportive working and learning environments sought by Aboriginal and/or Torres Strait Islander staff and students' (p.3).

Workshop participants, including the Faculty Executive Dean, Indigenous community members, Indigenous and non-Indigenous teaching staff, and Indigenous and non-Indigenous students, developed the below 'pizza' plan to articulate the vision of the project.



The Health and Medical Sciences workshops did not utilise ISSP funding.

The impact of strategies that aim to increase Indigenous student success, progression and completion is captured at the local level and periodically reported to the senior executive.

The Indigenous Tutorial Assistance Scheme (ITAS), known as Wirltu Yarlu Academic Mentoring Program (WYAMP) at the University of Adelaide connects Aboriginal and/or Torres Strait Islander students with academic mentors matched to their field of study at the University of Adelaide. WYAMP strives to enhance and develop students' professional, personal, and academic strengths. WYAMP mentors assist with coursework, referencing, exam revision and broader study and research skills.

In 2022 approximately 30% of the Indigenous student body (93 of 301) utilised WYAMP. Data indicates all levels of students utilised this service, however engagement is particularly strong within commencing/first year student cohorts. The WYAMP is administered and delivered online and face to face via an online mentoring app.

Table 2 Tutorial assistance provided in 2022

Level of study	Number of unique students assisted ¹	Total number of tutorial sessions attended ²	Total hours of assistance ³	Expenditure ⁴ (\$)
All	93	840	1494.5	\$113,459.86
Total	93	840	1494.5	\$113,459.86

Provision of E-Textbooks

The Wirltu Yarlu Aboriginal Education Branch support first year, undergraduate students with their educational expenses by working with an e-textbook supplier and platform company to provide all core readings in e-textbook versions to this cohort. 38 e-textbooks were provided in Semester 1, 2022, with 71 provided in Semester 2. All e-textbooks are provided in perpetuity for the students to access ongoing.

This program is supported entirely via ISSP funds.

Name of Scholarship	Value	Duration	Funding
#Enabling Educator Excellence (E3) Scholarship	\$5,000	1 year	State Government
PIRSA Scholarship for ATSI Students	\$7,500	1.5 years	Donor
Peter Høj and Mandy Thomas Yaitya Tipanthi Scholarship	\$5,000	Up to 4 years	Donor Endowment
^Rali Foundation Mineral Geoscience & Geology Scholarship	\$7,500	3 years	Donor
Resek Scholarship for Indigenous Students	\$6,000	5 years	Endowed
Robina & Glen Weir Indigenous Scholarship	\$3,000	Up to 3 years	Donor
*Reg Sprigg Aboriginal Education Assistance Fund	Varies	one-off payment	Donor Endowment
*Rolf Ehrlich Bequest	Varies	one-off payment	Donor Endowment
Taplin Indigenous Bursary for International Education	Up to \$5,000	one-off payment	Donor
Yaitya Purruna Scholarship	\$10,000	Up to 6 years	Faculty of Health & Medical Sciences
*Yaitya Tipanthi Bursary	\$2,000	One-off payment	Donor Endowment
Yaitya Tipanthi Scholarship	\$2,000	Up to 4 years	Donor Endowment

The University supports Indigenous students throughout the University via various networks and support officer roles embedded within Faculty. These positions are not funded by ISSP funds. Further there are several scholarships available to students outside of the ISSP scholarships, described below.

Action towards the ongoing review and redevelopment of the Cultural Awareness training module and delivery framework is described within section 5. 1 of this document.

Elder in Residence, Cultural Advisor - Kurna language sessions

In late 2022 the Cultural Advisor and Elder in Residence delivered three (3) Kurna language sessions to executive and senior leadership staff, with the aim to teach professional and academic staff how to deliver an Acknowledgement of Country in Kurna language. These sessions included:

- Kurna Introductions
- Kurna Numerals
- Kurna Acknowledgement of Country
- Weblinks and online resources

3. Completions (outcomes)

Wirltu Yarlu Aboriginal Education administers and distributes the Indigenous Accommodation and Education scholarships annually. Student data indicates there were no ISSP scholarships distributed to Postgraduate students in 2022. This may be because there are several other scholarships available to these students; however, a scholarships review will be undertaken in 2023 to ensure these students are captured and, if eligible, are also receiving ISSP scholarship support.

Table 1 ISSP Scholarships - breakdown of 2022 payments⁵

	Education Costs		Accommodation		Reward		Total ⁶	
	\$	No.	\$	No.	\$	No.	\$	No.
Undergraduate ⁷	\$96,000	48	\$63,750	15	\$2,000	8	\$161,750	71
Total	\$96,000	48	\$63,750	15	\$2,000	8	\$161,750	71

The University of Adelaide Indigenous scholarships are undergoing review to maximise allocation in 2023 as they are currently administered in several different parts of the University including: the Coursework Scholarships Office (CSO); Wirrtu Yarlur Aboriginal Education Unit; the Graduate Research School; the Advancement Team; and various Faculties. CSO administers the majority of Indigenous scholarships at the University; the Graduate Research School is responsible for Indigenous research students (MPhil and PhD), while Wirrtu Yarlur Aboriginal Education is responsible for administering scholarships that are pre-degree; all scholarships have variable amounts and conditions. The review will produce a stand-alone report on best practice administration of Indigenous Scholarships at The University of Adelaide 2023 and beyond.

The Wirrtu Yarlur Aboriginal Education Strategic Review is described within Section 2. This strategy and its outputs were resourced and implemented in the second half of 2022, with ongoing design and delivery throughout 2023. It is therefore too early to accurately measure impact or outcome.

Indigenous Counselling Student Support

The Aboriginal Counsellor Pilot Project commenced in late June 2022 as a joint project between the Student Life Counselling Support program and the Wirrtu Yarlur Aboriginal Education Branch. and the joint project provides a 'hot desk' and a counselling room for access and consultation needs for Aboriginal and Torres Strait Islander students at Wirrtu Yarlur Aboriginal Education for two (2) days per week.

From June to November 2022 the project has seen a number of successful outcomes over a relatively short time frame including:

- Specialised student drop-in and counselling support, including crisis response for distressed Aboriginal and Torres Strait Islander students.
- Culturally appropriate case-management support provided to students.
- Improved referral pathway to the CS Complex Case team.
- Joint management between Wirrtu Yarlur Aboriginal Education and CS of challenging student behaviours and students at risk.
- Strengthening relationships with WY professional, teaching and learning staff and CS.
- Connections to begin development of broader mental health and wellbeing support.

Individual client contacts at Wirrtu Yarlur Aboriginal Education between July and November 2022

Face to face Appointments	Phone Appointments	Phone or email follow up	3rd party phone or email follow up	Meeting with student and other
44	10	28	28	4

The Aboriginal and Torres Strait Islander Counselling Pilot Project has been successful in meeting the initial project objectives, in a relatively short amount of time. The attraction and retention of the 'right' Counsellor in this role has been a key driver to the success experienced so far.

The Counselling Support and access initiatives described above are co-supported by ISSP funds.

Elders in Residence – Cultural Advisor Program

Wirltu Yarlu Aboriginal Education Branch employs a Kurna Elder as a Cultural Advisor to provide guidance and pastoral support to students and academic staff; and advise senior management and executive across the University. In 2021 the Cultural Advisor was critical in:

- Provision of Kurna names and translation for documents and buildings.
- Guest presenter and speaker for faculty programs, including the Indigenous Knowledges courses.
- Cultural Advisor in the further development of the 'Kurna Walk' including a mural for the Uni Hub; and
- Performances of 'Welcome to Country' ceremonial practice for both internal and external events.
- Provided input into various policy discussions, papers and applications.

4. Regional and remote students

To support students in their transition, Wirltu Yarlu Aboriginal Education administers the Indigenous Commonwealth Accommodation Scholarship (ICAS). The number of ICAS scholarships awarded in 2022 is documented in the Scholarships section (3).

Previously, ICAS allocation has been treated as a 'soft' proxy indicator for Rural and Remote students, and reported as such by Wirltu Yarlu Aboriginal Education, as relocation to Adelaide CBD is a pre-requisite for this scholarship. However, following process analysis of the Indigenous Scholarships in late 2022, it has been identified that the Australian Bureau of Statistics definition of Rural/Remoteness (Accessibility/Remoteness Index of Australia) data has not been applied during the application process and therefore it was difficult to accurately identify who were Rural and Remote students as opposed to students who may have relocated from an area within greater Adelaide (E.g., Northern or Southern suburbs).

Following the OSP (described within section 1), Wirltu Yarlu Aboriginal Education, the Indigenous Engagement Branch and Central Scholarships Office have since initiated a review of application, administration, and allocation process/es for all Indigenous scholarships at The University of Adelaide, prioritising the development of accurate data capture processes of Rural and Remote, low SES and other equity demographic indicators.

Table 4 ISSP Scholarship data for remote and regional students⁸

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2021 Payments								
B. 2022 Offers ⁹								
C. Percentage ¹⁰ (C=B/A*100)								
2022 Payments								

5. Eligibility criteria

5.1. Indigenous Education Strategy

The University of Adelaide's Indigenous Education Strategy, Tarrkarri Turrka is in place until 2024. Outcomes of the Indigenous Portfolio Review Project and Wirrtu Yarlur Aboriginal Education Strategic Review will significantly influence the development of a replacement strategy 2025 – onwards.

Most recent available (2020) Department of Education and Training data (provided at top of this document) indicates that Indigenous EFTSL (overall and regional and remote), and completions rose at the University of Adelaide 2019 – 2020, with corresponding success rate decreasing around 5%. Despite the decrease, the proportion of Indigenous students studying at the University increased slightly 2019 – 2020 (0.85% to 0.94%), representing the highest proportion of Indigenous students within the overall University of Adelaide student body since the introduction of more stringent entry processes in 2017. A higher EFTSL with lower headcount indicates that enrolled students are undertaking a heavier load than in previous years. Pleasingly this higher EFTSL also corresponds with an institutional benchmark for Indigenous Success rate (75.5%, discussed in Section 2).

As the above data does not yet indicate the full impact of the COVID-19 pandemic on student enrolments and performance, data from UoA's internal reporting is discussed below in relation to trends 2020 - 2022.

Data from the University of Adelaide's Planning and Analytics team and data warehouse indicate a 4% decrease (-4%) in commencing Indigenous student numbers (76 to 63) and a 11% decrease (-11%) in EFTSL (N=216 to 192) 2021 – 2022. This trend is in line with an overall decline in student numbers and EFTSL across the University 2021-2022, with data indicating a reduction of 4% in both commencing and overall EFTSL for non-Indigenous, onshore and domestic students.

Indigenous Education Strategy - Tarrkarri Turrka Targets: Staff and Students 2020 – 2024

Students					
	2020	2021	2022	2023	2024
Participation (Headcount) (#)	271	86	300	315	331
Access (Commencing) (#)	117	117	117	117	116
Undergraduate (#)	234	246	258	271	284
Total Postgraduate (PGCW & HDR) (#)	37	40	42	44	47
Karnkanthi Participation	45	45	45	45	45
Retention (%)	82	83	84	85	86
Success (%)	76	78	81	83	86
Completions (#)	43	49	54	60	66

Staff					
	2020	2021	2022	2023	2024
Professional	55	59	63	66	70
Academic	22	31	40	49	54
Total	77	90	103	115	124

2021 & 2022 – Indigenous v Non-Indigenous Student Data Comparison

Domestic Onshore Students - NOT Aboriginal and/or Torres Strait Islander				
	2021	2022	# Difference	% Difference
EFTSL	16393.1	15808.6	-584.5	-4%
EFTSL - Commencing	6156.2	5689.1	-467.0	-8%
EFTSL - Regional & Remote	2291.5	2220.5	-70.9	-3%
Headcount	22063	22055	-8.0	0%
Headcount - Commencing	8502	8126	-376.0	-4%
Headcount - Regional & Remote	2989	3002	13.0	0%
Success Rate (EFTSL Passed vs EFTSL Attempted)	82.0%	81.9%	0.0	0%
Completions (Headcount)	4633	4314	-319.0	-7%

Domestic Onshore Students - Aboriginal and/or Torres Strait Islander				
	2021	2022	# Difference	% Difference
EFTSL	216.6	192.8	-23.8	-11%
EFTSL – Commencing	76.3	63.3	-13.0	-17%
EFTSL - Regional & Remote	49.2	45.3	-4.0	-8%
Headcount	312	301	-11.0	-4%
Headcount - Commencing	111	107	-4.0	-4%
Headcount - Regional & Remote	67	64	-3.0	-4%
Success Rate (EFTSL Passed vs EFTSL Attempted)	70.6%	71.8%	0.0	2%
Completions (Headcount)	45	35	-10.0	-22%

Indigenous Education Strategy - [Tarrkarri Tirrka](#) Targets 2022

2022	Target	Actual
Access	117	107
Participation	300	301
Success	81	71.8
Completions	54	35

The University of Adelaide performed well against its internal access (commencing) and participation (headcount) targets for 2022, with internal data indicating those essentially achieved. However, progression (success) and completion targets were not achieved. As described throughout this document, The Indigenous Portfolio Review Project, and projects and outputs associated with its undertaking will comprehensively map the Indigenous student experience at the University of Adelaide to ensure the University of Adelaide has appropriate capacity and capability to enable Indigenous students to achieve success. Current progression and completion data indicate an upward trend into the future.

Indigenous Portfolio Review Project - Indigenous Curriculum review (slated 2023)

While the University's 2019-2021 Reconciliation Action Plan identified the Indigenization of Curricula as a key project, the evaluation of the RAP found it had not been implemented. The formation of an Indigenous Curriculum Working Group will occur in 2023. The working group will oversee the proposed Curriculum Mapping and Framework Project which aims to ensure Indigenous knowledges are embedded across curricula in Faculties, disciplines, courses, and units of study. The mapping project aligns with the University's 2019 commitment to an Indigenous Graduate Attribute:

Australian Aboriginal Cultural Competency: Graduates have an understanding of, and respect for, Australian Aboriginal values, culture and knowledge.

This working group will create a coordinated and coherent approach to curriculum design and review. Its remit includes, but is not limited to:

- an audit of content and courses,
- development of a university wide *Indigenous Curriculum Framework*,
- establishment of a program to support Faculties and Schools to develop and deliver Aboriginal and Torres Strait Islander informed curriculum.

University of Adelaide Cultural Awareness and Competence: Module and Framework Development

A review of the university wide Aboriginal Awareness induction module is now underway, and planning has commenced to establish a university Cultural training framework. Funding for the review and redesign of the University of Adelaide induction module is co-contributed by Wirltu Yarlur Aboriginal Education and the University's Human Resources.

Participation in the online module is currently the only cultural competency training provided universally to (commencing) staff. Some local areas have chosen to dedicate their staff development resources towards further Cultural Awareness training; however, unless self-reported, these sessions are not consistently captured within a Human Resources database.

University of Adelaide Aboriginal Awareness Training Module

The Office of the Pro Vice-Chancellor Indigenous Engagement (PVC-IE) undertook a comprehensive evaluation and redevelopment of the University's current 'Aboriginal Awareness' module in the second half of 2022, with a Sydney-based company contracted to develop the module for delivery within the University's new online learning environment in 2023.

It is anticipated that this updated induction module will provide University of Adelaide-specific context and articulate with further online modules that are currently being scoped for universal delivery to staff and students. To keep abreast of current best practice in institutional cultural proficiency, it is anticipated that all staff and students be given access to the redeveloped module.

Ongoing Cultural Awareness: Continuum of Training

Throughout 2022, the Indigenous Engagement Branch scoped the University's requirement of an ongoing cultural awareness training framework that catered to the university's diverse staff, student and alumni group/s. To ensure alignment with sector best-practice, a Cultural Awareness Framework and Capability Project Officer has been funded and is anticipated for onboarding in the Q2 2023.

Kaurna Walk - Kaurna Shields & Mural project/s

An original artwork and mural are a permanent fixture of the University of Adelaide's North Terrace campus, connecting students to Country. The mural, named 'Kaurna Wirltu Tidna', depicts many links to the University, such as the Southern Cross and a shield, that are also significant to Kaurna culture. A Ramindjerri Yuraldi man of the Ngarrindjeri nation, and Narunga artist, created the mural art, an impressive 41 metres long and 5 metres wide. The artwork was installed in the central student hub area and meeting place and artwork themes were incorporated into the mural following consultation with the Kaurna Elder in Residence and Cultural Advisor at the University of Adelaide.

Three 'Murlapaka' (shields) designed and made by a Kaurna and Ngarrindjeri artist have been installed at each University of Adelaide campus to acknowledge the Kaurna people as traditional

owners and custodians of the Adelaide Plains.

The Kurna Walk and initiatives described above are co-supported by ISSP funds.

5.2. Indigenous Workforce Strategy

The University's current Enterprise Agreement is the University of Adelaide [Enterprise Agreement 2017-2021](#). Though the Agreement notionally expired on 30 June 2021, it remains in force until it is replaced. Specific Indigenous staff targets are set within section 7.5.4 (p.88) but are presented as totals and not delineated as Professional or Academic staff.

University of Adelaide Enterprise Agreement – Indigenous Staff Targets		The University of Adelaide Aboriginal and Torres Strait Islander Employment strategy targets.			
2017	50		2022	2023	2024
2018	55	Professional	40	43	47
2019	60	Academic	33	36	38
2020	65	Total	73	79	85
2022	70				

Enterprise Bargaining Agreement negotiations are still ongoing, and targets within the [Aboriginal and Torres Strait Islander Employment Strategy](#) are based on projections made in 2012. Therefore, Indigenous staff targets within the [Tarrkarri Tirrka](#) Mid-Point update, based on a 5% increase of Indigenous employment from the 2017 baseline of 55 Indigenous staff (44 professional and 11 academic) and committing to a target of 3% are most recently endorsed Indigenous employment targets, and are presented in the *Tarrkarri Tirrka Mid-Point Update: Indigenous workforce targets 2022-2024* Table below:

Tarrkarri Tirrka Mid-Point Update: Indigenous workforce targets 2022-2024

Indigenous Workforce Targets	2022	2024
Professional	59	70
Academic	30	54
Total Indigenous staff	89	124

Source: UoA Planning and Analytics: COGNOS

2022 Indigenous Staff Data by Academic/Professional; Continuing/FTE; and Level.

Indigenous Staff - Headcount and FTE by Professional/Academic**	Headcount	Sum of FTE
Academic Staff	12	9.6
Professional Staff	19	18.6
Total	31	28.2

Source: UoA Planning and Analytics: COGNOS

Indigenous Staff Headcount and FTE by contract type**	Headcount	Sum of FTE
Continuing	20	19.6
Fixed Term Contract	11	8.6
Total	31	28.2

Source: UoA Planning and Analytics: COGNOS

Headcount and FTE by level +	Headcount	Sum of FTE
Casual	10	NA
HEO 4	2	2
HEO 5	2	2
HEO 6	10	10
HEO 7	1	1
HEO 8	4	3.6
Level A	1	0.2
Level B	7	6.2
Level C	3	2.2
Senior Appointment	1	1
Total	41	38.2

Source: UoA Planning and Analytics: COGNOS. +Data is at 31/12/2022. *Excludes Casual staff

In 2021 and 2022, the University undertook an Organisational Sustainability Project with institution wide voluntary separation, restructure, and redundancy processes. At the end of 2022, the University of Adelaide had a total Indigenous workforce of 41, representing a shortfall of 58 on the overall 2022 target of 89 total Indigenous staff. This overall shortfall is made up of deficits in targets for both Professional (-40) and Academic (-18) staff. Casual staff are provided above but are not captured within the overall staff count/calculations as they are primarily Wirrtu Yarlur Cadet or Ambassador program participants.

Indigenous employment participation is presented below, and data demonstrate that as at 31/12/2022, Indigenous staff made up 0.7% of the University's academic workforce; 1% of professional staff and 0.9% overall. Data are from the University's employment data warehouse (COGNOS).

Proportion Indigenous Staff at the University of Adelaide as at 31/12/2023			
	Academic	Professional	Total
Indigenous	12	19	31
Non-Indigenous	1720	1895	3615
% Indigenous	0.7	1.0	0.9

The University employs three academics at Level C and above, including the Pro Vice-Chancellor Indigenous Engagement (PVC-I-E) as the University's most senior Indigenous academic appointment. Other senior academic roles are:

- Senior Lecturer – Indigenous Health
- Senior Lecturer – Rural General Practice

In late 2022, an appointment was made to the Indigenous Employment Officer position to coordinate the re-development of the University's Aboriginal and Torres Strait Islander Employment strategy. A key deliverable for this position is the development of a leadership project which aims to provide capability development for both academic and professional Aboriginal and Torres Strait Islander staff.

Wirrtu Yarlur Cadetship Program

Throughout 2022, Wirrtu Yarlur Aboriginal Education developed a cadetship partnership with South Australian Health and Medical Research Institute (SAHMRI) to place 6 cadets across the organisation.

A review of the Cadetship Program is currently underway in Q2, 2023.

The current Indigenous Employment Strategy is due to expire in 2024, with redevelopment scheduled across 2023. A key element of the re-establishment of the Aboriginal and Torres Strait Islander Employment Strategy will be the formation of a *monitoring committee of members from the university to help direct the strategy to achieve its milestones, chaired by the Indigenous Employment Officer.*

The University of Adelaide Aboriginal and Torres Strait Islander Employment Strategy is available from <https://www.adelaide.edu.au/indigenous/employment/aboriginal-and-torres-strait-islander-employment-strategy>

5.3. Indigenous Governance Mechanism

Wirltu Yarlu Management meetings and Wirltu Yarlu Staff meetings were convened monthly in 2022. It is acknowledged that a full review and reshape of the Indigenous committees at the University of Adelaide is needed and is currently underway by Wirltu Yarlu Management and the Indigenous Portfolio Review Project team.

5.3.1. Statement by the Indigenous Governance Mechanism

Consistent with subsection 17(2)(b) of the guidelines, the Indigenous Governance Mechanism should make a statement with reference to the performance report and the acquittal report in this section.

As Pro Vice-Chancellor Indigenous Engagement at the University of Adelaide, I can confirm that this performance report is a true and accurate record of the activities conducted by the University, and 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 an additional (operating) budget to support these activities while also accessing Higher Education Participation and Partnerships Program (HEPPP) funding.

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Additional information for completing the template.

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

² 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).

³ Record only hours of instruction received by the students (do not include staff planning or organising time).

⁴ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

⁵ This information provides for the number of students and cost of the scholarships expended in 2022. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2022 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

⁶ 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.

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

⁸ Only record amounts which required payment during the 2022 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.

⁹ Record all verbal and written scholarship offers for the 2022 calendar year, including those offers that were not accepted by the student. Record the 2022 component of new scholarship offers and the planned 2021 value of previously awarded scholarships (including continuing scholarships).

¹⁰ This data confirms the university's compliance with Section 21(3) of the Guidelines.

