

Indigenous Student Success Program

2024 Performance Report

Organisation	The University of Sydney		
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1. Declaration

In providing this Performance Report, it is acknowledged that it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

2. Enrolments (Access)

The University's commitment to improving access for Aboriginal and Torres Strait Islander students prioritises growing the number of students across all disciplines, stages and modes. The Indigenous Equivalent Full-Time Student Load (EFTSL) for the University in 2024 was 391.29. This represents a 15.78% rise in the figure reported in 2023 (337.97).

The University organises and prioritises resourcing into three interconnected focus areas to drive improvements in access for Aboriginal and Torres Strait Islander students: outreach activities, specialist entry programs and scholarships.

While the University draws on ISSP funding to support a broad suite of Aboriginal and Torres Strait Islander student outreach initiatives, these are significantly strengthened by a range of specially designed entry programs and scholarships, supported through a combination of University funding, bequests, and donor contributions. In addition, the University implements dedicated strategic programs that span multiple faculties, schools, and professional service units, ensuring a coordinated and institution-wide commitment to Aboriginal and Torres Strait Islander student success and engagement.

Student Outreach Activities

The University is committed to enhancing accessibility to tertiary education for Aboriginal and Torres Strait Islander students through various outreach and transition initiatives.

The **Gadalung (Summer) program** is designed for students in Years 10, 11, and 12, with the aim of encouraging participation and nurturing aspirations for higher education. In 2024, more than 200 students took part in a two-week residential program that offered an immersive university experience – a 78% increase from 2023. Throughout the program, participants engaged in a variety of faculty-led academic sessions, cultural activities, and campus life experiences, all guided and supported by current University of Sydney Student Ambassadors.

The **Tahgara (Winter) program** supports Year 12 students as they prepare for their final exams, while also fostering meaningful connections with university support services, peers, and academic staff. In addition, the Gadigal program offers early conditional admission to students with lower ATAR requirements and enhanced support services. 59 students attended the 2023 program, with

Certification

44% receiving an offer to study at the University of Sydney in 2024. 69% of students who received an offer commenced study in 2024.

Specialist Entry Programs

As part of the integrated approach to providing supports for student access, our outreach programs provide prospective students with information on specific pathways and opportunities for Aboriginal and Torres Strait Islander students.

These pathways are additional to the supports that are offered by ISSP funding and are in keeping with the University's strategic aspirations to provide transformational education with a "commitment to equity, diversity and inclusion" (Sydney in 2032 Strategy pp 11, 15).

The University funds two important entry program as part of the *One Sydney, Many People* Strategy: the Gadigal Program and the Extended Bachelor Program.

The **Gadigal Program** provisions eligible Aboriginal and Torres Strait Islander students with early conditional offers to the University with modified ATAR (Australian Tertiary Admission Rank) requirements. This early entry pathway is bolstered by a suite of academic skills courses that recipients complete prior to the commencement of their chosen degree.

The **Extended Bachelor Program**, launched in 2022, is designed to provide a pathway for Aboriginal and Torres Strait Islander student access to study in humanities, sciences, or health. The Program provides an additional year of study, enabling students the opportunity to take up academic and cultural supports to ensure they can achieve their academic potential. 17 students commenced the EBP program in 2024.

Students who are accepted into the Extended Bachelor Program are provided with the Extended Bachelor Program Scholarship which is worth up to \$20,000 per year for the duration of their degree.

Scholarships

Scholarships are a critical element for our Aboriginal and Torres Strait Islander students, particularly those wanting to access the University of Sydney from regional and remote areas. The University offers a broad range of bursaries and academic supports to enable Aboriginal and Torres Strait Islander students' entry into higher education.

This complements the extensive range of generalist scholarships available to all University students, awarded on a combination of academic merit and in recognition of financial hardship. In 2024, the University awarded a total of 407 scholarships to Aboriginal and Torres Strait Islander students for a combined value of \$5,389,879.58. These scholarships were funded through a combination of University resources (non-ISSP funds), government funding and philanthropic contributions. As highlighted in Table 1 and Table 2 below, ISSP funds covered 17 accommodation scholarships.

Table 1: Breakdown of 2024 scholarships

Scholarship	ISSP Funded		Non-ISSP Funded	
	No.	Total (\$)	No.	Total (\$)
Living Allowance scholarships	0	\$0	343	\$4,186,450.20
Accommodation scholarships (USYD owned)	17	\$244,609.11	25	\$342,870.00
Accommodation scholarships (Colleges)	0	\$0	39	\$860,559.58
Sub Total		\$244,609.11		\$5,389,879.78
TOTAL				\$5,634,488.89

Table 2: ISSP Scholarships – breakdown of 2024 payments¹

	Education Costs		Accommodation		Reward		Total ²	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ³								
Undergraduate ⁴			\$244,609.11	17			\$244,609.11	17
Post-graduate ⁵								
Other								
Total			\$244,609.11	17			\$244,609.11	17

3. Progression (outcomes)

The success rate (units passed/units attempted) for Aboriginal and Torres Strait Islander students at the University in 2024 was 86.64%. This is comparable to that reported in 2023 (85.97%).

The consistent level of success of our Aboriginal and Torres Strait Islander students is a direct product of the focused support provided by academic and professional staff across the University.

The Gadigal Centre, which opened in 2021, is the University’s dedicated student centre for Aboriginal and Torres Strait Islander students. It is designed to meet the needs of our students, integrate with the principles outlined in the University’s Student Experience Strategy and is modelled on best practices in peer institutions.

Throughout 2024, the Gadigal Centre continued to build on the relationships with key staff across faculties and schools, effectively ensuring that students had a dedicated point of contact within the Centre to connect with faculties and schools for academic support. This has enhanced relationships between Gadigal Centre staff, students and academics and meant that students are being supported in a proactive manner to ensure academic excellence. A partnership has commenced with James Cook University to implement WillowSoft and its proactive student support program, enabling more timely and stronger supports to individual students.

The **Mentoring Our Brothers and Sisters (MOBS)** program, resourced jointly through a combination of ISSP and University funds, is a structured, volunteer peer mentoring initiative in which continuing senior Aboriginal and Torres Strait Islander students' mentor first-year students.

The primary aims of this program are:

- to facilitate a smooth transition to university and increase retention rates of Aboriginal and Torres Strait Islander students in their first year of university study; and
- to build the professional, leadership and personal development capacity of continuing students.

Since 2023, the MOBS program has grown in terms of reach, impact and active student engagement as shown in Table 3 below. This was driven by perceptions amongst students about the programs value and recommendations for students to utilise the program.

Table 3: MOBS Program Update

Year	Total Students	Mentees	Mentors	% Increase in Total Students
2023	43	31	13	
2024	94	71	23	118.6%

The **Indigenous Tutorial Assistance Scheme (ITAS)** is a crucial academic support mechanism available for all Aboriginal and Torres Strait Islander students enrolled at the University. This program is overseen by the Learning Officer at the Gadigal Centre and is supported by a combination of University and ISSP funding streams. ITAS facilitates access to supplementary tutoring for Aboriginal and Torres Strait Islander students, delivered in one-to-one or small group sessions.

226 students received ITAS assistance in 2024 – a 79.2% increase on the 179 students supported in 2023. The increase was the result of changing to an opt-out model meaning students had to make an active decision to withdraw. The figures for this assistance in 2024 are reproduced below in Table 4.

Table 4: Tutorial assistance provided in 2024

Level of study	Number of unique students assisted ⁶	Total number of tutorial sessions attended ⁷	Total hours of assistance ⁸	Expenditure ⁹ (\$)
Enabling	16	181	286.75	\$26,247.16
Undergraduate	149	2466	3725.06	\$340,966.87
Post-graduate	61	645	1394.40	\$127,633.97
Other	0	0	0	\$0
Total	226	3292	5406.21	\$494,848

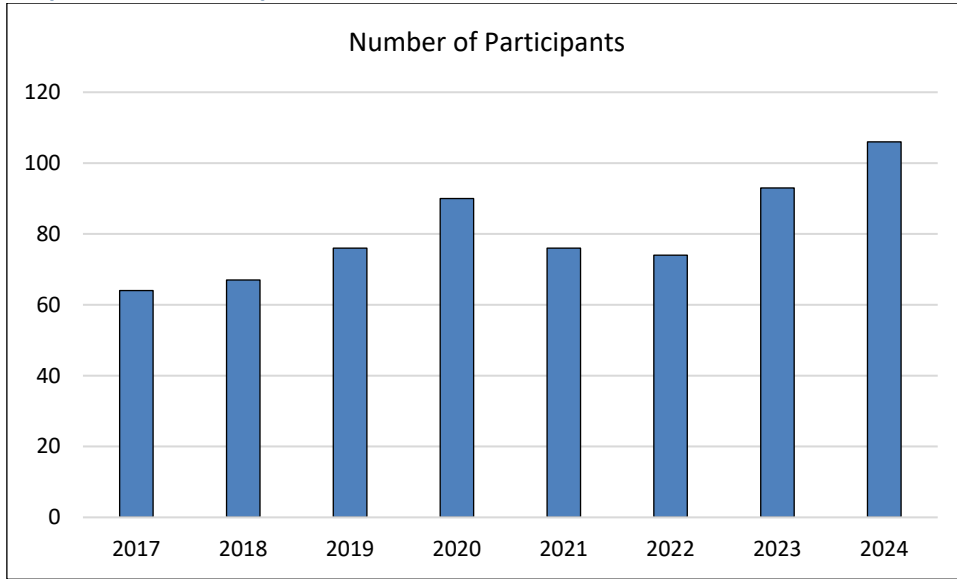
Cultural competence at the University of Sydney

The University of Sydney is committed to embedding cultural competence into teaching, student experience, research, and the University culture. The University takes a ‘whole of university’ approach and increasing the cultural responsiveness and competence of the University community is integral to the Sydney in 2032 Strategy and the One Sydney Many People Strategy.

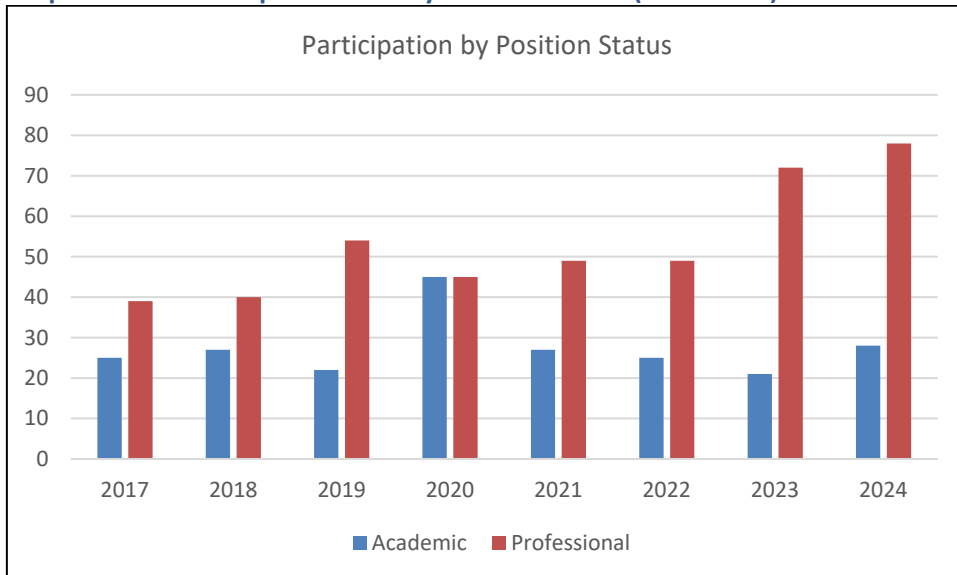
In 2024, the National Centre for Cultural Competence (NCCC) celebrated its 10-year anniversary, with its Cultural Competence Leadership Program (CCLP) marking its 8th year. Once again, the University partnered with the Worimi Local Aboriginal Land Council to deliver the cultural immersion component of the program.

Since the program’s commencement in 2017, 646 individuals (220 academic and 426 professional staff) have completed the program. A detailed breakdown of the year-by-year participation is shown in Graph 1 and Graph 2 below.

Graph 1: CCLP Participation Rate (2017-2024)



Graph 2: CCLP Participation Rate by Position Status (2017-2024)



In addition, the NCCC’s core cultural competence online modules are available to all staff and are now mandatory for all new employees. In 2024, the completion rates for the cultural competence online modules were as outlined in Table 5 below:

Table 5: Completion rates for NCCC online cultural competency modules in 2024

Module	Completions 2024
Module 1 – Journey to self-discovery	1,272
Module 2 – What do you mean by ‘cultural competence’?	1,283
Module 3 – Racism runs deep	1,194
Module 4 – Know your world. See my world.	1,170
Module 5 – Sydney and Aboriginal self-determination	1,149

The NCCC is currently conducting data analysis to better communicate outcomes to senior managers across the institution and promote higher completion rates. The aim is to achieve 95% staff completion rates across the University, which is a key performance indicator of the Aboriginal and Torres Strait Islander Workforce Plan.

Furthermore, the NCCC continues to deliver its bespoke workshop programs, such as ‘Creating a Culturally Safe University’ and ‘Good Practice Guide’ to assist with the implementation of the Aboriginal and Torres Strait Islander Employment plan, while other programs have now been integrated into some degree programs; i.e., ‘Whiteness, Privilege and Health’ that 300 first year medical students attended in Sydney and Dubbo.

4. Completions (outcomes)

The completion rate for Aboriginal and Torres Strait Islander students in 2024 was 129. This represents a 75% increase from 2020 (97) as shown in Table 6 below.

Table 6: Completion rates for Indigenous students 2019-2024

Year	Completions
2020	97
2021	102
2022	151
2023	102
2024	129

The increase in completions directly correlates to the increased and targeted student support program driven by the Gadigal Centre.

In addition to academic and personal supports, the University offers and funds a range of services to assist Aboriginal and Torres Strait Islander students in gaining employment after graduation. The [Careers Centre](#) supports currently enrolled students to gain the career management skills they need to identify their career options, build their employability skills and find job opportunities. This includes:

- Career skills workshops
- Online interactive career resources

- Individual career consultations
- Engagement with employers
- Workshop opportunities.

Additionally, the Gadigal Centre maintains a jobs boards and holds regular career days for Indigenous students providing an opportunity for students to talk directly with multiple employers are career opportunities. Current students are also informed of job opportunities via e-mail and the Gadigal Centre’s social media platforms.

5. Regional and remote students

The Equivalent Full-Time Student Load (EFTSL) for regional and remote-based Aboriginal and Torres Strait Islander students in 2024 was 115.63. This represents an increase of 17.63% from the previous year (98.29).

The Indigenous student recruitment unit works to engage with potential students in regional and remote areas, while on campus events provide the opportunity for an immersive introductory experience at the University, particularly for individuals who live far from the main campus. In addition, the Gadigal Program assists Aboriginal and Torres Strait Islander students apply for undergraduate degrees by providing modified entry pathways for applicants from regional and remote areas.

The Gadigal Accommodation Scholarships give preference to rural and remote students. These scholarships allow students to live on or very close to campus, with many students also enjoying the pastoral and community support of the college and accommodation networks. This scholarships scheme supports the transition period for when a student first arrives at Sydney and, where applicable, is offered for the duration of their degree. ISSP funding was used to provide accommodation scholarships to 17 students in 2024 as seen in Table 7.

Table 7: ISSP Scholarship data for remote and regional students¹⁰

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2023 Payments			\$256,941.24	13			\$256,941.24	13
B. 2024 Offers ¹¹			\$244,609.11	17			\$244,609.11	17
C. Percentage ¹² (C=B/A*100)							95.2%	
2024 Payments								

The University also delivers several courses specifically for regional and remote Aboriginal and Torres Strait Islander students. This includes the Graduate Diploma in Indigenous Health Promotion

(GDIHP), the Graduate Certificate in Health and Community Services (Interpersonal Trauma), and the Extended Bachelor Program in Arts or Science. These initiatives are funded by the University with support from the Commonwealth Government's Away From Base (AFB) funding scheme.

6. Eligibility criteria

6.1. Indigenous Education Strategy

The *One Sydney, Many People Strategy 2021-2024* is a University-wide commitment to creating a distinctive Australian educational experience. This strategy acknowledges over 60,000 years of Aboriginal and Torres Strait Islander knowledge, culture, and learning practices into all aspects of the University.

The strategy is shaped by four key focus areas: *Nguragaingun* (Culture and Community), *Eora* (People – students and staff), *Ngara* (Education and Research), and *Pemulian* (Environment – a sense of place). The execution and monitoring of progress are managed through a tiered governance framework, where strategic direction is overseen by the University Executive, and implementation is monitored by a Project Control Board.

After four years of implementation, significant progress has been made in achieving the goals outlined in the *One Sydney, Many People Strategy*, particularly within its four key focus areas, as outlined in 2024:

Nguragaingun: Culture and Community

Expanding the University's ability to connect and engage with Aboriginal and Torres Strait Islander communities, locally and regionally, in authentic and mutually beneficial ways is critical to the success of *One Sydney, Many People*. In 2024 this was achieved through:

- The Service Learning in Indigenous Communities (SLIC) program continued in 2024, providing 69 students with an immersive experience that fostered cultural understanding and community engagement. A key highlight was a 10-day field trip on Country, organized in partnership with the Giringun Aboriginal Corporation, offering students firsthand insights into Aboriginal cultures and traditions.
- The Indigenous Procurement Strategy reached an annual expenditure of \$7.9 million, engaging 57 businesses across various procurement categories.
- Partnerships with various education and Indigenous organisations to complement student outreach and recruitment activities, including the Aurora Education Foundation, the GO Foundation, Lloyd McDermott Foundation, and the National Aboriginal Sporting Chance Academy, have continued to strengthen.
- Yarning Circle – Creation of a dedicated physical space at the University Centre for Rural Health Lismore (UCRH), featuring a permanent yarning circle structure as place for peer support, cultural teaching, relaxation, and ceremonies.
- Documents of Country – The development of two films in collaboration with the Gujaga Foundation documenting the passing on of knowledge of spear making from Elder Uncle Rod Mason to younger Dharawal people, providing the community, staff and students a learning

resource that talks of connection between places, materials and the knowledge coming together in their making and use.

Eora: People (staff and students)

One Sydney, Many People commit to achieving population parity with Aboriginal and Torres Strait Islander students and staff. It does so by embracing ways of thinking that respect Indigenous knowledges, engages with Aboriginal and Torres Strait Islander peoples in culturally appropriate ways, and improves access to study. Achievements to date include:

- The Gadigal Centre as the University's dedicated and bespoke Aboriginal and Torres Strait Islander student centre continued to provide academic and learning support such as the Indigenous Tutorial Assistance Scheme (ITAS) and Mentoring Our Brothers and Sisters (MOBS) Program, in addition to scholarship, pastoral and cultural support.
- The Extended Bachelor Program continued with a total of 17 students commencing in 2024. Providing an additional pathway into the University for Aboriginal and Torres Strait Islander students, the program guarantees all commencing students a degree duration scholarship including a living allowance of \$8,500, tuition fees paid and laptop in their first year of study.
- The University continues to improve access to tertiary education for Aboriginal and Torres Strait Islander students through targeted outreach and transition programs, such as the Gadalung (Summer) and Tahgara (Winter) programs.
- Culturally competent leadership and mentoring are key to Aboriginal and Torres Strait Islander staff and student satisfaction, retention, and parity. The National Centre for Cultural Competence (NCCC) plays a vital role in embedding Aboriginal perspectives into the University, enhancing cultural self-awareness, and fostering an inclusive learning environment. Staff uptake of online cultural competency workshops continues to increase, with 106 staff participating in the NCCC's Culturally Competent Leadership Program in 2024.
- The Maningrida College Reciprocal Outreach Partnership – an exchange program promoting ongoing employment opportunities in remote communities, enable access to high school music education and address longer-term parity targets in music degrees.
- Native Grains Healing – providing cultural authority to help direct the vision and strategy of the revitalisation of Gomeri grains with the option to co-design and co-produce research aims, methods, outcomes and communications for the native grains research and education at the University of Sydney's Plant Breeding Institute at Narrabri.
- Collection Curator (Indigenous) – establishment of a new identified role within the Library's Rare Books collection, focused on curating and presenting Indigenous knowledge and special collections responsibly and in alignment with Library's Aboriginal and Torres Strait Islander Cultural Protocols.
- Developing specialist Library services to support the academic success and social and emotional wellbeing of Aboriginal and Torres Strait Islander students via provision of fit-for-purpose, culturally informed library services and spaces.

Ngara: Education and Research

Embedding Aboriginal and Torres Strait Islander peoples' knowledge, skills, concepts and ways of work is a critical institutional focus. Key outcomes achieved in 2024 include:

- Establishment of Indigenisation of Curricula Team, which collaborated with Associate Deans (Indigenous), Associate Deans (Education) and stakeholders to support engagement with Indigenous knowledges, resource development and its implementation. The Indigenisation of Curricula Team is assisting faculties and schools in mapping progress and is collecting and collating data for inclusion in a central University database.
- The University, in collaboration with Terri Janke and Company over a two-year period, is finalising a University-wide Intellectual and Cultural Protocol that will provide guidance on implementing culturally safe practices to protect and respect Indigenous Cultural and Intellectual Property (ICIP). This protocol aligns with existing initiatives, including the Sydney Business School's ICIP Protocol for Curriculum, the Library's Aboriginal and Torres Strait Islander Cultural Protocols, and the Aboriginal and Torres Strait Islander Naming Policy. Together, these initiatives will support curriculum design, pedagogy, research, and operations by ensuring the respectful engagement with Indigenous peoples, knowledges, and perspectives.
- The collaboration with the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) and the University of Queensland continues to grow engagement with the eLearning modules "Core: Ethics for Aboriginal and Torres Strait Islander Research", with more institutions purchasing licences.
- Fireground: A music theatre collaboration with First Nations residents from Cobargo, Bermagui, and Bega, blending narration, movement, and music to explore landscape, trauma, and Aboriginal practices, with the purpose of empowering residents and enhancing cultural competence at Sydney Conservatorium of Music.
- A collaboration with Tranby Aboriginal Co-operative Ltd to embed racial justice principles and Indigenous knowledge into the Faculty of Arts and Social Science curriculum through forming a Community of Practice comprising academics, First Nations students, and Tranby facilitators to inform the faculty's Indigenisation strategy.
- Introducing First Laws in First Semester, First Year Law at USYD: an introductory law unit on First Laws with Aboriginal and Torres Strait Islander lawyers and workshops for teachers to promote culturally safe classrooms and enhance understanding.
- Mapping and inclusion of Indigenous perspectives across the Honors (LLB) and Juris Doctor Core Curricula for commencement in 2025. This included workshops for staff, creating case studies for publication, development of a language guide and identified areas for future development in legal education.

Pemulian: Environment (a sense of place)

Central to the commitment to *Pemulian* is the creation and expansion of opportunities to create a sense of belonging through storylines, narratives, and culturally appropriate design of physical space. By embedding Aboriginal and Torres Strait Islander perspectives into the infrastructure, design, and fabric of our campuses we create a sense of belonging, essential to ensuring Aboriginal and Torres Strait Islander students, staff, and community members feel at home and thus reach their full potential. Key outcomes in 2024 included:

- Following the successful establishment of an Indigenous Advisory Council for the design of the University of Sydney Biomedical Accelerator, in partnership with the Sydney Local Health District, the University has now formed the University Infrastructure Aboriginal and Torres Strait Islander Advisory Panel to provide strategic advice on infrastructure projects and engagement.
- The establishment Aboriginal and Torres Strait Islander Naming Policy. By incorporating dual names and Indigenous perspectives across courses, research, and University spaces, the policy contributes to a more inclusive, culturally aware academic environment and promotes a deeper understanding of Indigenous knowledge.
- The University-wide Cultural Protocol, which includes an approach to Indigenous and Cultural Intellectual Property and Indigenous Data Sovereignty, this protocol is an overarching approach to working with Aboriginal and Torres Strait Islander knowledges and peoples. The Sydney Business School's ICIP Protocol, the Library's Aboriginal and Torres Strait Islander Cultural Protocols, and the Naming Policy all align with this university-wide protocol. These initiatives support curriculum, research, and operations by including Indigenous names and working respectfully with Indigenous perspectives, fostering a deeper sense of place and connection to the land, culture, and community.
- Installation of original Wiradjuri artwork in a new teaching building to promote Indigenous culture and create a sense of place. The artwork, reflecting themes of country, community, and healing, enhances the learning environment and fosters a safe space for First Nations staff and students.

The University is in the process of renewing the *One Sydney, Many People* Strategy, which is expected to be launched in the second half of 2025 – pending the appointment of a new Deputy Vice-Chancellor, Indigenous Strategy and Services.

The draft strategy was collectively designed through a variety of university-wide engagements, including individual and collective consultations with the University Executive, thematic co-design workshops with key representatives from faculties, schools, and professional service units, and open consultation sessions with staff and students. Informed by findings of an independent review of *One Sydney, Many People* in 2023, the development process was guided by the central question – “how can the University of Sydney define and attain excellence in different areas of Aboriginal and Torres Strait Islander leadership, including becoming a better place to work and study for Aboriginal and Torres Strait Islander peoples?”

6.2. Indigenous Workforce Strategy

In 2024 we commenced our review of the *Aboriginal and Torres Strait Islander Employment Plan 2022-2024* and the development of the new *Indigenous Workforce Plan 2025-2032*. Progress has been made in fostering trust, building strong foundations, and enhancing Indigenous staff participation over the life of the *Aboriginal and Torres Strait Islander Employment Plan 2022-2024*.

The new *Indigenous Workforce Plan 2025–2032* builds upon the work commenced with the *Aboriginal and Torres Strait Islander Employment Plan 2022-2024* as a key enabler of the *Walanga One Sydney, Many, People Strategy*. Key initiatives for 2024 focused on career development and leadership and strengthening our engagements with the local communities, Indigenous businesses and organisations.

In 2024, the workforce participation of Aboriginal and Torres Strait Islander staff is at 1.04%. The University recognises that it still has significant work to do in this area, and we will continue to make it a high priority to increase our Aboriginal and Torres Strait Islander staff numbers throughout 2025 and beyond.

Key achievements that drove positive outcomes in 2024 include:

- Continued to roll out Good Practice Guide to support the implementation of the Aboriginal and Torres Strait Islander Employment plan with workshops to support senior leaders, managers, supervisors, and human resource professionals to carry out their individual roles in building an inclusive and culturally safe environment.
- Continued the Indigenous Career Development Coaching Program and fund to support the professional development of Aboriginal and Torres Strait Islander staff across all levels.
- Administered the 2024 Aboriginal and Torres Strait Mentoring Program which consisted of 30 participants (15 mentor-mentee pairs), an increase of 10 participants in 2023.
- Provided five traineeships through our Aboriginal and Torres Strait Islander traineeship program in partnership with AFL SportsReady.
- Supported Aboriginal and Torres Strait Islander staff to attend external senior and executive leadership programs such as the Executive Indigenous Leadership Program (EILP) and the First People's Leading programs.
- Introduction in 2024 of new Deans Key performance Indicator – the expectation that local Aboriginal and Torres Strait Islander workforce by 10% annually.
- Supported the 2024 Aboriginal Sign Language forum and sponsored six external Indigenous conferences and events across Australia including the National NAIDOC Awards 2024, The Indigenous Wellbeing Conference, The Cairns Indigenous Art Fair (CIAF), The Nagalya Ball and First Nations Law Awards and NSW Koori Knock Out.
- Celebrated and hosted culturally significant events, including Reconciliation Week, Mabo Day and NAIDOC week.
- Enhanced staff cultural competence through the National Centre for Cultural Competence's self-paced modules and 4 in-person creating culturally safe workspaces workshops throughout the year.
- Hosted a 2024 Indigenous Academic showcase for Aboriginal and Torres Strait Islander academics at the University.

[A copy of the Indigenous Workforce Strategy is available on the University website.](#)

Table 8: Indigenous workforce data (2024 breakdown)

Consistent with previous data submissions, this data includes any Indigenous staff member who was active at any point in time in 2024. Staff holding more than one role in 2024 have been counted once, providing a unique headcount.

OFFICIAL

Classification	Casual and Contractor (Affiliate)		Permanent		Grand Total
	Academic	Non-Academic	Academic	Non-Academic	
Agreed Rate					
ALL (Casual Academic)	123				123
APPA					
CLV02		27			27
CLV03		9			9
CLV04		18			18
CLV05		20			20
CLV06		1			1
CLV07		8			8
CLV08		4			4
CLV09		1			1
Executive			3		3
EX375					
LV01					
LV02				2	2
LV03				1	1
LV04				8	8
LV05				16	16
LV06				21	21
LV07				18	18
LV08				10	10
LV09				6	6
LV10				1	1
LVA			12		12
LVB			22		22
LVC			9		9
LVD			10		10
LVE			7		7
NPY (Affiliate)	5	2			7
SPSA				3	3
SPSB				1	1
Grand Total	128	90	63	87	368

6.3. Indigenous Governance Mechanism

Under the University of Sydney (Delegation of Authority) Rule 2020, 6.19.15, the Deputy Vice-Chancellor, Indigenous Strategy and Services is granted authority to oversee the administration of all ISSP funding. The Director of the Gadigal Centre and the Gadigal Centre Program Manager are responsible for the day-to-day direction and operation of the Gadigal Centre, who also works with the DVC ISS in exercising this authority, ensuring that funds are appropriately allocated.

Indigenous led decision-making is integral to the institutional strategy, the allocation of resources and the implementation of a wide-range of strategic investments. *One Sydney, Many People* has prioritised the development of Aboriginal and Torres Strait Islander inclusion at all levels of the University, including Senate, Academic Board and high-level governance structures.

With regard to broader institutional strategic direction and decision-making, there are various Identified leadership roles and committees which enhance the voice of Indigenous staff and students including:

- Since 2021, there has been an Indigenous staff and Indigenous student members on the Academic Board.
- The Pro-Vice-Chancellor-Indigenous (Academic) role, established in 2021 is an Identified role providing strategic leadership and direction across a range of priority areas including Indigenous curricula, developing an Indigenous professoriate across faculties and University schools and establishing institution cultural protocols to set an expected and consistent standard across the Institution regarding ICIP and genuine engagement with Indigenous people, organisations and communities.
- There are two Indigenous student roles on the *One Sydney, Many People* Project Control Board, which oversees implementation of the institutional strategy.
- The Senior Manager Strategy within DVC ISS who is responsible for leading implementation of *One Sydney, Many People* is an Indigenous person, as is the Indigenous Employment Manager in Human Resources charged with delivering the Employment Plan.
- Created in 2024, the Senior Manager Culture and Community is driving longer term relationships with Indigenous people, elders, organisations who can provide cultural guidance and connections to maximise our ability to provide tertiary pathways for those who choose it.
- The University's Indigenous Research Strategy has been led for many years by an Indigenous Director. A key part of this role includes the Sydney Indigenous Research Network which has over 360 active members from across the country, as well as internationally. It meets weekly to share research ideas, broaden networks and develop skills.
- Associate Dean (Indigenous) roles are embedded into the University's faculties and schools. Associate Deans (Indigenous) work across their faculties and schools to develop local solutions and a range of activities aligned to *One Sydney, Many People*. Although these positions are not Identified, the Office of the DVC ISS has been working with Deans to transition these roles to Indigenous people, with the plan to have all 8 roles filled by Indigenous people by the end of 2025. Currently six roles are filled by an Indigenous person.

- Indigenous staff and students also had the opportunity to shape strategies and key priorities through workshops and consultation throughout 2024. This included a series of workshops and other engagements to review our existing Indigenous strategy and help shape our future direction.

The Vice-Chancellor and DVC ISS is working with the Chancellor to bring Indigenous people onto Senate – the chief decision-making authority for the University. One Aboriginal Senate Fellow joined in 2024.

6.4. Statement by the Indigenous Governance Mechanism

The University fulfils its obligation to have an Indigenous Governance Mechanism under subsection 17(2)(b) of the ISSP Guidelines.

As Deputy Vice-Chancellor, Indigenous Strategy and Services, I am satisfied that the activities reported in this document are aligned with the ISSP Guidelines and are consistent with our university-wide approach to Aboriginal and Torres Strait Islander engagement.



Professor Jennifer Barrett
Interim Deputy Vice-Chancellor, Indigenous Strategy and Services

Additional information for completing the template

¹ This information provides for the number of students and cost of the scholarships expended in 2024. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2024 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

² 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.

³ Include payments to all enabling students, including remote and regional students.

⁴ Include payments to all undergraduate students, including remote and regional students.

⁵ Include payments to all postgraduate students, including remote and regional students.

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

⁷ 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).

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

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

¹⁰ Only record amounts which required payment during the 2024 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year. Note the data in this table is a subset of the scholarship data provided in Table 1.

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

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