

Indigenous Student Success Program

2019 Performance Report

Organisation	University of Sydney		
Contact Person	Tomas Harber, Project Manager, Officer of the Deputy Vice-Chancellor – Indigenous Strategy and Services		
Phone	0286279981	E-mail	Tomas.harber@sydney.edu.au

1. Enrolments (Access)

The Indigenous Equivalent Full-Time Student Load (EFTSL) for the University in 2019 was 263.4. This represents a rise (9%) in Indigenous EFTSL over the past four years. Although 2019 figures flatten the trajectory of this curve, representing a minor decline in numbers relative to 2018, the overall trend remains positive. The University's enhanced commitment to improve access for Aboriginal and Torres Strait Islander students through a number of pathways has produced favourable increases in student enrolments.

The University offers a broad range of scholarships, bursaries and academic prizes to support Aboriginal and Torres Strait Islander students. In 2019, the University awarded 415 scholarships to Aboriginal and Torres Strait Islander students, for a combined value of \$3,248,478. This includes the University of Sydney Indigenous Accommodation Award and Bursary, which guarantees a place in University owned accommodation for all commencing Aboriginal and Torres Strait Islander students, and the University of Sydney Aboriginal and Torres Strait Islander Entry Scholarship, which is a \$10,000 award for commencing Aboriginal and Torres Strait Islander students who obtained an Australia Tertiary Admission Rank (ATAR) or equivalent of 85.0 or higher. These two scholarships are geared to support Aboriginal and Torres Strait Islander students' transition to University and are particularly relevant to students from regional and remote areas.

The overall value of Aboriginal and Torres Strait Islander focused scholarships offered in 2019 represents a \$1,100,000 increase on those reported in 2018. This enhanced offering is as a result of new scholarships being offered by the University of Sydney Poche Centre for Indigenous Health, within the Faculty of Medicine and Health, and other externally funded bequests.

During 2019, only one scholarship, with a value of \$2,727, was issued using Indigenous Student Success Program (ISSP) funds. The remaining scholarships for Aboriginal and Torres Strait Islander students were funded either directly by the University, as is the case for the two cited above, or through external benefactors. The prominent role played by industry and employer groups in funding Aboriginal and Torres Strait Islander focused scholarships means that the University is able to direct more ISSP funds towards Aboriginal and Torres Strait Islander student services. Moreover, the positive relationship between the University and employer groups in supporting Aboriginal and Torres Strait Islander students through scholarships, often also generates career opportunities for Aboriginal and Torres Strait Islander graduates.

The services that receive partial funding from ISSP are detailed below, while the role of industry and employer links in supporting graduate employment are discussed in the relevant section of this report.

With specific reference to improving enrolment numbers, ISSP funding is deployed alongside existing internal University funding to support a broad spectrum of outreach and engagement activities. The primary, pre-tertiary component of these are the weeklong residential Wingara Mura Bunga Barrabugu Summer and Winter programs. These programs provide engaging and powerful learning opportunities that would not otherwise be accessible to many young Aboriginal and Torres Strait Islander people. In 2019, these events hosted 211 Aboriginal and Torres Strait Islander year twelve students. The program promotes academic preparedness for prospective students and functions as a key point of engagement for transitioning to University life. Participants were also provided with structured academic guidance and scholarship application support. The Summer and Winter programs are accompanied by a general Open Day residential program. The University does, however, look to leverage the Open Day event to enhance engagement of Aboriginal and Torres Strait Islander students that don't participate in other residential programs, with 11 Aboriginal and Torres Strait Islander students financially supported to participate in 2019, which included a range of faculty-based and University led experiences.

The University also utilises ISSP funding to support the Gadigal Program. This is designed to assist prospective Aboriginal and Torres Strait Islander students applying specifically for undergraduate admission to the University. It provides a modified entry pathway for applicants and includes an intensive, two-week Gadigal Academic Enrichment Program. All first year students within the program meet staff from the Aboriginal and Torres Strait Islander student support services teams, Mana Yura and Yooroang Garang, and current students from our Mentoring Our Brothers and Sisters program (MOBS), to learn about scholarships, services and facilities on campus, and access important information about course offerings.

The University, with ISSP funding assistance, also supports a dedicated Aboriginal and Torres Strait Islander recruitment unit within the Global Student Recruitment and Mobility team. The unit's objective is to increase the number of Aboriginal and Torres Strait Islander student enrolments each year. In 2019, the Aboriginal and Torres Strait Islander recruitment unit employed eight Gadigal Student Ambassadors, who participated in school outreach visits, conducted campus tours and participated in major University recruitment events.

Table 1 ISSP Scholarships - breakdown of 2019 payments^{1 2 3}

	Education Costs		Accommodation		Reward		TOTAL (of preceding columns)	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ⁴							0	0
Undergraduate ⁵							0	0
Post-graduate ⁶	\$2,727	1					\$2,727	1
Other							0	0
Total	\$2,727	1	0	0	0	0	\$2,727	1

- a) Number of enabling Aboriginal and Torres Strait Islander students that received any form of ISSP scholarship: 0
- b) Number of undergraduate Aboriginal and Torres Strait Islander students that received any form of ISSP scholarship: 0
- c) Number of post-graduate Aboriginal and Torres Strait Islander students that received any form of ISSP scholarship: 1

- d) Number of other students that received any form of ISSP scholarship: 0
- e) Total number of Aboriginal and Torres Strait Islander students that received any form of ISSP scholarship⁷: 1

2. Progression (access and outcomes)

The success rate (units passed/units attempted) for Aboriginal and Torres Strait Islander students at the University in 2019 is 84.49%. This result is in line with the University's consistently high success rate over the past four years and reflects the level of support provided by academic and professional staff across the University. Key aspects of the strategy directing this approach are the dedicated student support services teams: Mana Yura and Yooroang Garang, both of which receive financial support from ISSP funding.

The Mana Yura student services team sits within the student support services portfolio and provides culturally appropriate assistance and support to all Aboriginal and Torres Strait Islander students. Mana Yura offers a strong, scheduled social program of activities that facilitates community building amongst Aboriginal and Torres Strait Islander students, as well as a peer mentoring program that builds networks across student cohorts. Mana Yura has three staff members and a cohort of part-time tutors.

The Yooroang Garang Indigenous student support services team provides specialist support for Aboriginal and Torres Strait Islander students within the Faculty of Medicine and Health. It works closely with Mana Yura and employs a case-management approach, from admission to graduation, to develop opportunities within the Faculty to enhance the Aboriginal and Torres Strait Islander student experience. Yooroang Garang has two staff members and a cohort of part-time tutors.

To promote student academic progression, Mana Yura and Yooroang Garang also administer early intervention programs. These help to identify students at risk of failure and link them to additional support structures.

The Mentoring Our Brothers and Sisters (MOBS) program, launched in 2017, is a structured cultural and social volunteer peer mentoring initiative in which continuing Aboriginal and Torres Strait Islander students mentor first year students. MOBS is partially funded by the University, with supplementary funding from ISSP. The key aims of this program are to increase the transition and retention rates of Aboriginal and Torres Strait Islander students in their first year of study, and to build the professional, leadership and personal development capacity of continuing students. As MOBS continues into 2020, it is expected that the number of students involved will grow, with knowledge and strength of community being passed on through mentoring relationships.

A culturally safe student space for all Aboriginal and Torres Strait Islander students on the Camperdown Campus has been established at the John Woolley Building. This space includes a fully equipped computer laboratory, photocopying facilities, research library, a tutorial room for study and a student common room with full kitchen facilities. The Mana Yura team occupies offices adjacent to this space to ensure easy access to support services. At Cumberland Campus, Yooroang Garang is located within T Block. It also has a fully equipped computer laboratory, photocopying facilities, multiple tutorial rooms for study and a student/staff common room with full kitchen facilities. The Yooroang Garang team are located within the same building, ensuring easy access to support services for students. The running of these student spaces was fully funded by ISSP funding in 2019.

Indigenous Tutorial Assistance Support (ITAS) is a key academic support mechanism available for all Aboriginal and Torres Strait Islander students engaged in coursework at the University. This program

is overseen by Mana Yura and Yooroang Garang and is supported by a combination of University and ISSP funding. It facilitates access to supplementary tutoring, delivered in one-to-one or small group sessions. The figures for this assistance are reproduced below in Table 2a.

Cultural competence training is a pivotal element of ITAS tutor training. Throughout 2019, a number of cultural learning experiences were provided for all ITAS tutors. The University drew on its own National Centre for Cultural Competence (NCCC) to present cultural competence training workshops designed to help tutors deepen an understanding of relational learning significant for their pedagogy. Tutors were trained in understanding concepts of wellbeing in the context of Aboriginal and Torres Strait Islander communities and offered knowledge and skills for engaging with their students in culturally safe, respectful and responsive ways. In 2019, the University also expanded the cultural learning offering by welcoming external facilitators from Shared Path Aboriginal and Torres Strait Islander Corporation. This training offered tutors a deeper cultural immersion experience, providing tailored insights into Aboriginal culture and learning styles. The session provided an interactive experience where tutors could further their cultural learning and examine how to better work with students in a culturally respectful way. In addition to the in-person workshops provided each semester, tutors are provided with online modules from the NCCC, providing learning to help them better understand their perspectives, the foundations of cultural competence, racism, understanding other worlds, and self-determination.

Table 2a Tutorial assistance provided in 2019

Level of study	Number of students assisted	Total hours of assistance ⁸	Expenditure ⁹ (\$)
Enabling	0	0	0
Undergraduate	Mana Yura = 77 Yooroang Garang = 18 Total = 95	Mana Yura = 4,218.23 Yooroang Garang = 804 Total = 5,022.23	Mana Yura = \$267,861.25 Yooroang Garang = \$52,188.15 Total = \$320,049.40
Postgraduate	Mana Yura = 26 Yooroang Garang = 2 Total = 28	Mana Yura = 502.25 Yooroang Garang = 4 Total = 506.25	Mana Yura = \$31,804.30 Yooroang Garang = \$346.09 Total = \$32,150.39
Other	0	0	
Total	123	5,528.48	\$352,199.79

Table 2b Indigenous Support Activities provided in 2019¹⁰

Activity ^{11 12}	Number of student participants	Expenditure (\$)
Yooroang Garang - Student Printing & Library Support	40	\$7,699
Yooroang Garang - Student Support, Staff and associated costs	40	\$267,491
Yooroang Garang - Student Support costs such as textbooks, study tools and catering	40	\$8,275
Mana Yura – Tutor Training Admin Support	229	\$1,482
Mana Yura – Tutor Training in Cultural Competency	229	\$7,479.16
Mana Yura – Support Staff Salary	229	\$49,834

3. Completions (outcomes)

The completion rate for Aboriginal and Torres Strait Islander students in 2019 was 68. This represents a decline on previous years. This is likely a result of a decline in commencing students in 2015, due to several courses primarily offered to Aboriginal and Torres Strait Islander students being under review and not offered in that year. Some of these courses were permanently retired.

The University offers a range of services to assist Aboriginal and Torres Strait Islander students gain employment after graduation. These activities are wholly funded by the University and do not draw on ISSP funding. As reported above, the University administers a large number of industry and employer funded scholarships that either preference Aboriginal and Torres Strait Islander students or are available exclusively to Aboriginal and Torres Strait Islander students. Moreover, industry and employer groups are in routine contact with the University Careers Centre to help connect them to potential Aboriginal and Torres Strait Islander recruits for their graduate programs. The Careers Centre maintains an online jobs database and ensures that the Aboriginal and Torres Strait Islander student support services, Mana Yura, has access to this information and passes it onto current University students.

The University operates a graduate survey and tracking tool, overseen by the Evaluation and Analytics Team within the Office of the Deputy Vice-Chancellor (Education), to monitor employment. This team is wholly funded by the University and received no ISSP funding support. Participation in this survey is voluntary and it is administered six months after graduation. The Aboriginal and Torres Strait Islander alumni response rate is relatively high and reveals positive employment prospects for Aboriginal and Torres Strait Islander graduates of the University. Four years of data is provided for context, as previous reports did not cite this information.

Results of Graduate Employment Survey (2016-2019)

	2016	2017	2018	2019
Indigenous Graduate: Labour Force Participation	93% (n=43)	96.9% (n=32)	93.3% (n=30)	95.1% (n=41)
Indigenous Graduate: Overall Employed	92.5% (n=40)	93.5% (n=31)	96.4% (n=28)	94.9% (n=39)
Indigenous Graduate: In Full-time Employment	88.2% (n=34)	85.7% (n=28)	80% (n=25)	89.2% (n=37)

4. Regional and remote students

The Equivalent Full Time Student Load (EFTSL) for regional and remote Aboriginal and Torres Strait Islander student in 2019 was 58. This is a reduction relative to 2018 numbers, but broadly consistent with earlier figures from 2015 -2017.

The University delivers a number of courses specifically for regional and remote students. These initiatives are funded by the University with support from the Commonwealth Government's Away From Base funding scheme. Additional support for students engaged in this scheme is provided through ISSP funding. Mana Yura provides a dedicated series of outreach activities for these students while they complete elements of their studies on campus. In 2019, Mana Yura produced over 30 of these events in which these students were involved.

The strategies and initiatives outlined in section 1 of this report apply equally here, with respect to regional and remote students. The Aboriginal and Torres Strait Islander student recruitment unit works to engage with potential students in regional and remote areas, while the weeklong residential Wingara Mura Bunga Barrabugu Summer and Winter programs 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.

Once enrolled, Aboriginal and Torres Strait Islander students from regional and remote areas also have access to all the services outlined in section 2 of this report. In particular, they can draw on the University of Sydney Indigenous Accommodation Award and Bursary to assist with relocation and receive support from the dedicated Aboriginal and Torres Strait Islander student support services teams. Specifically, in this context, Mana Yura and Yooroang Garang provide regional and remote Indigenous students with a culturally safe, welcoming environment that promotes a sense of belonging.

Table 4 Scholarship data for remote and regional students^{13 14}

	Education Costs		Accommodation		Reward		TOTAL (of preceding columns) ¹⁵	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	15597	3	3899	2	0	0	19496	5
B. 2019 Offers +continuing commitments ¹⁶	5198	2	15597	3	0	0	20795	3
C. Percentage ¹⁷ (C=B/A*100)							106.6	
2019 Payments	0	0	0	0	0	0	0	0

4a. Number of Remote and Regional students that received a scholarship in 2019¹⁸: 0

5. Working with Vulnerable People Requirement¹⁹

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

6. Eligibility requirements

6.1. Indigenous Education Strategy

The University fulfils its obligations to have an Indigenous Governance Mechanism under section 13 of the ISSP Guidelines. The objectives of the University of Sydney in respect of Aboriginal and Torres Strait Islander higher education, research and community engagement are outlined in our integrated strategy Wingara Mura - Bunga Barrabugu (Wingara Mura). The full Wingara Mura – Bunga Barrabugu Strategy (2012) document can be found on the University of Sydney website at:

<https://sydney.edu.au/content/dam/corporate/documents/about-us/values-and-visions/wingara-mura-bunga-barrabugu.pdf>

Wingara Mura was founded on the premise that Aboriginal and Torres Strait Islander education, research and engagement are integral to the core business of the University and are the responsibility of our whole University community.

In preparation for the transition to a new University wide strategy in 2021 (*One Sydney, Many People*), the '2020 *Unfinished Business* Action Plan' (Unfinished Business) was prepared by the Office of Deputy Vice-Chancellor - Indigenous Strategy and Services and endorsed by the University Executive in late 2019. *Unfinished Business* aims to close out any unfinished business of the Wingara Mura 2012 strategy that remain incomplete, or unstarted and will set the foundations for future initiatives. The 2020 *Unfinished Business* Action Plan document can be found on the University of Sydney Website at:

<https://www.sydney.edu.au/content/dam/corporate/documents/about-us/values-and-visions/unfinished-business-strategy.pdf>

6.2. Indigenous Workforce Strategy

The University fulfils its obligations to have an Indigenous Governance Mechanism under section 12 of the ISSP Guidelines. The Aboriginal and Torres Strait Islander Employment Framework was implemented in 2019. A key objective of the framework is an aim to achieve a minimal proportion of 3% or more Aboriginal and Torres Strait Islander people in our workforce. The University had 1.01% of its workforce identify as Indigenous in 2019 and is progressing to a realisation of 3% by the end of 2021.

Activities identified under the framework focus on efforts in recruitment, mentoring and retention of Aboriginal and Torres Strait Islander staff across all levels of employment at the University. Recruitment efforts in 2019 targeted Aboriginal and Torres Strait Islander candidates through utilising appropriate multi-media activities including community-based recruitment agencies, LinkedIn, social media and web-based recruitment entities. Staff retention initiatives include access to staff networking, mentoring and career development activities. Key achievements for the framework's activities are reported to the Joint Consultative Committee on a monthly basis, and to the University Executive, Indigenous Strategic Services Committee on a quarterly basis.

The Framework can be found online at:

<https://sydney.edu.au/content/dam/corporate/documents/about-us/careers-at-sydney/Aboriginal%20and%20Torres%20Strait%20Islander%20Workforce%20Strategic%20Framework%202019-2021.pdf>

The Aboriginal and Torres Strait Islander Employment Action Plan will be developed in 2020 to further refine the activities identified through the framework to ensure key objectives are achieved. The Manager Indigenous Employment, Diversity and Inclusion, Workforce Development in Human Resources will work across Faculties and Schools to support the development and implementation of local employment strategies.

Table 6.2 Indigenous workforce data (2019 breakdown)^{20 21 22 23}

Level/position	Permanent		Casual and contractor		Total
	Academic	Non-academic	Academic	Non-academic	
ALL (Casual Academic)			8		8
Apprentice		1			1
Exempt	1				1
LV02		1		11	12
LV03		3		5	8
LV04		6			6
LV05		13		2	15
LV06		10		1	11
LV07		9		2	11
LV08		8			8
LV09		4			4
LV10		1			1
LVA	14				14
LVB	15				15
LVC	7				7
LVD	3				3
LVE	4				4
No Pay (affiliate)			5		5
SPSB		1			1
SPSC		1			1
SPSD		1			1
Grand Total	44	59	13	21	137

6.3. Indigenous Governance Mechanism

The University fulfils its obligations to have an Indigenous Governance Mechanism under section 11 of the ISSP Guidelines by having an appropriately qualified senior academic employee who is an Aboriginal person. This person holds the position of Deputy Vice-Chancellor, Indigenous Strategy and Services, and this position has the responsibilities and authority outlined in the ISSP Guidelines. Aboriginal and Torres Strait Islander people participate in the University's decision-making at all levels. These include:

- An Aboriginal person holds the role of Deputy Vice-Chancellor, Indigenous Strategy and Services (DVC-ISS) reporting directly to the Vice-Chancellor (VC).
- The DVC-ISS participates as a full member of the University Executive (UE) which is the most senior structure for the University's strategic planning, decision-making and oversight.

- The DVC-ISS is also a member of the University's Senior Executive Team and the Academic Board.
- The DVC-ISS chairs a UE Sub Committee (UE Indigenous Strategy and Services). This Committee is tasked with developing strategies, policies and procedures and co-ordinate activity across the University to implement, monitor and refine the integrated Indigenous Participation, Engagement, Education and Research Strategy.

The Terms of Reference for the UE Indigenous Strategy and Services Committee were reviewed in 2019 and the Committee now consists of 32 members representing a range of faculties and professional service units. This Committee makes recommendations to the University Executive. Aboriginal and Torres Strait Islander governance extends across a number of other decision-making bodies at faculty, professional service unit or whole of University level.

These include the:

- Academic Board
- UE Research Committee
- UE Research Education Committee
- UE Education Committee
- Joint UE Academic Board Cultural Taskforce
- Strategy Governance Board
- Governing Committee of the Charles Perkins Centre
- Advisory Board for the Poche Centre for Indigenous Health
- Wingara Mura - Bunga Barrabugu Summer and Winter Program Steering Committee
- Cross-University Aboriginal and Torres Strait Islander Student Activity Committee.

The University also has a number of leadership roles based within faculties and professional service units which are held by Aboriginal and Torres Strait Islander staff (see staffing table in Section 6.2 for details).

6.3.1. Statement by the Indigenous Governance Mechanism

The University fulfils its obligations to have an Indigenous Governance Mechanism under subsection 17(2)(b) of the ISSP Guidelines by having an appropriately qualified senior academic employee who is an Indigenous person.

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

In 2019, the University implemented new support measures for Aboriginal and Torres Strait Islander students in order to facilitate our transition from our Wingara Mura Strategy to our Unfinished Business Action Plan.

We continued to collaborate with our partners internally, including Widening Participation and Outreach, Student Services and Student Recruitment, in order to provide current and prospective Indigenous students with the resources needed to thrive during their time studying with us. Our mentoring and leadership programs, including the MOBS, ITAS and Yooroang Garang programs, are indispensable resources designed to support our students.

I look forward to shaping and implementing the next phase of our work that will further empower the University of Sydney to continue our journey towards increasing Aboriginal and Torres Strait Islander participation, engagement, and leadership amongst our students, staff and communities.

Professor Lisa Jackson Pulver
Deputy Vice-Chancellor Indigenous Services and Strategy
University of Sydney

Additional information for completing the template

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- ¹ Only payments made during 2019 can be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.
- ² Record the number of students (head count) not EFTSL.
- ³ Include both preserved and new ISSP scholarships.
- ⁴ Include payments to all enabling students, including remote and regional students.
- ⁵ Include payments to all undergraduate students, including remote and regional students.
- ⁶ Include payments to all postgraduate students, including remote and regional students.
- ⁷ Total of the four questions above.
- 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 Add more rows if necessary.
- ¹¹ Include a brief description of the activity.
- ¹² Providers can either provide a breakdown of the major activities or a total for all the activities undertaken. Examples of activities may include mentoring, outreach activities, promotion of scholarships, events, elder-in-residence, career guidance etc.
- ¹³ Only record amounts which would/did require payment during the 2019 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.
- ¹⁴ Note the data in this table is a subsection of the all student scholarship data provided in Table 1.
- ¹⁵ This figures in this column should be the sum of the relevant row.
- ¹⁶ Record the value of all verbal and written scholarship offers for the 2019 calendar year, including those offers that were not accepted by the student. Record the 2019 component of new scholarship offers and the planned 2019 value of previously awarded scholarships (including continuing scholarships and preserved scholarships). The recording of offers recognises provider efforts to support regional and remote students but also that universities cannot control whether students choose to accept offers of assistance.
- ¹⁷ This data confirms the provider's compliance with Section 21(3) of the Guidelines.
- ¹⁸ This question provides information on how many regional and remote students received scholarships rather than the total number of scholarships awarded or offered for 2019 (which is recorded in Table 4 above). This is required because a student can receive more than one scholarship in a year.
- ¹⁹ This section confirms that the provider complies with Section 35A of the Guidelines.
- ²⁰ While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce.
- ²¹ Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.
- ²² The numbers recorded here should be a headcount of staff and not the full-time equivalent.
- ²³ There is no longer a requirement to break up these by faculty. Please group together results by level.