

Indigenous Student Success Program

2021 Performance Report

Organisation	The University of Sydney		
Contact Person	Jane Stanley		
Phone	0460 311 991	E-mail	jane.stanley@sydney.edu.au

1. Enrolments (Access)

Despite the ongoing challenges presented by the COVID-19 pandemic, the University's commitment to improving access for Aboriginal and Torres Strait Islander students has produced another slight increase in student numbers this year. The Indigenous Equivalent Full-Time Student Load (EFTSL) for the University in 2021 was 322.5. This represents a 7% rise in the figure reported in 2020 (301.98).

The University offers a broad range of scholarships, bursaries and academic prizes not funded by ISSP to support Aboriginal and Torres Strait Islander students' entry into higher education. In 2021, the University awarded an estimated 196 scholarships to Aboriginal and Torres Strait Islander students for a combined value of \$2,326,144 from this non-ISSP pool of funding. This included \$1,165,040 in scholarship grants from the University's Aboriginal and Torres Strait Islander student residential colleges program and \$61,104 for Aboriginal and Torres Strait Islander students under the Deputy Vice-Chancellor (Education) University-owned Accommodation Scholarships.

Table 1 ISSP Scholarships - breakdown of 2021 payments¹

	Education Costs		Accommodation		Reward		Total ²	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling³								
Undergraduate⁴					15,000	5	15,000	5
Postgraduate⁵								
Other								
Total	-	-	-	-	15,000	5	15,000	5

With specific reference to improving enrolment numbers, ISSP funding is utilised alongside existing internal University resources to support a broad spectrum of outreach and engagement activities. The primary pre-tertiary components are the Gadalong (Winter) and Taghara (Summer) programs. The pandemic heavily impacted these programs. Despite this constraint, they were offered online rather than in their traditional on-campus residential format.

The Taghara program was held from 28 – 30 June. The University hosted 28 Year 12 Aboriginal and Torres Strait Islander students from 24 schools across Australia. The program format was adapted from a week-long residential program and delivered as a 3-day online academic preparation program. Students participated in examination and preparation workshops, attended faculty experiences, learnt about the Gadigal Centre's support services, and signed up for tutoring. Students were also provided with structured guidance on applying for degrees, pathways, and scholarships at

the University of Sydney through connections with a community of University Student Ambassadors and staff.

The Gadalong Program, scheduled for late 2021, was postponed due to the rising number of COVID-19 infections in NSW. The event is now scheduled for 21 – 22 April 2022. As a result of restrictions, the University ran Gadalong TV as an online alternative, targeted toward prospective Year 10 -12 Aboriginal and Torres Strait Islander students. This was broadcast via Zoom on Thursday, 13 January 2022. The program included pre-recorded content, live interviews and panel discussions with current Aboriginal and Torres Strait Islander students and alumni. The format was designed to share important information about the University experience for Aboriginal and Torres Strait Islander students through personal story sharing, with the opportunity for participants to connect with ambassadors via chat and a live Q&A.

The University offers the Gadigal Entry Program, which provides access to the University on a reduced ATAR. This program has been running for several years, although enhanced recruitment efforts and recent improvements to application mechanisms have improved accessibility and take up from students. An example of this is an additional Gadigal assessment round added to accommodate students who were late to retrieve identity and school documents due to school closures.

The University has introduced four new Extended Bachelor Program pathway degrees aimed at increasing access by supporting Aboriginal and Torres Strait Islander future students who may need additional support services and flexibility in completing a degree at the University of Sydney. The first intake for these is 2022, but the recruitment and promotion work took place in 2021.

During COVID-19 restrictions, the Indigenous Recruitment team worked directly with students providing one-on-one consultations via Zoom and phone to support them with their applications to UAC, the Universities Gadigal Entry Scheme and our new Extended Bachelor Programs. This was complemented by webinars and online chat to aid students' decision-making journey and increase access to support.

DVC-ISS 2022 Gadigal Scholarship Program

One of the University's strategic objectives is to attract and retain a greater number of Aboriginal and Torres Strait Islander students by providing a broader range of on-campus accommodation options. The University's Colleges share this vision and are committed to offering the benefits of collegiate education to a diverse population of students.

In late 2019, on behalf of the University, the Deputy Vice-Chancellor Indigenous Strategy and Services (DVC-ISS) established the Indigenous Residential College Scholarship Pilot Program (Scholarship).

The purpose of the Scholarship is to attract and retain a greater number of Aboriginal and Torres Strait Islander students by co-funding board, lodgings, and co-curricular activities for up to three years. The Colleges participating in the Scholarship are:

- Mandelbaum House
- Sancta Sofia College
- St John's College
- St Pauls College
- The Women's College
- Wesley College.

To be eligible for the Scholarship, applicants must be applying for or be currently enrolled in full-time study at the University of Sydney in either a Commonwealth supported (HECS) undergraduate degree (including Honours or combined degrees) or Commonwealth supported degree in medicine.

The Scholarship also supports and encourages the development of a community of Aboriginal and Torres Strait Islander students at each College.

Table 2 below highlights there are now a total of twenty-seven Aboriginal and Torres Strait Islander recipients who receive the Gadigal Scholarships. Students are allocated a scholarship that will run for the duration of their studies, up to three years. For example, Mandelbaum House have two students who have been awarded scholarships for the academic years 2021 through 2024. These are designed to:

- Supporting and delivering a significant and positive impact on the ability of Aboriginal and Torres Strait Islander students to participate in College and University life with dignity.
- Attract and retain a greater number of Aboriginal and Torres Strait Islander students through funding contributions towards board and lodgings for up to three years.
- Enable access to the very best education, support networks and opportunities.
- Ensure that the Aboriginal and Torres Strait Islander student College experience is positive and impactful.
- Support recipients and their families to have peace of mind throughout their studies.
- Enhance relationships between the DVC-ISS, the Gadigal Centre and the Colleges.

The Gadigal Centre works closely with the Colleges to ensure the safety and wellbeing of this community of students and the success of the program for future generations of Aboriginal and Torres Strait Islander students.

Table 2

College	2021 - 2024 Funds	No. of Students
Mandelbaum House 2021-24	\$162,000	2
Sancta Sophia 2020	\$55,000	2
Sancta Sophia 2021-22 (50% Fees)	\$12,000	1
St Paul's	\$242,00	4
St John's 2020-22	\$176,000	3
St Johns 2021-23	\$155,000	3
Wesley College	\$203,000	4
Women's College	\$160,000	4
Total	\$1,165,000	23
University Owned Accommodation		
4 recipients		4

Total	\$61,104	
TOTAL Students		27

2. Progression (outcomes)

The success rate (units passed/units attempted) for Aboriginal and Torres Strait Islander students at the University in 2021 for first year students was 79.01% and for all students was 82.54%. This is consistent with the corresponding figure reported in 2020 (84.96%) and aligns with the University's consistently high success rate over the past four years. This is a product of the focused support provided by academic and professional staff across the University.

The launch of the Gadigal Centre was a significant step in supporting these outcomes, and a timely one, given the context of increasing commencements and enrolments of Aboriginal and Torres Strait Islander students. The success and satisfaction of Aboriginal and Torres Strait Islander students with their experiences of learning and teaching at the University matters.

From an institutional perspective, high student satisfaction results in high retention and academic success. From a student's perspective, successful completion of tertiary education improves one's life chances through employment opportunities, financial security, and the ability to contribute to society in many ways.

Key aspects of the strategy directing this approach were the dedicated Aboriginal and Torres Strait Islander student support service team, which received financial support under ISSP during the reporting period. The University has completed the restructuring and replaced the separate Mana Yura and Yoorang Goorang teams with a single Aboriginal and Torres Strait Islander student support team. The Gadigal Centre is now fully operational, providing an extensive suite of services and support from a dedicated Aboriginal and Torres Strait Islander student support centre on the Camperdown campus.

Through the provision of academic, pastoral, and cultural support services, the Gadigal Centre is the University's dedicated student centre for Aboriginal and Torres Strait Islander students. Located in a newly renovated space specifically for this purpose within the John Woolley Building, with satellite space within the Susan Wakil Health Building, the Centre is managed and run by eight highly experienced Indigenous team members. This is nearly double the size of the combined Aboriginal and Torres Strait Islander support structures it replaced. 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.

An innovative aspect of this model is the introduction of dedicated points of contact within the Gadigal Centre for each faculty and school.

Throughout 2021, the team would typically offer a scheduled program of activities to facilitate community building amongst Aboriginal and Torres Strait Islander students and a peer mentoring program to further reinforce networks across student cohorts. Unfortunately, many of these activities were cancelled or transitioned to online delivery during the second half of the reporting period because of the pandemic.

Despite this, the Gadigal team built on their many years of student engagement experience and community networks to stay connected with students and provide support remotely.

The Mentoring Our Brothers and Sisters (MOBS) program, resourced jointly through 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 key 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,
- build the professional, leadership and personal development capacity of continuing students.

The pandemic severely impacted MOBS' planned schedule of events, with many events being cancelled or transferred to online delivery. Fourteen mentors and 42 mentees remained engaged in the program despite these trying circumstances in 2021.

“My experience with MOBS has been fulfilling, enlightening, and rewarding. Having been part of the program as both a mentee and a mentor I’ve had the opportunity to support and guide my Aboriginal and Torres Strait Islander peers as well as building friendships and creating a strong support system throughout my studies. The program and its experiences are invaluable, it provides a sense of belonging and community at the University and if ever presented with the opportunity I would urge anyone who can to join!”

Nicoletta – MOBS Mentor, 3rd year Bachelor of Project Management

“MOBS has been a fantastic experience that has allowed me to transition from high school to university life with the support of fellow Aboriginal peers who are able to provide incredible support and advice. I could not recommend MOBS enough to any Aboriginal and Torres Strait Islander students starting out at USYD!”

Noah – MOBS Mentor, 1st year Bachelor of Arts and Laws

The Indigenous Tutorial Assistance Scheme (ITAS) is a key academic support mechanism available for all Aboriginal and Torres Strait Islander students enrolled at the University. This program is overseen by the Gadigal Team (Gadigal Centre Learning Officer) and is supported by a combination of University and ISSP funding. It facilitates access to supplementary tutoring for Aboriginal and Torres Strait Islander students, delivered in one-to-one or small group sessions. The figures for this assistance in 2021 are reproduced below in Table 3.

Table 3 Tutorial assistance provided in 2021

Level of study	Number of unique students assisted ⁶	Total number of tutorial sessions attended ⁷	Total hours of assistance ⁸	Expenditure ⁹ (\$)
Enabling	3	18	18	1172
Undergraduate	91	1121	1956	127,273
Postgraduate	36	386	776	50,457
Other- GDHIP*	71	352	696	45,303
Total	201	1877	3446	\$224,205

*GDHIP- Graduate Diploma of Indigenous Health Promotion

Developing cultural competence has been an explicit, long-standing strategy of the University. The University was the first in Australia to establish an Indigenous Deputy Vice-Chancellor role. Cultural competence has been a significant part of all key University Strategies, including its overarching strategy 2014-2021; the *Wingara Mura-Bunga Barrabugu*; the *Unfinished Business* Action Plan 2020;

Ngarangun: Indigenous Research Strategy; the current Indigenous strategy *One Sydney Many, People Strategy 2021-2024*; and its education strategy, which introduced the cultural competence graduate quality.

Additionally, The University established the National Centre for Cultural Competence (NCCC) in 2014, in partnership with the then Commonwealth Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education, with the intention that it would be a critical hub and leader in developing and promoting critical discourse and practice about cultural competence in Australia. The University's investment has continued beyond the end of Commonwealth funding, and since 2020, it has fully funded the NCCC.

The NCCC is positioned within the Office of the Deputy Vice-Chancellor, Indigenous Strategy and Services (DVC-ISS) portfolio. Its mandate is to inform, shape and promote local, national, and global cultural competence narratives, actions, and capabilities within the University of Sydney and the wider community. The NCCC delivers on this mandate through an expansive education program that includes workshops, online education programs, hosting visiting scholars, various events, research, publications, and the Culturally Competent Leadership Program (CCLP).

The CCLP is an immersive leadership development program that aims to deepen connections between leadership, cultural competence, and Aboriginal and Torres Strait Islander contexts. The University funds the program as one of its Strategic Development Projects: *Developing a Culturally Competent University*. Almost 400 University staff have now completed the CCLP since 2017.

As part of the University's ongoing commitment to cultural competence, the NCCC also delivers targeted programs to staff and students who have a considerable impact on the engagement and University experience of Aboriginal and Torres Strait Islander students. Some examples include delivering cultural competence training to tutors who are part of the University's Indigenous Tutorial Assistance Scheme (ITAS). The NCCC also delivered cultural competence training for 20 mentors participating in the MOBS program in 2021, for which some ISSP support was accessed.

The following NCCC activities are funded directly by the University:

- Open Learning Environment courses offered to students from the University of Sydney (373 students in 2021).
- Cultural competence workshops delivered to students and student services (785 participants in 2021).
- Internal support and consultancy to schools, faculties, and professional service units (PSUs) in cultural competence and curriculum development.
- Updated release of cultural competence e-modules, including revised content and media and video production (1,851 completions of the revised e-module courses in 2021).
- Creation of media resources, including webinars, panel discussions and videos.

3. Completions (outcomes)

The completion rate for Aboriginal and Torres Strait Islander students in 2021 was 112. This represents a 104% increase from the previous year (the figure reported in 2020 was 55) and is attributable to the increased number of students in the Graduate Diploma in Indigenous Health Promotion and Master of Indigenous Languages Education.

The University offers a range of services to assist Aboriginal and Torres Strait Islander students in gaining employment after graduation. These activities are wholly funded by the University and do not draw on ISSP funding. Industry and employer groups are in regular contact with the University Careers Centre to help connect them to potential Aboriginal and Torres Strait Islander recruits for their graduate programs. The University Careers Centre maintains an online jobs database. It ensures that information is passed on through their channels to the Gadigal Centre. Current students can be informed of relevant opportunities via e-mail and the Gadigal Centre's social media platforms.

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 receives no ISSP funding. Participation in this survey is voluntary, and it is administered six months after graduation. Unfortunately, owing to a combination of issues, including reduced graduate response rates caused by COVID-19, the results of the graduate survey are unavailable at the time of writing.

Table 4 2021 Graduates by Faculty of study

2021 Graduates			
Faculty	Undergraduate	Postgraduate	Total
Faculty of Arts and Science	10	15	25
Faculty of Medicine and Health	9	52	61
Business School	1	1	2
Engineering	1	0	1
Science	13	2	15
Conservatorium of Music	1	0	1
Law School	1	1	2
Architecture, Design and Planning	3	2	5
Total	39	73	112

4. Regional and remote students

The Equivalent Full-Time Student Load (EFTSL) for regional and remote-based Aboriginal and Torres Strait Islander students in 2021 was 89.6. This represents a 214% increase from the previous year (figure reported in 2020 28.56).

The University delivers several courses specifically for regional and remote Aboriginal and Torres Strait Islander students. These initiatives are funded by the University with support from the Commonwealth Government's Away From Base (AFB) funding scheme. Additional academic and pastoral support for students engaged in this scheme is provided, through a combination of University and ISSP funding, by the Gadigal Centre student support services team. See Appendix 1 for Away from Base success stories.

In addition to the AFB programs and with the approval of Services Australia, the University is offering four new courses (Extended Bachelors Program) for Aboriginal and Torres Strait Islander students to complete a foundation year. These will be offered in 2022:

- Bachelor of Liberal Arts and Science (Extended).
- Bachelor of Science (Extended).
- Bachelor of Arts (Extended).
- Bachelor of Science – Health (Extended).

The strategies and initiatives outlined in Section 1 of this report apply equally here with respect to regional and remote-based students. The University works to engage with potential students in regional and remote areas, while the Gadalong (Summer) and Tahgara (Winter) School programs provide the opportunity for an introductory experience of the University, particularly for individuals who live far from the main campus. With the continuation of the pandemic, Year 12 students attending the Tahgara School program were offered six hours of tutoring to assist in the preparation of their Higher School Certificate (HSC), with three students taking up this support. 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.

Table 5 ISSP Scholarship data for remote and regional students¹⁰

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2020 Payments	\$22,500	5					\$22,500	5
B. 2021 Offers¹¹	\$25,000	6					\$25,000	5
C. Percentage¹² (C=B/A*100)							111%	
2021 Payments	\$15,000	6					\$15,000	5

5. Eligibility criteria

5.1. Indigenous Education Strategy

In 2021, the University launched its new Indigenous strategy, the *One Sydney, Many People Strategy 2021-2024*, which sets a whole-of-University commitment to a uniquely Australian educational experience. One that harnesses and embeds the more than 60,000 years of Aboriginal and Torres Strait Islander learning approaches, culture, and knowledge into every part of the University.

Work to realise the commitments in *One Sydney, Many People* is proceeding in phases across two mutually reinforcing elements:

1. **Strategic Initiatives** – A set of 35 initiatives designed to meet the core commitments within *One Sydney, Many People*.
2. **Local Implementation Plans (LIPs)** – A series of collaborative approaches to strengthen the impact of the strategy. Authored at the local level, across the University's faculties, schools, and PSUs, the LIPs demonstrate a University-wide commitment to the strategy.

A new, tiered governance structure has been developed to oversee these two elements. Core to this model is strategic oversight being retained by the University Executive, operational decisions made by a Project Control Board (PCB) and a series of tightly focused steering committees.

One Sydney, Many People outlines four intrinsically connected strategic focus areas and 35 priority initiatives that will drive a whole-of-University approach and set a tangible and actionable path forward, with key metrics to ensure we stay accountable and on course.

Despite the ongoing challenges and disruption brought about by the COVID-19 pandemic and associated restrictions, several achievements have been made across the *One Sydney, Many People* strategic focus areas:

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 2021, implementation of the Service Learning in Indigenous Communities (SLIC) program continued, with 22 students partnering with the North Coast Aboriginal Development Alliance (NCADA) to jointly implement a co-designed project in collaboration with communities.
- The University's policy landscape is being enhanced to facilitate community engagement and increase the flow of benefits from the University to communities. The initial step in this process is developing an Indigenous Procurement Policy, which will increase the University's patronage of Indigenous-owned businesses through partnerships with key University stakeholders and industry leaders such as Supply Nation and the NSW Indigenous Chamber of Commerce. The policy will be launched by December 2022.

EORA – People – Staff and Students

- The commencement of *One Sydney, Many People* saw the opening of the new dedicated and bespoke Aboriginal and Torres Strait Islander student centre, the Gadigal Centre. The Centre is fully operational. Since its launch, the Gadigal Centre has made a positive impact on Aboriginal and Torres Strait Islander students through a renewed commitment to the Mentoring Our Brothers and Sisters (MOBS) program, consolidated the delivery of the Indigenous Tutorial Assistance Scheme (ITAS), worked with the Scholarships Office to connect students to scholarships and significantly updated the Aboriginal and Torres Strait Islander student support presence across the University's digital space.
- The Extended Bachelor Program has been launched, with five students commencing study in Semester 1, 2022. These additional pathways into the University for Aboriginal and Torres Strait Islander students are set to leverage the knowledge and expertise of the Gadigal Centre to provide the best possible conditions for academic success and student retention. Enhanced student recruitment strategies are being developed to expand this pathway in 2023.
- Student outreach programs continued despite COVID-19 challenges. Twenty-eight year 12 students participated in the 2021 Tahgara (Winder) program, with 22 completing an application for the Gadigal Entry Scheme (78%).
- Partnerships have been established with various education and Indigenous organisations to complement student outreach and recruitment activities, including the Aurora Education Foundation, Clontarf, The GO Foundation, Lloyd McDermott Foundation and the National Aboriginal Sporting Chance Academy.

- Work has commenced establishing scholarships and pathways to ensure our students have seamless pathways to pursue postgraduate study with appropriate wrap-around support.
- A new Indigenous Employment Plan is being developed, providing a clear roadmap to achieving staff parity by 2023. This plan is scheduled to be launched in June 2022.
- Culturally competent leadership and mentoring underpin Aboriginal and Torres Strait Islander staff and student satisfaction. An environment that values diversity and cultural safety is essential to working towards staff and student parity and retention. Substantial inroads have been made in the last decade to interweave Aboriginal ways of knowing and seeing into the work of the University. The NCCC has been integral to this: bolstering cultural self-awareness and developing personal cultural competence to foster a learning environment that is welcoming to all. It has worked to ensure that everyone, no matter their background, can work and live upon a land that has always been a place of knowledge exchange, healing, law and belonging.

NGARA – Education and Research

- The University has appointed its first Pro Vice-Chancellor Indigenous (Academic). As part of a suite of responsibilities, this role strengthens cohesion with the University's Associate Deans, Indigenous Strategy and Services (ADIs) by creating an informal "community of practice". The forum is designed to foster a collegiate approach to delivering Aboriginal and Torres Strait Islander student support across the faculties and schools and add value to the support provided to enhance cultural competence in the workforce and to Indigenise curricula in a best practice way.

PEMULIAN – Environment

- Central to the commitment to *PEMULIAN* is the creation and expansion of opportunities. Opportunities to explore differences and the many elements that bind and connect our communities. Opportunities to create a sense of belonging through storylines, narratives, and physical space. Opportunities to share a common understanding by embedding Aboriginal and Torres Strait Islander perspectives into the infrastructure, design and fabric of our campuses.
- The opening of the Gadigal Centre is a major achievement in this respect. The impact for Aboriginal and Torres Strait Islander students of a newly renovated space centred on their academic journeys, with an expanded complement of Indigenous professional and academic staff, will be felt for many years to come.
- Further tangible changes to campus, informed by the Walanga Design Principles (2020), include gardens to bolster the native flora, with pride of place given to the Gadi tree at the formal entrance to campus from City Road, as well as the incorporation of public art by First Nations artists that engage with the landscape and the history of place.

5.2. Indigenous Workforce Strategy

In 2021, the University satisfied its requirements under Section 12 of the ISSP guidelines through the Aboriginal and Torres Strait Islander Workforce Strategic Framework 2019 – 2021 and the *One Sydney, Many People* Strategy 2021 – 2024. The Framework and Strategy can be found online at [Aboriginal and Torres Strait Islander Workforce Strategic Framework 2019-2021 \(3\).pdf](#) and [one-sydney-many-people-digital \(1\).pdf](#).

A key objective of the *Framework* was to achieve a minimal proportion of 3% or more Aboriginal and Torres Strait Islander people in our workforce. In 2021¹³ the University recorded that 1.12% of its workforce identify as Aboriginal and/or Torres Strait Islander. This was a small improvement from

2020, in which the University recorded that 1.01% of its workforce identified as Aboriginal and/or Torres Strait Islander.

Key lessons from the *Framework* and staff consultations have formed the basis of the new *Aboriginal and Torres Strait Islander Employment Plan 2022-2024*, which is currently being developed. It focuses on community engagement, career development and progression, workplace culture and experience, and accountability and best practices. The new *Aboriginal and Torres Strait Islander Employment Plan 2022-2024* will complement the work of the *One Sydney, Many People Strategy 2021-2024*, including achieving population parity in Aboriginal and Torres Strait Islander staff participation by 2030.

Recruitment and Retention

In 2021, the continuous nature of the COVID-19 pandemic led to a temporary pause in recruitment activities across the University. In similar circumstances to 2020, a tailored process was developed to include additional reporting and governance to ensure that all temporary staff facing contract cessation was considered carefully and retained where practical.

Retaining and supporting Aboriginal and Torres Strait Islander staff is a key commitment in the *Framework*. Every portfolio, faculty and school has committed to:

1. sustainable actions to support, develop and grow the Aboriginal and Torres Strait Islander staff we already have.
2. build the cultural competence of all staff.
3. attract and recruit Aboriginal and Torres Strait Islander people to roles from entry-level to senior leadership.

Key achievements and progress from the *Framework* are reported to the Joint Consultative Committee quarterly and the University Executive Indigenous Strategy and Services (UE-ISS) Committee monthly.

The University's Aboriginal and Torres Strait Islander Staff Network is an important support mechanism to ensure Aboriginal and Torres Strait Islander staff are supported, engaged, and informed. In light of the continued impact of COVID-19, the Network met online regularly throughout 2021 and will be seeking to re-engage through in-person meetings and events in 2022.

Despite the challenges 2021 presented with the ongoing impact of COVID-19, the University continued its focus on activities to support the retention of Aboriginal and Torres Strait Islander staff, including:

- In collaboration with the NCCC, a bespoke series of five workshops was created and delivered to managers and supervisors of Aboriginal and Torres Strait Islander staff to improve cultural capability and competence.
- Two cohorts of Aboriginal and Torres Strait Islander staff received Indigenous Leadership training delivered by an Indigenous facilitator in addition to four online modules on Cultural Appreciation.
- Indigenous Staff Network Cultural Safety Working Group, in collaboration with the Aboriginal and Torres Strait Islander Staff Network, released the Cultural Load Survey Report. This report outlined the results of a co-designed survey that investigated the cultural load among Aboriginal and Torres Strait Islander staff at The University of Sydney and provided recommendations. These recommendations will be worked through during 2022 and beyond.

- Online cultural competence modules. Up until 2021, these online modules were highly recommended for completion. However, from 2022 onwards, it is important to note that these modules will be mandatory. This will support the journey of cultural competence across the University of Sydney.

Table 6 Indigenous workforce data (2021 breakdown) ¹⁴

Consistent with previous data submissions, this data includes any Indigenous staff member who was active at any point in time in 2021.

Level/Position	Permanent		Casual and Contractor (Affiliate)		Grand Total
	Academic	Non-Academic	Academic	Non-Academic	
ALL (Casual Academic)			43		43
Apprentice		1			1
Executive (Exempt)	1				1
LV01				45	45
LV02				8	8
LV03		2		2	4
LV04		10		4	14
LV05		13		9	22
LV06		12		2	14
LV07		10			10
LV08		7			7
LV09		5			5
LVA	13				13
LVB	14				14
LVC	6				6
LVD	8				8
LVE	4				4
NPY (Affiliate)			4		4
SPSA		3			3
SPSB		2			2
SPSC		1			1
Grand Total	46	66	47	70	229

5.3 Indigenous Governance Mechanism

The University fulfils its obligations to have an Indigenous Governance Mechanism, under section 11 of the ISSP Guidelines, by having four Aboriginal persons (two appropriately qualified senior academic employees and two senior executive employees) who have responsibility for advising on, reviewing, making recommendations about, and monitoring the use of ISSP grants. These individuals are:

- Professor Lisa Jackson Pulver AM, Deputy Vice-Chancellor, Indigenous Strategy and Services (since October 2018)

- Professor Jennifer Barrett, Pro Vice-Chancellor, Indigenous Strategy and Services (since August 2021)
- Jane Stanley, Director Gadigal Centre, Indigenous Strategy and Services (since July 2021)
- Dea Delaney-Thiele, Gadigal Strategic Engagement Senior Manager, Indigenous Strategy and Services (since September 2021).

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. This authority is exercised with reference to the University Executive Indigenous Strategy and Services (UE-ISS) Committee, which has a charter that satisfies the requirements under section II(d) of the ISSP Guidelines

<https://intranet.sydney.edu.au/content/dam/intranet/documents/secretariat/indigenous-strategy-and-culture/iss-terms-of-reference.pdf>

The decisions taken by the Deputy Vice-Chancellor, Indigenous Strategy and Services, in coordination with UE-ISS, are implemented and monitored by the Director Gadigal Centre, Indigenous Strategy and Services.

The Deputy Vice-Chancellor, Indigenous Strategy and Services meets fortnightly with the Director Gadigal Centre to monitor and review the progress of activities funded by ISSP. The Deputy Vice-Chancellor, Indigenous Strategy and Services is the chair of UE-ISS, which meets monthly to review and monitor the progress of all Aboriginal and Torres Strait Islander focused activities and initiatives across the University.

UE-ISS comprises 21 members who represent all relevant strategic focus areas. The members are as follows:

- Deputy Vice-Chancellor, Indigenous Strategy and Services (Chair)
- Director, Aboriginal and Torres Strait Islander Research (Deputy Chair)
- Pro Vice-Chancellor (Student Life)
- Chief Human Resources Officer (or nominee)
- Executive Director, Deputy Vice-Chancellor (Indigenous Strategy and Services)
- Director, National Centre for Cultural Competence
- Director of Operations, Deputy Vice-Chancellor (Indigenous Strategy and Services)
- Director, Indigenous External Relationship Development
- Director, Sydney Future Students
- Five Faculty Associate Deans (Indigenous Strategy and Services)
- Three University School Associate Deans (Indigenous Strategy and Services)
- Three Heads of School (minimum one from a University school)
- Student representative(s).

APPENDIX 1- Away from Base success stories

The University of Sydney offers two programs accredited with Away from base funding, one of which is the Master in Indigenous Languages education (MILE). This program is attended by Aboriginal or Torres Strait Islander teachers seeking additional approval to teach an Aboriginal language.

Master in Indigenous Languages Education (MILE)

“I was reluctant to take on the Masters of Indigenous Language in Education (MILE) course at the beginning of 2021. Although it was something that I was interested in, it seemed like a lot of work and I wasn’t too sure if I would make it through. Luckily for our whole cohort, the classes were engaging, the support from our lecturers was amazing, and we built lasting relationships (even though we never actually met in person because of COVID-19).

I didn’t realise the outcomes MILE would have on my teaching pedagogy and content delivery it would have within our school. My teaching became more reflective and throughout the course, our Wakka Wakka language team changed many things to become more research-based and credible.

We moved from word lists to grammatical and sentence structure – this was important, as before this we had discussed how the language would become sustainable. Through MILE I was able to learn about techniques and read other success stories in order to not be as experimental in my language revival journey.

We have moved forward rapidly within our school due to the changes we have made because of the MILE course. Although we have been working within our language revival project for six years, we have seen tremendous growth in the last six months!

I would highly recommend the MILE course, especially if you are looking at moving your language revival journey to a sustainable model.”

Preston Parter

Wakka Wakka language revival project

Principal

Eidsvold P-12 State School.



“Walking the path of MILE has been an intensely emotional journey. It challenged me on many levels, academically, culturally, personally. But I also walked the journey with other MILE-ers! My new family – a group of phenomenal people from across the Country, we are now forever linked by shared experiences, mutual interests, and the single common goal of working towards a multilingual Australia with First Nations languages. The connections and friendships made with MILE-ers extended beyond my immediate cohort; we also had the support of previous MILE graduates, who shared with us their own journeys, challenges and successes.

But for all our collective student experiences, ultimately MILE is what it is because of the dedicated people who developed and delivered the course. I cannot speak more highly of my lecturers who delivered each of the Modules in MILE. Their expertise, extensive knowledge and understanding of Indigenous languages and their deep respect for, and commitment to, First Nations People makes MILE a truly authentic and culturally safe space for MILE students to explore their languages.

Ultimately, MILE provides the platform for First Nations educators to develop and deliver language programs to support their communities. Keeping our languages alive unites our families, empowers our children, and gives our future generations the strength and skills to maintain strong cultural connections. I have witnessed this firsthand, watching as my son learns Paakantyi language.

Every single Australian can benefit from learning the language of the First Nations People on whose land they live, love and learn.

MILE offers a step towards this.”

Mirritya Ebsworth



Indigenous Nationals

The Gadigal Centre supported 15 students attending the Indigenous Nationals, hosted by the University of Newcastle from 20 – 24 June 2021. Jay Edwards, Gadigal Centre Learning Officer, alongside staff from the DVC-ISS Media Production team, supported and interviewed the team during their netball matches. The team was in high spirits at the start of the week and competed

against 19 other Universities. The team came 9th overall, scoring 75 points in total—a big congratulations to the team for their performances over the week.

“It was a great experience to meet other Indigenous university students across Australia.”

“We had a lot of fun playing the sport and socialising with each other. It’s a great way to get involved with the community.”

“We all made a great group dynamic within the team.”

“Really inspiring to see how many other Indigenous students there are, and I took this into my studies as I felt that we were a part of a community.”

Mia Walsh

Bachelor of Laws student

“It was a really good bonding experience with USYD students.”

“I have made really strong connections with mob across Australia.”

“I am really looking forward to building on connections and engaging in sport.”

“It was great to participate in a culturally safe sporting environment.”

Mahlia Garay

Bachelor of Arts and Bachelor of Social Work student



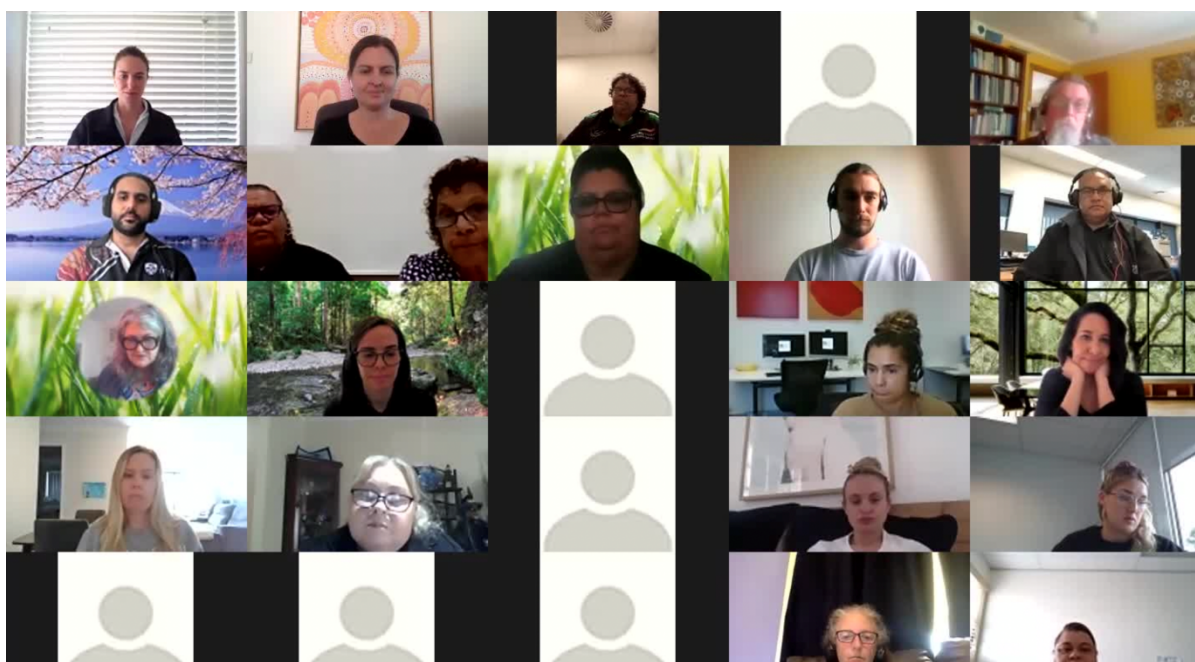
Good News Story – Graduate Diploma, Indigenous Health Promotion (GDIHP)

In this reporting period, 33 students completed their GDIHP degree. The impact this has upon the workplaces, families, and communities connected to those students is vast. Four students from cohort 2 accepted casual academic roles as ITAS tutors. This strengthens the ongoing success of our students and inspires others to engage in the GDIHP degree.

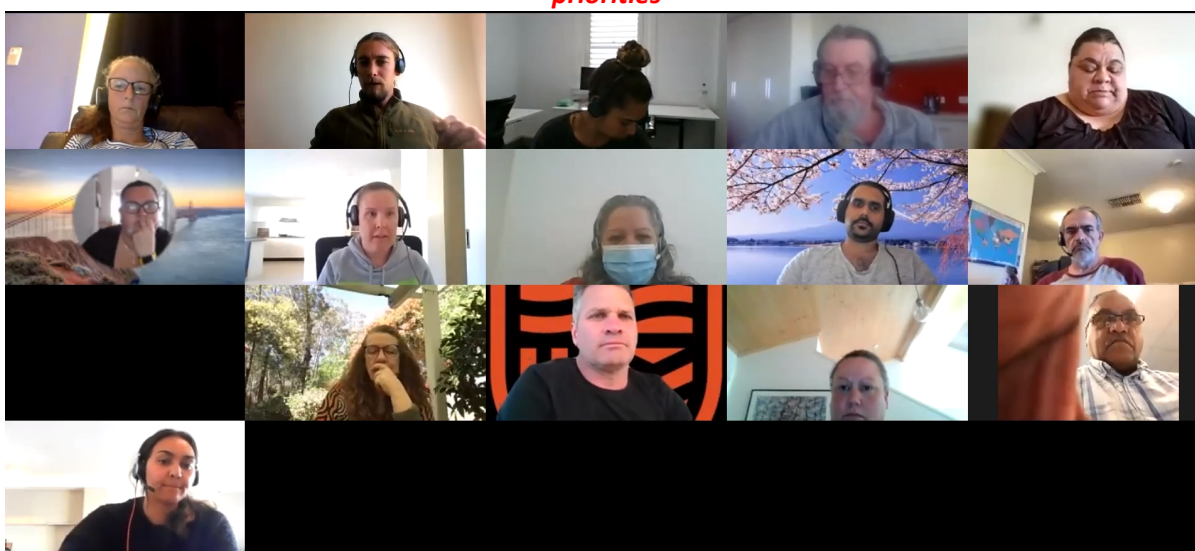
While individual graduation from the GDIHP clearly presents growing future professional development opportunities at a student /graduate level, the ripple effect on the health and wellbeing of communities and workplaces around Australia remains large.



SEWB Graduates from the 2020/2021 cohort attending their graduation ceremony with family and friends (December 2021)



*SEWB students attending the ZOOM tutorial for the unit of study **Community profile and setting priorities***



*SEWB students attending the ZOOM tutorial for the unit of study **Health promotion program planning***

All photos used with permission.

5.2.1. 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.
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 Lisa Jackson Pulver AM
Deputy Vice-Chancellor, Indigenous Services and Strategy.

Additional information for completing the template

¹ This information provides for the number of students and cost of the scholarships expended in 2021. 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 2021 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.

⁶ Total 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 2021 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year. Note the data in this table is a subset of the scholarship data provided in Table 1.

¹¹ Record all verbal and written scholarship offers for the 2021 calendar year, including those offers that were not accepted by the student. Record the 2021 component of new scholarship offers and the planned 2021 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).

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

¹³ Percentage of Aboriginal and Torres Strait Islander Staff (Fixed Term and Continuing) as at 31 December 2021

¹⁴ While universities report on the number of Indigenous staff through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce. Record all Indigenous staff employed by the university, including those not working on ISSP-related activities. The numbers recorded here should be a headcount of staff and not the full-time equivalent.