

# Indigenous Student Success Program 2023 Performance Report

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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 includes ensuring that each year the number of the student body increases. The Indigenous Equivalent Full-Time Student Load (EFTSL) for the University in 2023 was 342.04. This represents a 2.1% rise in the figure reported in 2022 (335.07).

The University identified three distinct, but related, 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 suite of Aboriginal and Torres Strait Islander student outreach activities, these are enhanced by a number of specially designed entry programs and scholarships funded through a combination of University funding and gifts made through bequests and donor contributions.

### 1.1 Scholarships

Scholarships are the most important element for our Aboriginal and Torres Strait Islander students, particularly those wanting to access the University of Sydney from regional and remote areas.

In addition, the University also offers a broad range of bursaries and academic prizes to support 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 2023, the University awarded 209 scholarships to Aboriginal and Torres Strait Islander students for a combined value of \$3,365,786.30. These scholarships were funded through a combination of University resources (non-ISSP funds) and philanthropic contributions.

**Table 1 ISSP Scholarships - breakdown of 2023 payments<sup>1</sup>**

	Education Costs		Accommodation		Reward		Total <sup>2</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling <sup>3</sup>								
Undergraduate <sup>4</sup>			\$256,941.24	13	\$7,000		\$263,941.24	13

Post-graduate <sup>5</sup>								
Other								
<b>Total</b>			\$256,941.24	13	\$7,000		\$263,941.24	13

## 1.2 Specialist Entry Programs

As part of the integrated approach to providing supports for student success, 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 equity, diversity and inclusion” (Sydney in 2032 Strategy pp 11, 15). The University funds two important entry programs: 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 *Gadigal Program* recognises that wrap-around supports are a significant factor in student success and the program offers ongoing academic and personal support throughout students’ educational journey. In addition to this, students can utilise up to \$5,000 to fund mobility and exchange programs.

In 2022, the University launched the *Extended Bachelor Program*. This program is designed specifically to support Aboriginal and Torres Strait Islander student success. The *Extended Bachelor Program* provisions an additional year of study for eligible students and enables students the opportunity to take up academic and cultural supports as they transition into university study. The *Extended Bachelor Program* is currently open to students seeking to study in the humanities, sciences, or health. Successful applicants to the program are the recipients of the Extended Bachelor Program Scholarship which is worth \$20,000 per year.

## 1.3 Outreach Activities

ISSP funding is utilised alongside existing internal University resources to support a broad spectrum of outreach and engagement activities tailored to expand access for Aboriginal and Torres Strait Islander students. The primary pre-tertiary components of this are the Gadlung (Summer) and Tahgara (Winter) residential programs. A description of each of these is provided below. Both programs are routinely reviewed and refined with reference to student, community, high school, and other feedback.

The Tahgara program was held from 10 – 14 July 2023 where the University hosted 59 Year 12 Aboriginal and Torres Strait Islander participants from across NSW and QLD. The program was run as a week-long residential program with participants staying near campus.

Each participant attended examination and other preparation workshops, enjoyed bespoke faculty experiences, engaged in cultural connection activities, learnt about the Gadigal Centre's support services and signed up for tutoring. Participants were also provided with structured guidance on applying for degrees, pathways for entry and information on the suite of residential and other scholarships at the University. Participants were also able to connect with a community of University Student Ambassadors, Gadigal Centre staff and other staff from across the University. All participants had access to well-being support provided by our Indigenous well-being team.

The Gadalong Program was held in January 2024. It is usually held in December but was moved back to align with some external factors as a one-off so will be reported on in the 2024 report.

The Indigenous recruitment team partners with community organisations to host on-campus experiences. In 2023, five of these partner events were held.

Alongside these programs, the University's Indigenous recruitment team works directly with school students, providing one-on-one consultations to support them with their applications to UAC (Universities Admission Centre). This is complemented by a series of structured school visits, webinars and online chat to aid each person's decision-making journey and increase access to support.

The University also delivers a series of on campus events with our recruitment partners and targeted schools to reach Aboriginal and Torres Strait Islander communities. In 2023, the University delivered 17 outreach events and engaged with 680 high school students in Year 9 and above. These events, like the Tahgara and Gadalong programs, are specifically designed to provide prospective students with:

- the opportunity to experience the University campus and life as a student;
- information regarding the financial costs associated with the University experience and develop an understanding of the financial supports available;
- the opportunity to ask current Aboriginal and Torres Strait Islander staff and students about their experiences at the University.

### 3. Progression (outcomes)

The success rate (units passed/units attempted) for Aboriginal and Torres Strait Islander students at the University in 2023 was 85.23%. This is comparable to that reported in 2022 (85.7%). 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 2023, 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 Gadigal 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.

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

The MOBS program has undergone notable growth, both in terms of its reach and impact and active student involvement. 13 mentors and 32 mentees engaged in the program during 2023.

*“MOBS is a great program that has helped me work on my skills for communication and relationship-building. Being able to use my experiences to help other students has made me feel closer to Culture, learning about the places that other mob have come from. The events that the program run further connects me with other students and Culture through being able to be hands-on in the activities and experiences we are taught.” – Dante, Mentor*

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. The figures for this assistance in 2023 are reproduced below in Table 2.

**Table 2 Tutorial assistance provided in 2023**

Level of study	Number of unique students assisted <sup>6</sup>	Total number of tutorial sessions attended <sup>7</sup>	Total hours of assistance <sup>8</sup>	Expenditure <sup>9</sup> (\$)
Enabling	4	208	416	\$31,565.62
Undergraduate	103	1526	2433.26	\$184,633.07
Post-graduate	72	619	1347.98	\$101,768.64
Other	0	0	0	
<b>Total</b>	179	2353	4197.24	\$317,967.33

#### 4. Completions (outcomes)

Completion Numbers					
Year	2019	2020	2021	2022	2023
Total Number	83	103	109	156	102
Male	29	35	37	37	34
Male %	35%	34%	34%	24%	33%
Female	53	67	71	119	68
Female %	64%	65%	65%	76%	67%
Prefer not say/other	1	1	1	0	0

## 5. Regional and remote students

The Equivalent Full-Time Student Load (EFTSL) for regional and remote-based Aboriginal and Torres Strait Islander students in 2023 was 86.46. This represents an increase from the previous year (figure reported in 2022 81.21).

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, there are currently 14 students in private college accommodation and 30 students in University-owned accommodation. These scholarships allow students to live on or very close to campus, many students also enjoy 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.

The University also delivers several courses specifically for regional and remote Aboriginal and Torres Strait Islander students. This includes the Masters in Indigenous Language Education (MILE) and the Graduate Diploma in Indigenous Health Promotion (GDIHP). These initiatives are funded by the University with support from the Commonwealth Government's Away From Base (AFB) funding scheme.

**Table 3 ISSP Scholarship data for remote and regional students<sup>10</sup>**

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2022 Payments					\$11,400	23	\$11,400	23
B. 2023 Offers <sup>11</sup>			\$256,941.24	17			\$256,941.24	17
C. Percentage <sup>12</sup> (C=B/A*100)							2254%	
<b>2023 Payments</b>								

## 6. Eligibility criteria

### 6.1. Indigenous Education Strategy

Having completed its third year of implementation, the *One Sydney, Many People Strategy 2021-2024* (OSMP Strategy) is a whole-of-University commitment to a uniquely Australian educational experience. The OSMP Strategy strives to harness and embed more than 60,000 years of Aboriginal and Torres Strait Islander learning approaches, culture, and knowledge into every part of the University.

Shaped with reference to four strategic focus areas (Nguragaingun: Culture and Community; Eora: People (students and staff); Ngara: Education and Research; and Pemulian: Environment (a sense of

Place)), 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:** 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 (Professional Service Unit), the Local Implementation Plans demonstrate a university-wide commitment to the strategy.

These two elements set a tangible and actionable path forward and commit the University to targets consistent with ISSP priorities, and those articulated in the *Universities Australia Indigenous Strategy 2022-2025*. The implementation and progress of targets are overseen by a tiered governance structure where strategic oversight is retained by the University Executive, and operational decisions are made by a Project Control Board through a series of tightly focused steering committees.

Having completed its third year of implementation, notable achievements have been made across the *One Sydney, Many People* strategic focus areas in 2023 as follows:

#### **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 2023 we saw this achieved through:

- The continued implementation of the Service Learning in Indigenous Communities (SLIC) program, with 36 students partnering with the North Coast Aboriginal Development Alliance (NCADA) to jointly implement 4 co-designed projects to investigate housing affordability, access and services on Bundjalung and Gumbaynggirr Country.
- The implementation of the Indigenous Procurement Strategy which saw a 347 percent increase in annual spend from \$1.5 million in 2022 to \$5.2 million in 2023.
- Work continued on policies and procedures relating to the Circle of Elders, Confirmation of Identity, appropriate use of Intellectual Property, dual naming and Cultural Protocols, the benefits of which will be felt for years to come.

#### **Eora: People (staff and students)**

*One Sydney, Many People* commits to achieving population parity with Aboriginal and Torres Strait Islander students and staff. It does so by embracing ways of thinking that respects Indigenous knowledges, engages with Indigenous 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 Centre also facilitated several key events in 2023 including Graduation celebrations, monthly 'Yarn-ups' and cultural activities with Aboriginal and Torres Strait Islander students and staff and became a safe haven for wellbeing and support post-Referendum.
- The Extended Bachelor Program continued in 2023 with a total of eight first year and four second year students enrolling for a 50% increase in enrolments from 2022. Providing an additional pathway into the University for Aboriginal and Torres Strait Islander students the program guarantees all commencing students a once-off scholarship and laptop, as well as

leverages the knowledge and expertise of the Gadigal Centre to provide the best possible conditions for academic success and student retention.

- Student outreach programs have continued with 17 Indigenous specific events run in 2023 with 680 high school students engaged. The Gadialung (Summer) program held in January 2024 (usually held in December 2023) had 112 year 10 and 11 students. The Tahgara (Winter) program saw 59 attendees in 2023 with 30 (51%) completing an application for the Gadigal Entry Scheme, 24 (41%) receiving an offer and 19 (32%) enrolling at the University.
- Partnerships 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, have continued to strengthen.
- 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. The National Centre for Cultural Competence (NCCC) continues to be integral in our work to interweave Aboriginal ways of knowing and seeing into the work of the University, bolstering student and staff cultural self-awareness, and developing personal cultural competence to foster a learning environment that is welcoming to all. Staff uptake of online cultural competency e-modules and workshops continues to increase, with almost 3,500 staff across the University having completed the e-module offerings and 93 staff participating in the NCCC's Culturally Competent Leadership Program in 2023. New and bespoke programs continue to be offered such as Creating Culturally Safe Work Environments for Aboriginal and Torres Strait Islander Staff, a program designed to assist managers in creating culturally safe work environments.

### **Ngara: Education and Research**

The University appointed its first Pro Vice-Chancellor Indigenous (Academic) in 2022 whose suite of responsibilities focus on strengthening the education and research pursuits of the strategy by working closely with the University's network of Associate Deans, Indigenous Strategy and Services. In 2023, best practice resources for Indigenising Curricula were developed with work commencing on embedding expectations of a graduate's knowledge and understanding of Aboriginal and Torres Strait Islander cultures and knowledges into the University's graduate outcomes.

In partnership with the Australian Institute for Aboriginal and Torres Strait Islander Studies (AIATSIS), the Research Ethics eLearning module for informing culturally safe engagement with Aboriginal and Torres Strait Islander communities was rolled out with 60 University of Sydney researchers and over 22 organisations around Australia requesting access. The student version was released in December in 2023.

Work also commenced with Terri Janke and Company to develop intellectual and cultural protocols policy and resources for best practice for the University of Sydney, with local resources within Faculties and Schools to accompany this work.

A series of projects funded by *One Sydney, Many People* also contributed to *Ngara* in 2023 including:

- Embedding Indigenous Cultural Protocols, Business and Stewardship in the University of Sydney Business School Curriculum
- Deep Listening and the Inclusion of Indigenous Movement Cultures in the Faculty of Arts and Social Sciences Curriculum
- Embedding Aboriginal and Torres Strait Islander Scenarios into the Simulation Curriculum and Growing our Researchers Capacity Building Pilot with the Poche Centre in the Faculty of Medicine and Health



- Curriculum reform and the creation of interdisciplinary student projects focused on Closing the Gap in the Faculty of Science and Sydney Law School
- A First Nations Composer Symposium and Indigenising the Music Curriculum projects in the Conservatorium of Music.

### ***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 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.

The opening of the Gadigal Centre and Susan Wakil Indigenous student spaces were a major achievement with plans to create accompanying gardens and outdoor spaces in draft consultation with Indigenous Suppliers, University Infrastructure and student and staff working groups. Multiple installations by Aboriginal and Torres Strait artists across campus that engage with the landscape and enhance the environment in which we learn and work, also contribute to the sense of belonging and ensure cultural values knowledge and learning are front and centre.

A series of projects funded by *One Sydney, Many People* also created *Pemulian* in 2023 including:

- A Yindji Traditional Shelter built in the School of Architecture, Design and Planning
- A dedicated physical and digital artwork for the University Library called '*Walking on Country*'
- A First Nations Garden in the Courtyard at the Sydney Conservatorium of Music.

The University is in the process of renewing the *One Sydney, Many People* strategy, which is expected to be launched in late 2024. The new strategy will seek to position the University as a leader in the sector through a renewed focus on enhancing support for Indigenous staff and students, fostering cultural competence, and elevating Indigenous research and curriculum.

## **6.2. Indigenous Workforce Strategy**

In 2023, the University continued to support Aboriginal and Torres Strait Islander employment and career development through several initiatives and programs within the *Aboriginal and Torres Strait Islander Employment Plan 2022 – 2024* (the Employment Plan) and the *One Sydney, Many People Strategy 2021 – 2024* (the OSMP Strategy).

There has been an increase in the number of Aboriginal and Torres Strait Islander staff since the start of the Employment Plan, with all areas across the University focusing on how to identify and target roles to attract Aboriginal and Torres Strait Islander peoples in a tight employment market. Greater use of identified and targeted roles is key to increasing Aboriginal and Torres Strait Islander representation among our staff, including at leadership levels. This is enabled by the University's exemption under section 126 of the *Anti-Discrimination Act 1977* (NSW).

Part of future success will be to raise hiring managers and leaders' understanding of the difference between identified roles and targeted roles. With the launch of a Good Practice Guide (GPG), which is a comprehensive resource tool providing guidance and examples for HR Partners, Recruitment Partners and Managers on creating and sourcing Identified/targeted roles, we will see greater engagement and understanding that will in turn improve our ability to attract more Aboriginal and Torres Strait Islander staff.

Continued success in recruitment has been achieved through the continuation of entry level pathway programs, including the traineeship program in partnership with AFL SportsReady. Five Aboriginal and Torres Strait Islander trainees are currently employed at the University. In partnership with the Aurora Foundation, we are sourcing interns for 17 faculties, schools and areas across the University who are engaged and ready to host an intern in 2023.

The University has also prioritised the creation of leadership roles through the establishment of a pilot Indigenous Leadership Pathway Program which has created 15 positions for Aboriginal and Torres Strait Islander people. Alongside this, the University is also piloting a university-wide talent-mapping process and large-scale talent attraction and recruitment campaign to fill a broad range of professional and academic roles across the University.

We have designed and launched Mentoring Program for Aboriginal and Torres Islander Staff for academic and professional staff and acquired Mentorkey - a mentoring platform to provide online mentoring resources that matches participants by using an algorithm based on suitability. Twenty participants were selected as mentors and mentees in 2023, with a similar cohort in 2024. The program provides both mentees and mentors with support and guidance in professional development and career aspirations.

The University has also launched the Indigenous Career Development Fund Program to support the professional development of Aboriginal and Torres Strait Islander staff.

These initiatives and programs continue to enhance the workplace experience of our Aboriginal and Torres Strait Islander staff and strengthened our engagement with local communities, Indigenous business and organisations.

Our current workforce strategy is guided by two key documents which can be found here:

- **Aboriginal and Torres Strait Islander Employment Plan 2022-2024**  
[https://www.sydney.edu.au/content/dam/corporate/documents/about-us/careers-at-sydney/usyd\\_aboriginal-and-torres-strait-islander\\_employment\\_plan\\_2022-2024.pdf](https://www.sydney.edu.au/content/dam/corporate/documents/about-us/careers-at-sydney/usyd_aboriginal-and-torres-strait-islander_employment_plan_2022-2024.pdf)
- **One Sydney, Many People Strategy 2021-2024**  
[\[https://www.sydney.edu.au/content/dam/corporate/documents/about-us/values-and-visions/one-sydney-many-people-digital.pdf\]](https://www.sydney.edu.au/content/dam/corporate/documents/about-us/values-and-visions/one-sydney-many-people-digital.pdf)

As of 31 December 2023, the University recorded that 1.11% (excluding casuals) of its workforce identify as Aboriginal and/ or Torres Strait Islander.

**Table 4 Indigenous workforce data (2023 breakdown)** <sup>[1]</sup>

Consistent with previous data submissions, this data includes any Aboriginal and Torres Strait Islander staff member who was active at any point in time in 2023.

Classification	Casual and Contractor (Affiliate)		Permanent		Grand Total
	Academic	Non-Academic	Academic	Non-Academic	
Agreed Rate		2			2
ALL (Casual Academic)	85				85
APPA				1	1

CLV02		15			15
CLV03		6			6
CLV04		11			11
CLV05		16			16
CLV06		3			3
CLV07		5			5
CLV08		1			1
EX375			3		3
LV01		5			5
LV02		1		2	3
LV03		1		2	3
LV04		2		10	12
LV05		1		11	12
LV06		1		19	20
LV07				12	12
LV08		1		8	9
LV09				4	4
LV10				2	2
LVA			12		12
LVB			21		21
LVC			7		7
LVD			11		11
LVE			5		5
NPY (Affiliate)	4	4			8
SPSA				5	5
<b>Grand Total</b>	<b>89</b>	<b>75</b>	<b>59</b>	<b>76</b>	<b>299</b>

*Note:* Data captures Indigenous staff active at any point during 2023. Unique headcount is presented in the table so where staff held more than one role, only one role is selected.

### 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 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 FRSN, Deputy Vice-Chancellor, Indigenous Strategy and Services (since October 2018)
- Professor Jennifer Barrett, Pro Vice-Chancellor, Indigenous (Academic) (since August 2021)
- Jane Stanley, Director Gadigal Centre, Indigenous Strategy and Services (since July 2021)
- Karl Hoffmann, Senior Manager, Strategy, Office of the Deputy Vice-Chancellor, Indigenous Strategy and Services (since March 2020)

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. Within this context, the senior leadership team cited above meets regularly with other University stakeholders to monitor and review the progress of activities funded by ISSP.

### 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.*

*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.*

 (30/04/2024)

*Professor Lisa Jackson Pulver AM FCDSS FRSN*

*Deputy Vice-Chancellor, Indigenous Services and Strategy.*

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<sup>1</sup> This information provides for the number of students and cost of the scholarships expended in 2023. 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 2023 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.

<sup>2</sup> 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.

<sup>3</sup> Include payments to all enabling students, including remote and regional students.

<sup>4</sup> Include payments to all undergraduate students, including remote and regional students.

<sup>5</sup> Include payments to all postgraduate students, including remote and regional students.

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

<sup>7</sup> 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).

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

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

<sup>10</sup> Only record amounts which required payment during the 2023 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.

<sup>11</sup> Record all verbal and written scholarship offers for the 2023 calendar year, including those offers that were not accepted by the student. Record the 2023 component of new scholarship offers and the planned 2022 value of previously awarded scholarships (including continuing scholarships).

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