

# Indigenous Student Success Program

## 2020 Performance Report

<b>Organisation</b>	University of Sydney		
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### 1. Enrolments (Access)

Despite the many challenges presented by the pandemic, the University's commitment to improving access for Aboriginal and Torres Strait Islander students has produced a favourable increase in student numbers this year. The Indigenous Equivalent Full-Time Student Load (EFTSL) for the University in 2020 was 301.98. This represents a 13% rise in the figure reported in 2019 (262.43).

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 2020, the University awarded an estimated 406 scholarships to Aboriginal and Torres Strait Islander students, for a combined value of \$2,169,656, from this non-ISSP pool of funding. This included \$811,000 in scholarship grants from the University's Aboriginal and Torres Strait Islander student residential program, \$55,000 in accommodation support through the Sancta Sophia College Scholarships, and \$72,334 for Aboriginal and Torres Strait Islander students under the Deputy Vice-Chancellor (Education) Accommodation Scholarships.

The University sought to buttress this support by allocating \$40,000 of 2020 ISSP funding to establish scholarships specifically for regional and remote-based Aboriginal and Torres Strait Islander students. The University was not able to award all the scholarships funded in this way. This was due to the impact of COVID-19, which saw rolling domestic travel restrictions imposed across different jurisdictions of the country. Anecdotal evidence indicates that this acted as a disincentive for students thinking of relocating to Sydney for study. The University is actively considering how best to deploy future ISSP funding to provide scholarships specifically for regional and remote-based Aboriginal and Torres Strait Islander students within the uncertain context of the on-going pandemic. Details of the ISSP funding used in this way is summarised below in Table 1.

**Table 1 Scholarships - breakdown of 2020 payments<sup>1 2 3</sup>**

	Education Costs		Accommodation		Reward		Total <sup>4 5</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling <sup>6</sup>								
Undergraduate <sup>7</sup>					22,500	5	22,500	4.5*
Post-graduate <sup>8</sup>								
Other								
<b>Total</b>					22,500	5	22,500	4.5

\* Scholarships valued at \$5,000. Five were awarded, with one student withdrawing after Semester 1.

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 of these are the weeklong residential Wingara Mura Bunga Barrabugu Summer and Winter programs. These programs were heavily impacted by the pandemic and, although they were still produced, went ahead in a modified form.

The Wingara Mura Bunga Barrabugu Winter program was held 13 – 17 July 2020. The University hosted 34 Year 12 Aboriginal and Torres Strait Islander students from 32 schools across all Australian states and territories. The program format was adapted from a weeklong residential program and delivered online as a result of COVID-19 restrictions. The Winter program is an academic preparation program designed to build educational capacity and increase motivation to pursue higher education among Aboriginal and Torres Strait Islander high school students. Students attended webinars and received online academic tutoring from Higher School Certificate (HSC) markers and University student tutors. Students were also provided with structured guidance around how to apply for degrees, pathways and scholarships at the University through connections with a community of University professional and faculty staff and student leaders.

The annual Wingara Mura-Bunga Barrabugu Summer Program was initially planned for late December 2020. Unfortunately, with persistent COVID-19 restrictions in place, the in-person event was scaled back to an online version of the program.

The program showcased leading faculty expertise and leveraged collaborative partnerships to maximise positive outcomes for participating students. The Summer Program helps inform potential future discipline choices by exposing students to a multi-day faculty experience, promoting available pathway and scholarship opportunities, and developing connections with a community of University staff, students and alumni.

Post event evaluation of the program revealed that all of the attendees either agreed or strongly agreed that they:

- feel confident there is a community at the University of Sydney that values Indigenous culture and knowledges;
- know what support services are available at the University; and,



- are aware of the different pathways and scholarships available at the University.

Overall, the participant feedback collected indicates that the program remained highly successful, even in the scaled-back, online version delivered during this reporting period.

The University also deploys 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 would usually include an intensive, two-week Gadigal Academic Enrichment Program. This aspect of the program was heavily impacted by COVID-19 related restrictions during 2020. Workshops and activities planned as part of the Gadigal Academic Enrichment Program were either cancelled or moved online. Within this challenging context, first year students within the program were still provided with opportunities:

- to meet staff from the Aboriginal and Torres Strait Islander student support teams, Mana Yura and Yooroang Garang, and current students from our Mentoring Our Brothers and Sisters (MOBS) program;
- to learn about scholarships, services and facilities on campus; and,
- to access important information about course offerings.

## **2. Progression (access and outcomes)**

The success rate (units passed/units attempted) for Aboriginal and Torres Strait Islander students at the University in 2020 was 84.96%. This is consistent with the corresponding figure reported in 2019 (85.06%) and is in line 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.

Key aspects of the strategy directing this approach were the dedicated Aboriginal and Torres Strait Islander student support service teams: Mana Yura and Yooroang Garang, both of which received financial support under ISSP during the reporting period. The University is in the process of restructuring and expanding these units into a single Aboriginal and Torres Strait Islander student support team, which the University anticipates will provide a broader suite of services and support from a dedicated Aboriginal and Torres Strait Islander student support centre on the Camperdown campus: the Gadigal Centre.

Throughout 2020, the Mana Yura team (three full-time staff members) sat within the student services portfolio and provided culturally appropriate assistance and support to all Aboriginal and Torres Strait Islander students. The team would typically offer a scheduled program of activities to facilitate community building amongst Aboriginal and Torres Strait Islander students, as well as a peer mentoring program to further reinforce networks across student cohorts. Unfortunately, many of these activities were either cancelled or transitioned to online delivery during the reporting period as a result of the pandemic. This having been said, Mana Yura was able to build on their many years of student engagement and networks to stay connected with students and provide support remotely.

Similarly, the Yooroang Garang Indigenous student support services team (two part-time staff members) would typically provide specialist support for Aboriginal and Torres Strait Islander students within the Faculty of Medicine and Health. Their activities were also impacted by the

pandemic, but, like Mana Yura, Yooroang Garang were able to draw on their existing relationships with the student community to maintain their case-management approach to Aboriginal and Torres Strait islander student support services throughout 2020.

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 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,
- to build the professional, leadership and personal development capacity of continuing students.

MOBS's planned schedule of events were severely impacted by the pandemic, with many events being cancelled or transferred to online delivery. Despite these trying circumstances, 17 mentors and 35 mentees remained engaged in the program during 2020.

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 Mana Yura and Yooroang Garang 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 2020 are reproduced below in Table 2a.

**Table 2a Tutorial assistance provided in 2020**

Level of study	Number of students assisted	Total hours of assistance <sup>9</sup>	Expenditure <sup>10</sup> (\$)
Enabling	Yooroang Garang = 0 Mana Yura = 0	Yooroang Garang = 0 Mana Yura = 0	
Undergraduate	Yooroang Garang = 52 Mana Yura = 59 (semester 1) 48 (semester 2)	Yooroang Garang = 866.67 Mana Yura = estimate of 6,955*	
Post graduate	Yooroang Garang = 50 Mana Yura = 6 (semester 1) 13 (semester 2)	Yooroang Garang = 873.55 Mana Yura = estimate of 988*	
Other			
<b>Total</b>	228	9,683.22*	Yooroang Garang = 136,097.89 Mana Yura = 250,489.00

\*Estimate is based on hours logged on the internal Mana Yura ITAS booking system. We are currently in the process of refining the system to generate greater precision for future reports.



**Table 2b Indigenous Support Activities provided in 2020<sup>11</sup>**

Activity <sup>12 13</sup>	Number of student participants	Expenditure (\$)
Yooroang Garang – Support staff and associated costs	160	216,408.88
Yooroang Garang – Student support costs including textbooks, study tools, laboratory hire costs for ITAS tutoring and catering.	60	19,468.20
Mana Yura – Support staff and associated costs	320	332,326.65

The University maintains the National Centre for Cultural Competence (NCCC) to implement strategies and activities to improve cultural competency amongst staff and across campus.

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 capability within the University of Sydney and wider community. Each year, the NCCC delivers several programs including: workshops and training, hosting visiting scholars, events, research and publications, as well as the Culturally Competent Leadership Program (CCLP).

The CCLP is an immersive leadership development program which aims to deepen connections between leadership, cultural competence and Aboriginal and Torres Strait Islander contexts. The program is fully funded by the University as one of its Strategic Development Projects: ‘Developing a Culturally Competent University’. A total of 289 University staff have now participated in the CCLP since 2017.

As part of the University’s ongoing commitment to cultural competence, the NCCC delivered cultural competence training to tutors who are part of the University’s aforementioned Indigenous Tutorial Assistance Scheme (ITAS). The Centre delivered two workshops on cultural competence, “Cultural Competence: The Fundamentals” and “Cultural Competence: For Teaching and Learning”, to 45 participants in 2020. The NCCC also delivered cultural competence training for 19 mentors participating in the MOBS program.

All of the NCCC activities cited above are funded directly by the University and do not draw on ISSP funding. The University does, however, allocate a proportion of ISSP funding to support certain staff costs within the NCCC. The staff costs supported by ISSP in 2020 assisted in the delivery of the following activities:

- Open Learning Environment courses offered to students from the University of Sydney (546 students in 2020)
- Cultural competence workshops delivered to students and student services (626 participants in 2020)
- Internal support to schools, faculties and professional support units (PSUs) in cultural competence and curriculum development
- Updated release of cultural competence e-modules, including revised content and media and video production (1,619 completions of e-module courses in 2020)

- Creation of media resources, including webinars, panel discussions and videos

### **3. Completions (outcomes)**

The completion rate for Aboriginal and Torres Strait Islander students in 2020 was 57. This represents a 27% decline in the previous year (figure reported in 2019 was 78) and is likely attributable to the impacts of the COVID-19 pandemic.

The University offers a range of services to assist Aboriginal and Torres Strait Islander students to gain employment after graduation. These activities are wholly funded by the University and do not draw on ISSP funding. 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 University Careers Centre maintains an online jobs database and ensures that information is passed on to the Aboriginal and Torres Strait Islander student support services, Mana Yura, so that their staff can inform current University students of relevant opportunities.

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 support. 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 2020 graduate survey are unavailable at the time of writing.

### **4. Regional and remote students**

The Equivalent Full-Time Student Load (EFTSL) for regional and remote-based Aboriginal and Torres Strait Islander students in 2020 was 28.56. This represents a 52% decline in the previous year (figure reported in 2019 was 60.1) and is likely attributable to the impacts of the COVID-19 pandemic.

The University delivers a number of 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 ISSP funding, by the Mana Yura student support services team. See Appendix 1 for Away from Base success stories.

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 Wingara Mura Bunga Barrabugu Summer and Winter programs provide the opportunity for an introductory experience of 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.

**Table 4 Scholarship data for remote and regional students<sup>14 15</sup>**

	Education Costs		Accommodation		Reward		Total <sup>16</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2019 Payments	5,198	2	15,597	3	0	0	20,795	5
B. 2020 Offers <sup>17</sup>	0	0	0	0	40,000	8	40,000	8
C. Percentage <sup>18</sup> (C=B/A*100)							192.35 %	160%
<b>2020 Payments</b>	0	0	0	0	22,500	5	22,500	4.5

## 5. Working with Vulnerable People Requirement<sup>19</sup>

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

## 6. Eligibility requirements

### 6.1. Indigenous Education Strategy

The University of Sydney fulfils its obligations to have an Indigenous Governance Mechanism under section 13 of the ISSP Guidelines through the *One Sydney, Many People* strategy, which details the strategic objectives in respect of Aboriginal and Torres Strait Islander higher education, research and community engagement.

*One Sydney Many, People* has been developed through an extensive co-design process where Aboriginal and Torres Strait Islander community leaders, staff and students, along with University leadership, alumni, donors, government and businesses participated in surveys, workshops and group meetings to put views forward about what actions must be initiated, continued, reviewed or ceased. A summary of some of the key achievements for 2020 is reproduced below on page 9.

*One Sydney, Many People* commits the University to achieve population parity with Aboriginal and Torres Strait Islander students by embracing ways of thinking and doing that respects Indigenous knowledges and perspectives. This commitment will be achieved through four strategic focus areas, which each include a variety of strategies and actions:

1. Nguragainingun: Culture and Community - reflecting Aboriginal and Torres Strait Islander peoples' voices and values throughout University policies, practices and relationships.
  - Review, update and, where necessary, create policies and procedures to ensure consistency with Aboriginal and Torres Strait Islander peoples' cultural values.
  - Establish procurement processes to facilitate engagement with Aboriginal and Torres Strait Islander organisations and businesses.
  - Review and align Indigenous philanthropic opportunities and business cases with strategic Aboriginal and Torres Strait Islander priorities.
  - Embed co-design in educational mobility programs to engage with Aboriginal and Torres Strait Islander peoples and communities.
2. Eora: People (Our Staff and Students) - empowering our University, our practices and every member of our University community to engage in culturally appropriate ways.
  - Achieve student and staff population parity by 2030.
  - Achieve staff and leadership population parity by 2030.
  - Be known as the leading University for Indigenous staff and students through policies and programs that enable culturally competent leadership at all levels.
  - Be known as the leading University for innovative programs that encourage staff and students to make respectful, ethical and effective choices in intercultural settings.
3. Ngara: Education and Research - embed Aboriginal and Torres Strait Islander Peoples' knowledges, skills, concepts and ways of life in teaching and research.
  - Support Aboriginal and Torres Strait Islander knowledges, histories and cultures in every area of the University and its practice. This will be a priority for 2021, with a focus on the Faculty of Science, Sydney Law School and the Sydney Conservatorium of Music.
  - Become the University of choice for emerging and prospective Aboriginal and Torres Strait Islander students.
  - Become the University of choice for emerging and prospective Aboriginal and Torres Strait Islander researchers.
  - Become domestically and globally renowned as a leader in Indigenous public policy reform and innovation.



4. Pemulian: Environment - enhance the environments in which we learn and work to embody Aboriginal and Torres Strait Islander cultural values and to ensure exchanges of knowledge and learning can occur easily.
  - Promote Indigenous cultures through physical displays of acknowledgement across the campuses.
  - Create a dedicated physical space for Aboriginal and Torres Strait Islander students to foster a community and provide support and opportunities to learn.
  - Connect with other University-wide strategies and initiatives to embed a culture of Caring for Country across all campuses.

Indigenising the curriculum, development of an Indigenous procurement policy, enhanced student recruitment and improved student supports have been prioritised for action in 2021. These are areas where our existing approaches have laid strong foundations, but with additional targeted resources, can be enhanced. For example, cultural competence has been embedded into our graduate attributes, with a variety of learning tools and resources available through the National Centre for Cultural Competence, alongside selected faculties and schools offering of Indigenous-specific content as part of their curricula.

*One Sydney, Many People* will be implemented through a whole-of-University approach, with faculties, schools and portfolios responsible for leading many of the strategic initiatives. Faculties, schools and portfolios will also develop and operationalise local implementation plans to deepen the impact of *One Sydney, Many People* and pursue actions that respond to their own priorities.

The Deputy Vice-Chancellor, Indigenous Strategy and Services will monitor and support implementation to ensure the *One Sydney, Many People* vision is realised, with a mid-cycle review to ensure it remains fit for purpose. A monitoring and evaluation framework is currently being established and will formalise our approach to transparent monitoring, evaluation and review.

*One Sydney, Many People* is being formally launched in March 2021, with the strategy document available on the University of Sydney website at:

<https://www.sydney.edu.au/content/dam/corporate/documents/about-us/values-and-visions/one-sydney-many-people-digital.pdf>

## **2020 achievements**

The *Unfinished Business Plan* was designed to lay the foundations for *One Sydney, Many People* to commence from a place of strength. Despite the challenges and disruption brought about by the COVID-19 pandemic and associated restrictions, several achievements were made across the *Unfinished Business Plan* strategic pillars of People (staff and students), Culture and Community, Education and Research, and Physical Environment including:

- Enhancements to the Gadigal Program, which provides an admission pathway that considers interests, motivations and goals, rather than relying solely on academic results.
- Launch of a pilot program supporting University college accommodation, which will see 17 places allocated in 2021 for Indigenous students.
- Prepared the Extended Bachelor Degree programs for delivery in 2022. The program is designed to provide academic uplift to students to ensure they are equipped with the foundational skills and knowledge to thrive.
- Mapped the experiences of our Aboriginal and Torres Strait Islander staff and students. These experiences have informed the development of *One Sydney, Many People*, with staff and students putting forward their suggestions to improve the University of Sydney experience.
- Developed a tutor matching portal which provides a one-stop-shop for students, tutors, and administrators to match, track and evaluate the ITAS process.
- Commenced the creation of a dedicated space for Aboriginal and Torres Strait Islander students. The centre is due to open in March 2021 and will include updated facilities, workstations, and a co-design space for our undergraduate, postgraduate, and higher degree by research students to utilise when on campus, as well as an Elder's Lounge and collaboration spaces.
- Enhanced the Service Learning in Indigenous Communities (SLIC) program, which provides the opportunity for students to apply academic and disciplinary knowledge to a real-world project, designed and prioritised by Indigenous communities.
- An evaluation of the University's Aboriginal and Torres Strait Islander employment structures and pathways, the Merit Appointment Scheme (MAS) and Wingara Mura Leadership program (WMLP), with the 11 recommendations to be implemented through *One Sydney, Many People*.

## 6.2. Indigenous Workforce Strategy

The University satisfies its requirements under section 12 of the ISSP Guidelines through the *Aboriginal and Torres Strait Islander Workforce Strategic Framework 2019 – 2021*. The *Framework* can be found online at: [Aboriginal and Torres Strait Islander Workforce Strategic Framework 2019-2021 \(sydney.edu.au\)](https://sydney.edu.au/aboriginal-and-torres-strait-islander-workforce-strategic-framework-2019-2021)

A key objective of the *Framework* is to achieve a minimal proportion of 3% or more Aboriginal and/or Torres Strait Islander people in our workforce. In 2020 the University recorded that 1.01% of its workforce identify as Aboriginal and/or Torres Strait Islander. Within the current context, the University is focussing on the retention of staff due to the impact of COVID-19 to ensure our realisation of achieving 3% is not adversely affected.

In pursuit of increasing and retaining meaningful employment of Aboriginal and Torres Strait Islander people across the University more generally, the *Framework* identifies a number of key activities. The development, implementation and monitoring of these activities are



primarily the responsibility allocated to a specialised role - the Manager Indigenous Employment.

#### Recruitment

In 2020, these activities quickly transformed to meet the urgent need to retain and support existing staff, as the COVID-19 pandemic led to the temporary pause of recruitment activities. 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.

#### Retention

2020 was professionally and emotionally challenging for many of the Aboriginal and Torres Strait Islander staff. To ensure that existing staff were supported through this tumultuous period, the staff network strengthened and increased its presence and delivered over 40 informal network meetings for staff to support each other through the period. The University also piloted the first Coaching and Mentoring Aboriginal and Torres Strait Islander Academics program. Induction processes for Aboriginal and Torres Strait Islander staff were also reconfigured for a working from home environment to ensure Aboriginal and Torres Strait Islander staff were welcomed and supported upon commencement.

Key achievements and progress from the *Framework* are reported to the Joint Consultative Committee on a quarterly basis and the University Executive Subcommittee, Indigenous Strategy and Services on a monthly basis.

The Merit Appointment Scheme, a wage-subsidy program aimed to increase the employment of Aboriginal and Torres Strait Islander staff, continued into its last year in 2020. During this time, a comprehensive review was undertaken to identify the success factors of the program, and more importantly, the barriers and challenges the program had on the uptake of the program. These findings will be utilised to refine recruitment initiatives in 2021 and beyond.

**Table 6.2 Indigenous workforce data (2020 breakdown)<sup>20 21 22 23</sup>**

Level/position	Permanent		Casual and Contractor (Affiliate)		Total
	Academic	Non-academic	Academic	Non-academic	
ALL (Casual Academic)			12		12
Apprentice		1			1
Executive (Exempt)	1				1
LV02				7	7
LV03		3		1	4
LV04		8			8
LV05		11		4	15
LV06		13		1	14
LV07		5			5
LV08		6			6
LV09		5			5
LV10		1			1
LVA	11				11
LVB	14				14
LVC	7				7
LVD	5				5
LVE	3				3
NPY (Affiliate)			6		6
SPSB		2			2
SPSC		1			1
<b>Grand Total</b>	<b>41</b>	<b>56</b>	<b>18</b>	<b>13</b>	<b>128</b>

### 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 three Indigenous persons (an appropriately qualified senior academic employee 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)
- Rebecca Halliday, Executive Director, Indigenous Strategy and Services (since May 2018)
- Liam Harte, Director Indigenous External Relationship Development (since January 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. This authority is exercised with reference to the University Executive Subcommittee, Indigenous Strategy and Services, which has a charter that satisfies the requirements under section 11(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 the University Executive Subcommittee, Indigenous Strategy and Services, are implemented and monitored by the Executive Director, Indigenous Strategy and Services.

The Deputy Vice-Chancellor, Indigenous Strategy and Services meets weekly with the Executive Director, Indigenous Strategy and Services to monitor and review the progress of activities funded by ISSP. Both of these staff members sit on the University Executive Subcommittee, Indigenous Strategy and Services, which meets monthly to review and monitor the progress of all Aboriginal and Torres Strait Islander focused activities and initiatives across the University.

The University Executive Subcommittee, Indigenous Strategy and Services is composed of 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
- 5 Faculty Associate Deans (Indigenous)
- 3 University School Associate Deans (Indigenous)
- 3 Heads of School (minimum 1 from a University school)
- Student representative(s)

Further UEISS meeting attendees are as follows:

- Senior Lecturer, Academic Leader (Education), Program Director of Indigenous Health, Sydney School of Public Health (observer)
- Associate Professor of Practice, National Centre for Cultural Competence
- Deputy Director Aboriginal and Torres Strait Islander Research, Deputy Vice-Chancellor (Research)
- Aboriginal and Torres Strait Islander Student Support Coordinator, Student Support Services
- Professor of Practice in Environmental Wellbeing, Deputy Vice-Chancellor (Indigenous Strategy and Services)
- Director, Centre for English Teaching (nominee of the Deputy Vice-Chancellor (Education))
- Program Director - Indigenous Studies and Aboriginal Education, Sydney School of Education and Social Work
- Assistant Director and Education Lead, National Centre for Cultural Competence
- Media and Public Relations Advisor, Media and PR
- Director, Poche Centre
- Indigenous Employment Manager
- Senior Manager, Strategy, Deputy Vice-Chancellor (Indigenous Strategy and Services)
- Executive Director, Research Operations (nominee of the Deputy Vice-Chancellor (Research))
- Assistant Director and Research Lead, National Centre for Cultural Competence
- University Marketing Communications Specialist, Marketing, Communications and Engagement

The University Executive Subcommittee, Indigenous Strategy and Services contributes to the University's ongoing efforts to improve Aboriginal and Torres Strait Islander education, research, engagement and employment; and advises the University Executive annually on the implementation of the University's Aboriginal and Torres Strait Islander Strategy across the entirety of the academic endeavour.

#### **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 ISSP Guidelines and are consistent with our University-wide approach to Aboriginal and Torres Strait Islander engagement.



## APPENDIX 1 - Away from Base success stories

Students at the University of Sydney are offered two programs accredited with Away from Base funding, one of which is the Master in Indigenous Languages Education (MILE). This program, is attended by many passionate students and is received with great enthusiasm. We collected feedback from graduates of the class of 2020, of which a few testimonials you can see below. The Graduate Diploma in Indigenous Health Promotion (GDIHP) program planned to celebrate its 21st year in 2020. Sadly COVID-19 Public Health rulings did not allow to undertake the planned face to face acknowledgment of this achievement. Instead, a booklet was published that captures GDIHP's last 21 years of successes. Prior to COVID-19 restrictions, some GDIHP alumni came back to campus as guest speakers for our current student cohorts.

### Master in Indigenous Languages Education (MILE)

"As a result of my participation in the MILE program this year, my school began a Dharug language program in western Sydney. Through skills I developed in MILE and through community collaboration, we have been able to create resources and capabilities to deliver a teaching and learning program for students at my school. On many occasions I have witnessed the Aboriginal and Torres Strait Islander and non-Indigenous students at my school teach their peers the language that I have been teaching them. It is a great privilege to witness the pride and sense of identity that the language program has given to all students at my school. Learning language in context on Country is the most powerful act of reconciliation there can be".

*Jasmine Seymour*

*MILE class 2020*

*Riverstone Public School*

*Dharug language community*



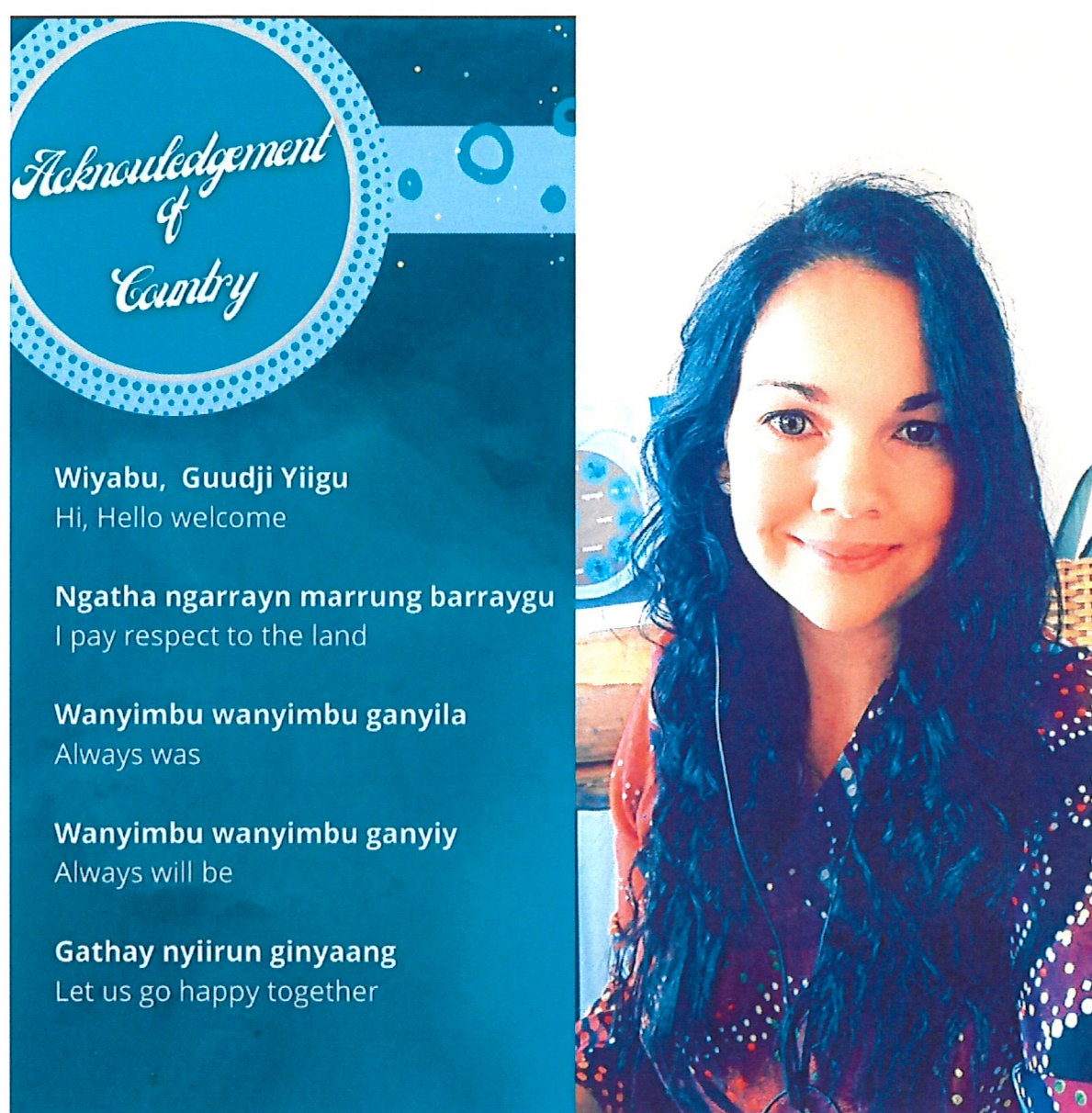


“The MILE program has given me the confidence and skills to roll out a language program into the homes of Gathang families. I have been able to use technologies to make this happen, to cater for community members who live off-Country or who cannot make it to face-to-face classes for other reasons. Not only does MILE support the individual teacher/learner such as myself but whole communities of people to connect to their languages and cultures, through one language teacher at a time. MILE has been an incredibly empowering experience across generations in my family group and I believe a powerful influence for generations to come”.

*Jo-ann Brock*

*MILE class 2020*

*Gathang language and culture group*



*Acknowledgement  
of  
Country*

**Wiyabu, Guudji Yiigu**  
Hi, Hello welcome

**Ngatha ngarrayn marrung barraygu**  
I pay respect to the land

**Wanyimbu wanyimbu ganyila**  
Always was

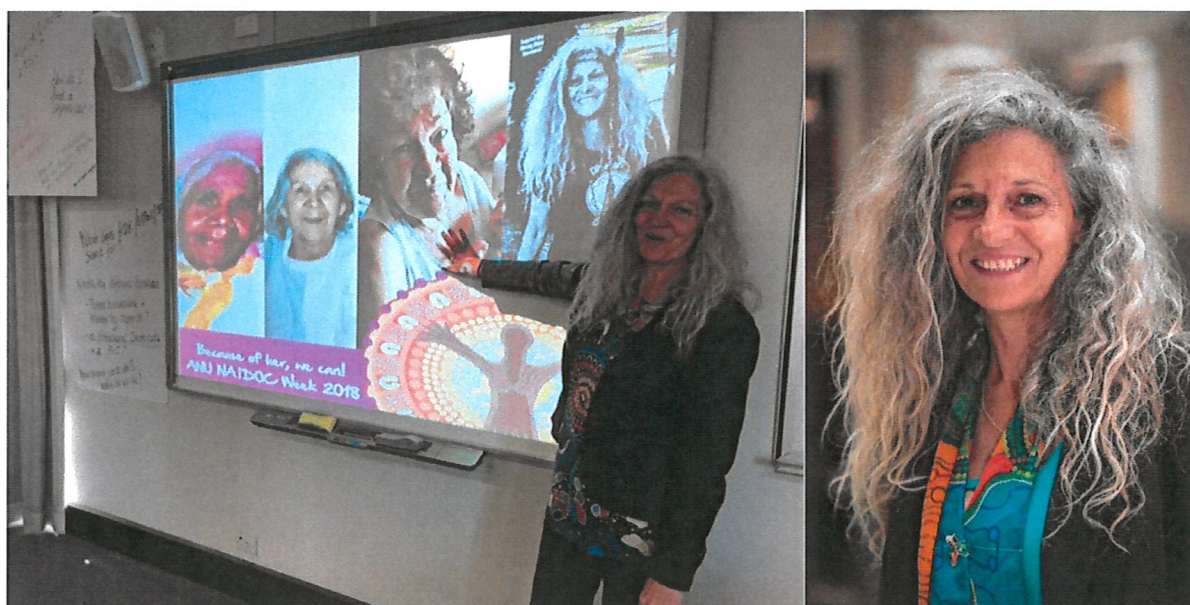
**Wanyimbu wanyimbu ganyiy**  
Always will be

**Gathay nyiirun ginyaang**  
Let us go happy together



“I am a Master in Indigenous Languages Education (MILE) graduate, from the class of 2016. My motivation to enrol in MILE was to increase my knowledge of Aboriginal Languages and to support the revisitation of my own language. My fellow students and lecturers created a culturally safe space to explore the complexities of reclaiming and developing endangered languages. The course built my capacity to be and do more as a Language activist. It has given me the opportunity to grow as an Aboriginal person and to be a role model for younger generations. MILE was also a catalyst for me to undertake a PhD with a scholarship at Western Sydney University. The networks and relationships established during the MILE course amongst students and lecturers still remain strong today. Together we ensure that Aboriginal Languages not only survive but thrive in our communities”.

*Anjilkurri Rhonda Radley*





"Australian Indigenous languages can simply described as diverse and complex, yet astonishing and beautiful. Through my participation in the MILE course I have come to learn so much more of this diversity, complexity and beauty; things about Aboriginal languages I simply was unaware of. I have had the opportunity to focus my learning and direct it, aligned with my passion and interests. MILE has given

me the opportunity to challenge myself both professionally within my workplace and wider community as well as personally.



In a professional setting, MILE has provided me the opportunity and accompanying support, to develop integral language programs that have been built, guided and implemented alongside community elders and school leaders. One of the programs is a first for the community with the language having never been taught outside of the traditional family groups previously. The program in itself has achieved so much more than anything

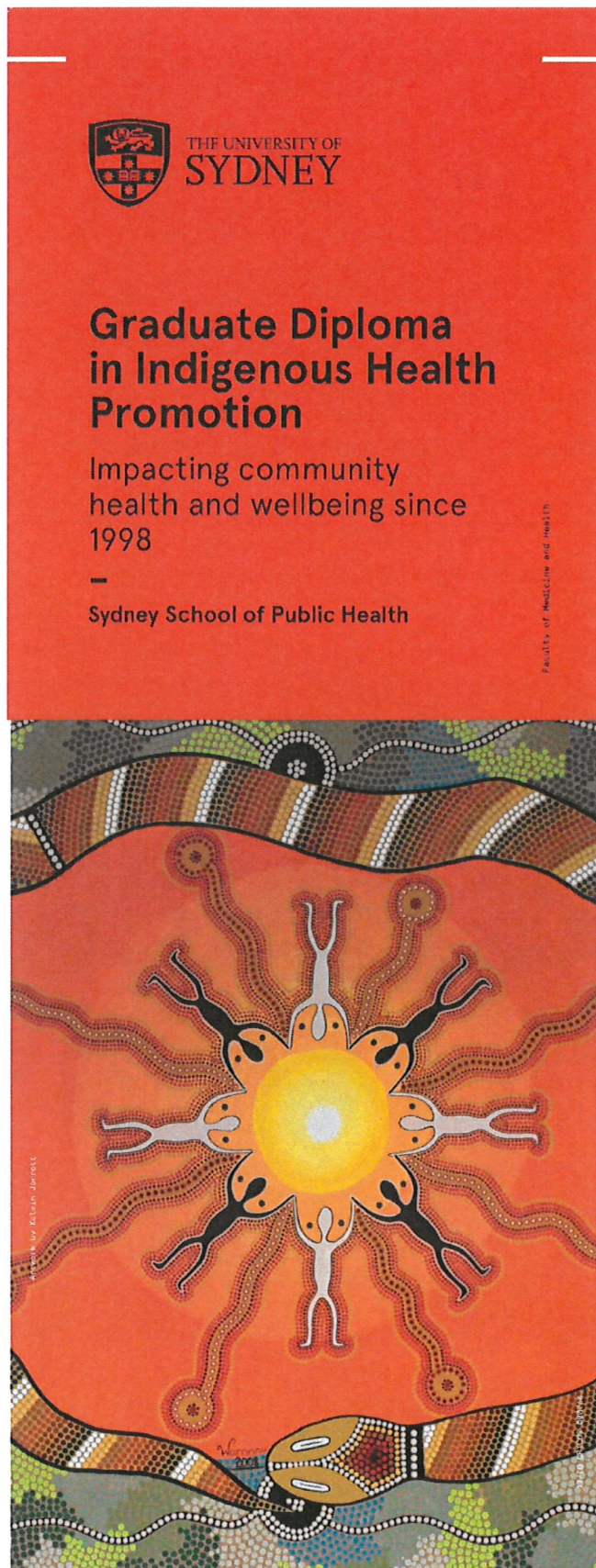
the elders and I had hoped for or thought possible. It has given students an opportunity to learn the language of the people whose country they live on- a very powerful and special thing. It has given elders the opportunity to share not only their language but also the complex meta-knowledge and history that connects with the language. For myself, it has given me the opportunity to be a part of something truly special and to simply learn though the building of my professional capacity as language teacher. The feedback from community has been overwhelmingly positive with students, teachers, families and the wider community wanting to build upon the program next year in order to develop a whole of school language program created and delivered by elders alongside teachers. For all, I think MILE has provided a wonderful opportunity that has gently pushed all of us out of our comfort zones and inspired and encouraged us to take action with our languages.

For me personally, MILE has inspired me and I now have an eagerness to continue down this path. I have worked with a number of our MILE lecturers and my fellow students who have so much knowledge accompanied by a deep genuine passion, and I am humbled to have worked alongside them during my MILE journey. I think a lot of good comes out of MILE for both Indigenous and non-Indigenous people, students, families, schools and the wider community. I would highly recommend MILE to Indigenous students looking to challenge themselves, learn something new and contribute to the wonderful work that is happening nationally within the Aboriginal languages space".

*Haydon Staines,  
MILE class 2020  
Nightcliff Primary School*



## Graduate Diploma in Indigenous Health Promotion



The GDIHP program planned to celebrate its 21<sup>st</sup> year in 2020. Sadly COVID-19 Public Health rulings did not allow us to undertake our planned face to face acknowledgment of this achievement. However, we used the year wisely to collate a booklet that captures our last 21 years and look forward to sending our GDIHP alumni, our collaborators, colleagues, and stakeholders a copy when it is printed.

Prior to COVID-19 restrictions, we were able to invite some GDIHP alumni back to campus as guest speakers for our current student cohorts. They also spoke to University leaders and supporters of the GDIHP program. Twenty one years of graduates provides huge scope for celebrating numerous success stories.

Johari Bin Demin was an invited speaker but unable to attend. Johari lives and works in Broome and travels hundreds of kilometres to work with communities in the Kimberley. He provided a note to read out to our current students and University leadership:

*“Just wanted to share with you that since completion of the course I have been promoted to a level 9. When I started the course in 2017 I was a level 4. I am currently acting Regional Aboriginal Health Consultant for the Kimberley. I sit on the Regional executive committee of all WA government Health Services in the region and **currently the highest level Aboriginal person within WA Health based in the Kimberley.***

*As you are aware, the Kimberley has huge issues around Aboriginal Health, so I am in an exciting phase in my profession life , in*



meeting and tackling a number of important issues to improve the health and wellbeing of Kimberley people.

*I have no doubt that attending and completing the course has played a significant role in my personal and professional development. It has given me self-belief and confidence in myself and a greater understanding of Aboriginal health issues across the country. So thank you to your staff and yourself for this. It's a shame I could not do this in person but I wish you all well and hope to see you very soon."*



[GDIHP alumni returning as guest speakers to current students and University leadership]



[some of our GDIHP cohort of the 21<sup>st</sup> year, with visiting GDIHP alumni]





[a second 21<sup>st</sup> year cohort and some GDIHP program staff, On Country learning]



[a 21<sup>st</sup> year GDIHP cohort]

An important enabler of our program is the direct input of our devoted program staff. 2020 saw opportunity for the GDIHP to build the capacity of our GDIHP Aboriginal and Torres Strait Islander team by recruiting three new Aboriginal and Torres Strait Islander Level A academics (2 full time

equivalents) and one full time Indigenous Support Officer/Educational Support Officer. Proudly, in 2020, 75% of hours worked by our GDIHP team are worked by Aboriginal and Torres Strait Islander staffing; and this will increase in 2021.

Welcome to our new GDIHP staff members:



**Joel Dixon** - Associate Lecturer



**Annie-Renee Winters**- Associate Lecturer



**Natasha Larter** - Associate Lecturer



**Georgie Chapman-Burgess**- Indigenous Support Officer/ Educational Support Officer



## Additional information for completing the template

- 
- <sup>1</sup> Only payments made during 2020 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.
  - <sup>2</sup> Record the number of students (head count) not EFTSL.
  - <sup>3</sup> Include both preserved and new ISSP scholarships.
  - <sup>4</sup> This figures in this column should be the sum of the relevant row.
  - <sup>5</sup> The total may not be the sum of the previous columns as some students may receive several scholarships.
  - <sup>6</sup> Include payments to all enabling students, including remote and regional students.
  - <sup>7</sup> Include payments to all undergraduate students, including remote and regional students.
  - <sup>8</sup> Include payments to all postgraduate students, including remote and regional students.
  - <sup>9</sup> Record only hours of instruction received by the students (do not include staff planning or organising time).
  - <sup>10</sup> Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.
  - <sup>11</sup> Add more rows if necessary.
  - <sup>12</sup> Include a brief description of the activity.
  - <sup>13</sup> 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.
  - <sup>14</sup> Only record amounts which would/did require payment during the 2020 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.
  - <sup>15</sup> Note the data in this table is a subsection of the all student scholarship data provided in Table 1.
  - <sup>16</sup> This figures in this column should be the sum of the relevant row.
  - <sup>17</sup> Record all verbal and written scholarship offers for the 2020 calendar year, including those offers that were not accepted by the student. Record the 2020 component of new scholarship offers and the planned 2020 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).
  - <sup>18</sup> This data confirms the provider's compliance with Section 21(3) of the Guidelines.
  - <sup>19</sup> This section confirms that the provider complies with Section 35A of the Guidelines.
  - <sup>20</sup> 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.
  - <sup>21</sup> Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.
  - <sup>22</sup> The numbers recorded here should be a headcount of staff and not the full-time equivalent.
  - <sup>23</sup> There is no longer a requirement to break up these by faculty. Please group together results by level.