

Indigenous Student Success Program 2021 Financial Acquittal

Organisation

University of New South Wales

1. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2021 (excluding GST)¹

Item	(\$)
A. ISSP Grant	
ISSP Grant 2021 (flexible component)	2,068,523.25
ISSP Grant 2021 for preserved scholarships	2,804.00
Subtotal ISSP Grant 2021	2,071,327.25
B. Other ISSP Related Income	
Rollover of ISSP funds from 2020 (and earlier years)	714,216.68
Interest earned/royalties from ISSP funding ²	Nil
<i>If no interest has been earned briefly state why</i>	The grant is not deposited into an account that earns interest
Sale of ISSP assets	Nil
Subtotal other ISSP related income	714,216.68
Grand total for 2021	2,785,543.93

Table 1b Other funding available to support Indigenous students in 2021 (excluding GST)³

Item	(\$)
A. Other non-ISSP funds⁴	
Other funding provided under HESA ⁵	
Other Commonwealth Government funding	
ATO cash flow boost voluntarily allocated by you to this activity	
Funds derived from external sources ⁶	
UNSW Funds	1,971,706.55
Total of other non-ISSP funds for 2021	1,971,706.55

Table 1c Expenditure on support for Indigenous students during 2021 (excluding GST)⁷

Item ⁸	Actual ISSP (\$) ⁹	Estimate other funds (\$) ¹⁰	TOTAL (\$) ¹¹
Preserved scholarships	2,804.00		2,804.00
Scholarships from flexible ISSP funding	57,570.87		57,570.87
Salaries for staff working on ISSP activities (excluding JobKeeper payments) ¹²	1,181,966.63	474,199.71	1,656,166.34
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	210,006.47		210,006.47
Travel – domestic (airfares, accommodation & meals)		272.20	272.20
Travel – international (airfares) ¹³			
Travel – international (accommodation and meals)			
Conference fees and related costs ¹⁴			
ISSP Asset purchases made during 2021 ¹⁵			
Other (including other ATO cash flow boost expenditure not included in above figures)		92,367.25	92,367.25
A. Total Expenditure 2021	\$1,452,347.97	\$566,839.16	\$2,019,187.13
B. Unexpended 2021 ISSP funds approved for rollover into 2022 grant year¹⁶	618,979.28		
C. Unexpended 2021 ISSP funding to be returned to the NIAA – flexible component	Nil		
D. Unexpended 2021 ISSP funding to be returned to the NIAA – preserved scholarships	Nil		
2021 ISSP funding committed (A + B + C + D)¹⁷			

For NIAA information only

JobKeeper payment/s received and expended on this activity (value \$)	Nil
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2. Rollovers

Table 2 Rollovers ¹⁸

	Rolled over (\$) (A)	Expended/committed ¹⁹ (\$) (B)	Excess to be returned to the NIAA ²⁰ (\$) (C) (C = A – B)
2019 funds rolled over into 2021	Nil	Nil	Nil
2019 funds approved for roll over into 2022 (if applicable)	Nil		
2020 funds rolled over into 2021	714,216.68	714,216.68	0.00
2020 funds approved for roll over into 2022 (if applicable)	Nil		
2021 funds approved for roll over into 2022	618,979.28		

Please provide details of rollovers outlined in Table 2:

- The grants approved and the expenditure of 2019 ISSP funds rolled over into 2021. Nil
- The grants approved and the expenditure of 2020 ISSP funds rolled over to 2021 - \$714,216.68

[Please delete this box if no roll-over was approved]

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2021²¹

1. GST received by you in 2021 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ²²	\$Nil
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /
	Amount remitted: \$ Date remitted: / /

4. ISSP Assets

Table 4a ISSP Assets inventory²³

Asset Description/ category	Adjustable Value ²⁴	ISSP contribution ²⁵

Table 4b ISSP Assets - purchases during 2021²⁶

Asset Description/ category	Purchase Value	ISSP contribution

Table 4c ISSP Assets - disposals during 2021

Asset Description/ category	Adjustable value	Disposals/ Sale Price ²⁷	ISSP component ²⁸	Disposals Age ²⁹

5. Endorsement of the Financial Acquittal³⁰

2021 Financial Acquittal supported and initialled by:

Name:

Title:

Phone:

Email:

Signed:

Date:

INDIGENOUS STUDENT SUCCESS PROGRAM 2021 CERTIFICATION

Complete this certification after reading the completed 2021 Performance Report and 2021 Financial Acquittal for the Indigenous Student Success Program.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Program as set out in the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2021 Indigenous Student Success Program Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2021 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2021 under the Indigenous Student Success Program; and
- (iv) Indigenous Student Success Program funds, and any interest earned or royalties/income derived from these funds, was expended on activities consistent with the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*.

I understand that:

- (i) the Minister or the Minister's delegate may seek further information to support this certification; and
- (ii) the information contain in this report may be shared with Universities Australia; and
- (iii) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (iv) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Certification recommended by the university's Indigenous Governance Mechanism:

Name:
Title:

Signed:
Date:

Certification made by Vice-Chancellor or equivalent delegate³¹:

Name:
Title:

Signed:
Date:

Additional information for completing the template

- ¹ The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2021 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. The information in tables 1a, 1b and 1c helps NIAA recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes. Please feel free to add additional “item” lines as required.
- ² Interest earned on ISSP is considered to be ISSP funding and must be used in accordance with the ISSP Guidelines.
- ³ Please estimate the funds available if exact amounts are not known.
- ⁴ Please insert additional lines if the listing below do not suit your university’s arrangements.
- ⁵ Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- ⁶ Examples of other funding are philanthropic donations, other student payments, business income etc.
- ⁷ Where applicable, figures provided in this table must be consistent with the figures provided in the institution’s 2021 Performance Report.
- ⁸ Please insert additional lines if the listing below do not suit your university’s arrangements.
- ⁹ List the expenditure of the income listed in Table 1a, not including the funding rolled over from previous years (this is detailed in Table 2).
- ¹⁰ List the expenditure of the income listed in Table 1b.
- ¹¹ Sum ISSP expenditure and other funds expenditure.
- ¹² If the staff member works on non-ISSP specific activities, only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities. Include expenditure on salaries for staff that provide tutorial assistance. May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- ¹³ Note that only airfares for international travel for students can be funded under ISSP.
- ¹⁴ Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- ¹⁵ Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- ¹⁶ This should match the figure in Table 2.
- ¹⁷ This figure should equal the Grand total in Table 1a
- ¹⁸ All rollovers have to be agreed with the NIAA and listed in a relevant determination, check with NIAA if you are unsure of your roll over information.
- ¹⁹ For 2019 funds rolled into 2021 and 2020 funds rolled in to 2021, the amounts included here should be the amount expended in 2021.
- ²⁰ This is the amount of the rollover not expended. NIAA will issue an invoice for any amounts listed in this column.
- ²¹ If GST is not paid to you, do not complete the table in section 3. If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
- ²² This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- ²³ Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- ²⁴ Adjustable value means the cost of an asset less its decline in value determined in accordance with the Australian Taxation Office Guide to Depreciating Assets 2014.
- ²⁵ The ISSP contribution should be recorded in the same ratio to the ISSP funds used to purchase the item (this includes any sale of an older asset trade in of old assets purchased with ISSP funding).
- ²⁶ Include any assets purchased during 2021 using ISSP funding that are valued over \$5,000, any assets in this category should have been agreed with the NIAA prior to the item being purchased.
- ²⁷ Where an item has been stolen or destroyed, the words ‘stolen’ or ‘destroyed’ should be listed in the sale price column.
- ²⁸ The ISSP component should be the proportion of the sale price in the same ratio as the proportion of ISSP funding that contributed to the purchase of the asset.
- ²⁹ Where groups of assets are disposed of, an average age can be provided.
- ³⁰ Appropriate endorsement/authorisation is required to ensure compliance with the ISSP Guidelines and the 2022 Outcome Letter. If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this endorsement must be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation’s internal audit function (e.g. an internal auditor). If the organisation is not normally subject to audit by an Auditor-General, then the organisation’s auditor should sign this authorisation.
- ³¹ For the purposes of this certification, an equivalent delegate is either the Acting Vice Chancellor, a Deputy Vice-Chancellor, a Provost, or a relevant senior executive who reports directly to the Vice-Chancellor.

Indigenous Student Success Program

2021 Performance Report

Organisation	University of New South Wales		
Contact Person	Emma Maple Brown		
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4. Enrolments (Access)

- *What embedded ISSP strategies, activities and programs has the university implemented to support and improve access for Aboriginal and Torres Strait Islander students in 2021? [if these strategies have been reported in previous years, please just note in summary]*

UNSW has two admissions pathways to increase access for Aboriginal and Torres Strait Islander students, both of which have also existed in previous years. These are:

Indigenous Preparatory Program (Pre-Programs). This is a three-week intensive program which caters for students who are interested in pursuing a degree in the areas of Business, Law, Education, Medicine, Social Work and Science and Engineering.

Indigenous Admissions Scheme (IAS). This is an alternative entry pathway for Aboriginal and Torres Strait Islander students into UNSW undergraduate degree programs. Rather than focussing on ATAR, entry requirements take into consideration an applicant's relevant life experience, work history and educational and training experience in addition to any formal qualifications to assess a prospective student's preparation for tertiary study.

The Admissions Pathway programs are implemented by the Future Students Coordinator in conjunction with faculty representatives. Pre-programs was, once again (as per 2020), delivered as a fully online program in 2021.

Due to the restrictions imposed by COVID-19, we were unable to perform the Outreach activities to high schools that we had planned in 2021.

- *What new strategies, activities and programs has the university implemented to support and improve access for Aboriginal and Torres Strait Islander students in 2021? (for example in response to COVID-19)*

Due to the limitations on travel and congregations imposed by COVID-19, we were unable to run our Indigenous Winter School program which normally attracts up to 100 high school students from years 10-12. During 2021 Nura Gili and the Office of the PVCI, in conjunction with an external facilitator, took the opportunity to run a 2-day evaluation workshop on the current recruitment programs and to

identify what future programs could look like especially in a hybrid environment. We also took the opportunity to address the challenges of running a winter school now that UNSW is running its academic year as a 3+ term structure instead of a 2-semester academic year.

The workshop had representation from both professional and academic staff from each Faculty as well as other internal stakeholders such as UNSW Accommodation, UNSW Scholarships, Philanthropy and Current UNSW Indigenous students who had participated in the winter school program as a high school student.

As an outcome of the evaluation workshop three new programs were identified each targeting a different age group: years 7-9, years 10-11 and then a program specifically for year 12 students. The programs would have a high focus on attracting rural and remote participants as well as those from low SES backgrounds. These programs are being delivered in 2022.

- ***How does the university utilise scholarships, bridging and enabling support and outreach services to improve access? What impact did this support have in 2021?***

In 2021, there were 11 students on scholarships funded by ISSP. In 2021 UNSW also awarded scholarships to a total of 178 Indigenous students from funding OTHER than ISSP. UNSW's outreach programs were not as extensive during 2020 and 2021 due to COVID-19. However, UNSW had a total of 187 commencing Indigenous students and 499 Indigenous students enrolled overall. This is similar to 2020 numbers, where there had been 187 commencing students and 447 students enrolled overall and an increase in our 2019 (pre-COVID) numbers where we had 165 commencing students and 455 students enrolled overall.

- ***What other broad strategies does the university implement to increase access and enrolments for Aboriginal and Torres Strait Islander students that does not rely on ISSP funding? (only one or two paragraphs are required)***

Each of the faculties at UNSW has a person in the faculty responsible for working closely with Nura Gili and assisting with Indigenous recruitment programs. They are responsible for working with academics in the faculty to produce/edit/upgrade etc. the content used for the pre-program program in their faculty (e.g. the pre-med or pre-law program etc.). They also assist with assessment of applications and interviews for the Indigenous Admissions Scheme.

Two other initiatives that assisted with our outreach and recruitment program in 2021 were:

- **NRL Youth Leadership Summit**

Managed by the NRL School to Work Program, the NRL Youth Leadership Summit focuses on Education, Training and Leadership aspirations to Year 11 Indigenous Students across Australia. Within the 5-day summit, 1 day is dedicated to students visiting a university for a 'University experience day'. UNSW hosted this day in June 2021, where 64 students experienced a Multi – Faculty experience.

- **Souths Cares Partnership with UNSW**

Souths cares is the not-for-profit community arm of South Sydney Rabbitohs. UNSW is the only University that has the partnership which enables it to have exclusive invitation to South Cares community outreach programs and events for the purpose of educating young Indigenous students of Employment, Education & Training Opportunities.

Table 1 ISSP Scholarships - breakdown of 2021 payments

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling	0	0	0	0	0	0	0	0
Undergraduate	58,764.90	10	0	0	0	0	58,764.90	10
Post-graduate	7,000	1	0	0	0	0	7,000	1
Other	0	0	0	0	0	0	0	0
Total	65,764.90	11	0	0	0	0	65,764.90	11

5. Progression (outcomes)

- *What embedded ISSP strategies, activities and programs has the university implemented to support students to complete units? [if these strategies have been reported in previous years, please just note in summary]*

The Nura Gili Student Success Team provides advice to commencing and current students to ensure they are academically, socially, and culturally engaged and supported in their studies from entry to graduation. In 2021, due to COVID-19, the team worked remotely whilst continuing to support students in the online environment. Strategies to increase the participation and retention of students are core business for the team and were addressed by the programs and initiatives set out below.

Indigenous Tutoring Program (ITP)

The scheme enables Indigenous students to access extra tutorial assistance, up to a maximum of 1 hour per week per subject, during the teaching period. See more specific information related to take-up rates for 2021 below.

Table 2a Tutorial assistance provided in 2021

Level of study	Number of students assisted	Total hours of assistance	Expenditure (\$)
Enabling	9	55	\$2,902.72
Undergraduate	167	5507.92	\$292,792.74
Post-graduate	10	261	\$13,921.59
Other	-	-	-
Total	186	5823.92	\$309,617.05

Ngurra Orientation Day, Terms 1 and 3, 2021

All commencing Aboriginal and Torres Strait Islander students were invited to attend a one-day orientation program which gave students the opportunity to meet staff from the Student Success Team, meet other new Aboriginal and Torres Strait Islander students, meet other key staff from within Nura Gili and across campus, learn more about support services available to them within Nura Gili and mainstream student support areas, such as scholarships support, financial assistance, accommodation services, counselling and psychological services, tutorial support (ITP) and other key support services. The day also gave new students the opportunity to meet and talk with current Aboriginal and Torres Strait Islander students and learn about their first-year experience and get some tips and tricks on how to manage their first year of studies.

Ngurra Day 2- Orientation Workshop for Term 1

The aim of this workshop was to inform and equip new students with fundamental information they needed to get started at university. Helping students get set up with their UNSW zpass and email, understanding myUNSW and Moodle, helping with any outstanding enrolment issues, understanding the university calendar in terms of Census dates and other key dates, how to defer fees to HECS and SA-HELP, how to set up a term assignment planner, attendance requirements and to make students aware of ITP tutoring support. Three separate workshops were run during Ngurra attended by a total of 20 students.

Academic Advising

Student Success Officers provided tips on managing time more effectively, course planning, assisting with enrolment, intervening for students not at good standing, helping with degree planning and subject choices and timetabling clashes in line with faculty requirements.

Indigenous Nationals

With strict COVID-19 restrictions put in place for the 2021 Indigenous Nationals held in Newcastle, Nura Gili supported a team of 14 students to represent the University of NSW. Financial support was provided for the team to purchase uniforms and sporting kits by Nura Gili whilst all other aspects of the Indigenous Nationals was managed by UNSW UniSports; an initiative of the student association (Arc).

Accommodation Support

Due to Centrelink issues, some students through no fault of their own were deemed in debt with their accommodation providers in university owned housing and private colleges. The team worked with Accommodation Services, Centrelink, and the Scholarships office over several months to help students clear their debt.

Student Ambassador Program

This is a program which was significantly impacted by the COVID-19 pandemic restrictions. This program provides opportunities for Indigenous students to be actively involved in promoting Indigenous education and assisting first year students to transition successfully into life at university. The program is also designed for students to develop their leadership and organisational skills and gain workplace experience. The program was reviewed and modified during 2021 with significant improvements made to ensure its successful accreditation for inclusion in the 2022 Australian Higher Education Graduate Statement (AHEGS).

Graduations

In early 2021, Nura Gili was able to celebrate the graduation of a small group of graduands with family and friends on campus before the campus went into lock down for the second time. The team continued to support those students graduating throughout 2021 by sending them a graduation gift and an Aboriginal and/or Torres Strait Islander stole to wear over their graduation gown.

- ***What new strategies, activities or programs has the university implemented to support students' complete units in 2021? For example: in response to COVID-19 were there new strategies that supported students to complete units/helped retain students?***

Academic Skills

The Nura Gili Current Students team ran a series of online Academic Skills workshops throughout the year. The workshops were designed to ensure students maintained their motivation so they would stay and complete their courses. Workshops included:

- Motivation, Study & Lockdown: How to prepare for your exams
- Introduction to Academic skills
- How to study effectively for exams in Medicine
- How to write an Essay
- Effective Study Skills
- Motivation and Time-Management during lockdown
- Degree Planning
- Exam skills

A total of 11 online workshops were held attracting 52 participants overall.

Online Yarn ups

Online yarn ups were an informal way for Aboriginal and Torres Strait Islander students to stay connected with Nura Gili staff and other students whilst in lockdown. Yarn ups are a safe space for students to discuss how they are going at home/on campus, managing their studies online or just an opportunity for students to have a general chat and meet other students who they hadn't met previously.

During T2 and T3 of 2021, a total of 15 yarn ups occurred and attracted ~27 regular participants.

Pastoral, Academic and Transition Support (PATS) & Welfare Calls

The current students' team reached out by phone to over 400 Aboriginal and Torres Strait Islander students in both Terms 1 and 3 of 2021 with priority given to commencing students and SNAGS (Students Not At Good Standing). The aim of the calls was to identify any further support the team could offer students if needed, provide referrals if necessary, find out how students are coping with their studies in an online environment and to do a general check on students' health and wellbeing.

Dedicated Space for Aboriginal and Torres Strait Islander students - Building Swipe Access

With Nura Gili staff working remotely, and at students' requests, it was decided to open a wing of Nura Gili for students to use as a quiet study space for a short time during T1 & T2 2021 before it was shut down again due to the Delta outbreak. The space was equipped with desktop computers, a photocopier, scanner, and fridge for students use. Strict COVID-19 conditions were put in place for those students who wished to utilise the space and students were required to apply for swipe access. Security did daily spot checks of the space with no major issues reported. We had 41 students using the space over this period.

Other key initiatives in 2021

Other key initiatives provided by the Nura Gili Current Students Team to support students' whilst in lockdown included the following:

- COVID Support: providing students with emergency e-vouchers that enabled them to purchase basic food, print & photocopy academic resources whilst studying remotely as well as end of year care packs. A total of 157 student opted into the COVID support program during 2021 with all students requesting e-vouchers to assist with purchasing essential items. In addition to the e-vouchers, 27 students did not have access to printing at home and requested printing assistance. Of the 157 students that opted into the program, 115 students requested an end of year care pack provided by the Office of the PVC Indigenous.
- CRM & Booked-in Appointments: Continual operational improvements have been made to the UNSW CRM system that has improved the capacity of the Student Success team to provide holistic support to students whilst working remotely. Students also have the capacity to make online appointments with any member of the Nura Gili Student Success team via Booked-In appointments. This ensures student have access to the team at a time that suits their availability.

Data Dashboard

The Office of the PVC I worked with the University's Planning and Performance team and an external consultant to build an Indigenous data dashboard to enable us to access data in a more efficient way to collate statistics and monitor trends across our Indigenous student population, staff workforce including researchers etc. The dashboard achieved ~80% completion in 2021.

The data enables to track the progression of students who participate in our alternative entry pathways and compare them to Indigenous students entering through the normal University Admissions Centre.

The dashboard enables us to see the full cycle e.g. from Indigenous students who apply to study at UNSW, those who receive offers, those who accept offers and those who progress to enrolment. It enables us to do comparisons between this data for Indigenous students and that of non-Indigenous students.

The dashboard enables us to get a better big-picture display of our Indigenous student cohort once enrolled including breakdown by SES groups, those from regional/remote areas, the field of education etc. We also have better access to the retention and attrition rates and comparing these rates to the non-Indigenous cohort. Similarly, we can obtain this data for success and completion rates.

Having easier access to this data enables us to identify trends earlier and to structure and deliver support services more efficiently.

We have instant access on the dashboard to our current cohort of Honours students so we can target this group to communicate options for HDR study. Similarly, we can see trends in our Post graduate cohorts and see trends across gender, age, field of study, whether Masters' or PhD etc.

Further work in 2022 will be to obtain easier access to data on Indigenous staff, the researcher population, students who reside in accommodation on campus etc. Although we have always been able to access this sort of data, it has always been available on an ad-hoc basis, requiring knowledge of key personnel in the organization who can run such reports. Now we have complete access to this data amongst the key staff in the team. Signing of data-sharing Agreements and training for all staff having access to the dashboard was also undertaking in 2021.

- ***How does the university measure the effect these strategies have on student progression?***

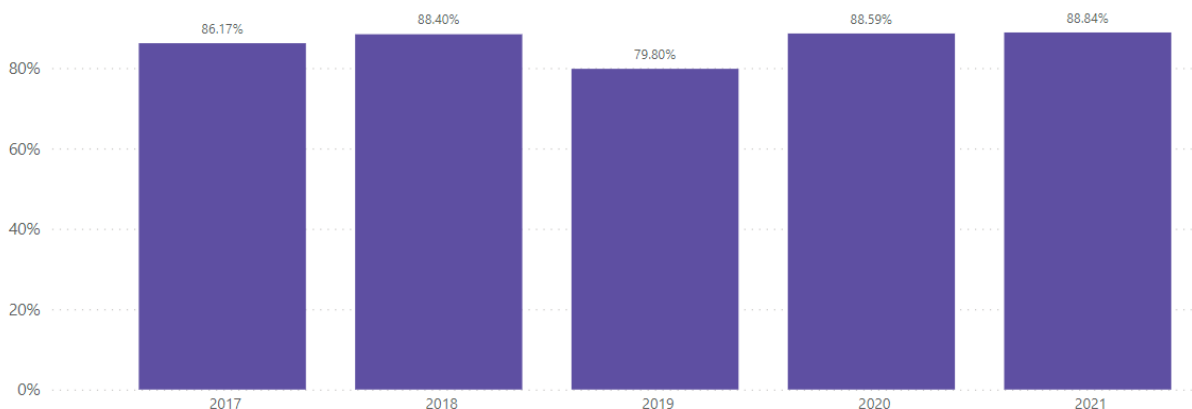
Through the PATS calls we were able to gauge student satisfaction and motivation. We found through examining our term statistics that retention and success rates remained satisfactory – not significantly different from those during a non-Pandemic year.

Our overall retention rates in 2021 for Aboriginal and Torres Strait Islander students undertaking a Bachelor’s Degree (pass) was 88.84%. The retention rate for non-Indigenous students for the same type of program was only slightly higher at 90.41%. Our retention rates for the Bachelor’s degree program have remained fairly steady (averaging around 88%) since 2017 except for a dip down to 79% in 2019.

UNSW YoY Retention Comparison for Bachelors Degree



ATSI Group ● Indigenous



- ***What was the impact of support through tutorial assistance and mentoring and other measures provided through your support unit?***

In 2021, the success rate for Indigenous students in Bachelors Degree programs was 88.35%. This has remained fairly consistent over the past 4 years (e.g. 87% in 2018 and 2019, 90% in 2020). Success rates for non-indigenous students in the Bachelor programs is higher at 94.1%.

Demand for ITP tuition remained fairly consistent with previous years even though tuition moved to the online environment in 2020 and 2021. There was a slight dip in 2020 uptake, with a slight increase again in 2021.

ITP Uptake 2019-2021

Level	No. of Students		
	2019	2020	2021
Enabling	9	6	3
Undergraduate	167	146	151
Postgraduate	10	6	13
TOTAL	186	158	167

- ***How does the university invest in the cultural competency of staff and students? How is it measured?***

UNSW's recruitment and career development program for all staff is built around demonstrating 5 key behaviours: driving innovation, building collaboration, demonstrating excellence, displaying respect and embracing diversity. The latter two are inextricably linked with building and maintaining a culturally safe environment for all staff and students including Aboriginal and Torres Strait Islander students. There are no specific measurements in place to measure effectiveness but reinforcement of the 5 behaviours occurs during the annual myCareer discussions with all staff.

- ***What other broad strategies does the university implement to support student progression that does not rely on ISSP funding? (Only one or two paragraphs are required)***

The partnerships with faculty staff are key to ensuring we can provide the right type of support to our students at the right time. Keeping a close eye on performance and having ready access to performance reports for each student assists in providing targeted support in a timely fashion.

During 2021, the Office of the PVCI and Nura Gili focused on strengthening collaborative partnerships with key stakeholders to improve UNSW's strategic framework to ensure Aboriginal and Torres Strait Islander students remain supported for the duration of their degree program. This work included the provision of holistic wrap around support to students by:

- Working collaboratively with faculties to develop and implement early intervention initiatives as required. This includes monitoring and tracking student performance and regularly checking-in with both the faculty and student by way of follow-up.
- Participating in professional development programs to improve online service delivery. This included engaging internal and external service providers to deliver workshops and information sessions to the Nura Gili Student Success Team.
- Continually improving internal processes to provide a seamless online support service to all Aboriginal and Torres Strait Islander students.

6. Completions (outcomes)

- ***What ISSP embedded strategies, activities and programs has the university implemented to improve award course completions of Aboriginal and Torres Strait Islander students? [if these strategies have been reported in previous years, please just note in summary]***

At UNSW all Aboriginal and Torres Strait Islander students have access to a dedicated space and team with the capacity to provide end-to-end support for the duration of their degree program.

The staff at Nura Gili have strengthened their working relationships with other key UNSW stakeholders that assist with monitoring student performance and assisting with support strategies. This enables the team to:

- Work collaboratively to develop and implement early intervention initiatives as required.
 - Identify and recruit faculty and course-specific tutors under the ITP program.
 - Identify opportunities to actively engage students in broader university activities to improve performance outcomes.
 - Build networks that assist the team with referrals to internal and external service providers.
 - Increase opportunities for Aboriginal and Torres Strait Islander students to access mainstream services such as the 'Student Academic and Career Success' unit which connects UNSW students with academic support and career building opportunities as well as the health and counselling services.
 - Actively promote health and wellbeing activities to build resilience.
 - Assist build student support networks so students remain connected through the pandemic lockdown.
- ***What new strategies has the university implemented in 2021 to support students' complete qualifications?***

In addition to the discipline-specific tuition as part of the ITP program, modifications and improvements were made to service delivery in response the COVID-19 pandemic to minimise disruptions. Having access to Student Performance reports, whilst the team worked remotely during the COVID-19 shutdown period, was critical for the team to continually monitor students' academic performance.

Completion rates increased from 2020 figures e.g. for completions in all courses except Enabling and non-Award courses, we had 83 completions in 2021 compared to 64 completions in 2020.

- ***What other broad strategies does the university implement that supports Aboriginal and Torres Strait Islander students complete their qualification that does not rely on ISSP funding? (Only one or two paragraphs are required)***

During 2021, the Office of the PVCI and Nura Gili focused on strengthening collaborative partnerships with key stakeholders to improve UNSW's strategic framework to ensure Aboriginal and Torres Strait Islander students succeed in their chosen field of study. This work included:

- Working collaboratively with faculties to develop and implement early intervention initiatives as required.

- Providing input into and feedback on faculty-based initiatives relating to developing support programs.
- Building networks and procedures to enhance industry engagement opportunities for potential graduates.
- Undertaking professional development programs for staff to improve online service delivery.
- Increasing tailored support programs to improve student success.
- Working with faculties to expand faculty-based support programs.

7. Regional and remote students

- ***What support was offered through ISSP to regional and remote students, how were these students prioritised?***

All programs and services offered by Nura Gili incorporates and supports the needs of regional and remote students. In response to COVID lockdown restrictions, the majority of Aboriginal and Torres Strait Islander students returned to regional and remote locations to be closer to family.

During 2021, several initiatives were implemented to support all students, including regional and remote students, particularly during this unprecedented pandemic year. These included:

- Establishing virtual networks and peer support groups to ensure students remain connected to each other and to other support networks.
- Conducting online workshops.
- Providing welfare checks (PATS).
- Assisting with student accommodation enquiries and needs.
- Resourcing COVID related expenses such as e-vouchers for printing and computer peripherals (e.g. WiFi Dongles, headphones etc).

Table 4 ISSP Scholarship data for remote and regional students

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2020 Payments	57,377.50	12	0	0	0	0	57,377.50	
B. 2021 Offers	55,980.52	8	0	0	0	0	55,980.52	
C. Percentage (C=B/A*100)							97.6%	
2021 Payments	55,980.52	8	0	0	0	0	55,980.52	8

- *What strategies were implemented to improve access to university study? What activities were provided?*

In addition to existing programs offered by Nura Gili, staff at Nura Gili worked in close partnership with the Division of Equity and Diversity to help deliver the UNSW Winter Gateway program. This is a program which has specific targets to increase the proportion of low SES students to UNSW and to also attract students from regional and remote Australia. Staff from Nura Gili delivered targeted sessions throughout the program – some which focussed on regional and remote students.

- *Did the needs of regional/remote students differ or grow during the COVID-19 pandemic? How did the university respond to this?*

The following is a summary of the feedback received to staff as a result of undertaking the PATS and Welfare phone-calls to students undertaken across the year:

- Students indicated that they were feeling isolated and appreciated the calls from the Nura Gili Student Success Team largely from a social point of view and the feeling of being able to ‘stay-connected’.
- Most of the students contacted during the year had informed the team that they had made adjustment to remote study due to COVID-19 restrictions. These students also highlighted that they were looking forward to things returning to “normal” and being able to return to campus and attend more activities/events in person.
- Regarding ITP, students who were performing well and were confident with their progress either opted out of the ITP program or did not engage with their tutor. Of the students who continued to receive ITP most were actively engaged with their tutor and were happy with their online study progress.
- Financial hardship had been felt by all students. The ability to earn additional income had been significantly impacted by COVID-19 restrictions.
- Students continued to make personal adjustments to balance life/university commitments. A small number of students reduced their shift work to focus on study whilst others indicated that they had no other option but to drop courses to personally support themselves.

The following initiatives were put in place by Nura Gili during 2021:

- Online engagement was increased including yarning circles, workshops, PATS, welfare checks and phone calls to ensure students remained supported and connected.

- Financial support was provided to assist students' ability to maintain a focus on their academic studies. This included e-vouchers that enabled students to purchase food, computer peripherals, internet credit and printing.
- End of year care packs were provided to students who had opted into the offer.
- Nura Gili staff worked collaboratively with faculties and service providers (internal and External) to fast-track referrals for students to access services.
- The student success team worked closely with UNSW accommodation to wave fees and/or address accommodation debt.
- The team worked closely with Scholarship Office to allocate and priorities scholarships for Aboriginal and/or Torres Strait Islander students.
- Restricted swipe card access was provided for students to ensure Nura Gili maintained a COVID safe space.

5.1 Indigenous Education Strategy

How has the university implemented its Indigenous Education Strategy under section 13 of the ISSP Guidelines?

Section 13 of the ISSP guidelines requires the University to have developed an Indigenous Education strategy which has:

- Set KPIs
- Commits to increasing the number of Indigenous students that enrol, succeed and complete their studies to obtain an award
- Include Indigenous knowledge in curricula, graduate attributes and teaching practices
- Promote cultural competency in Indigenous cultures, traditions and histories amongst staff and students.

The UNSW Indigenous Education Plan incorporates all of these components:

[High Level Indigenous Education Strategic Objectives.pdf \(unsw.edu.au\)](#)

- ***Report progress against targets and milestones outlined in the strategy, discuss how these milestones show the strategy is achieving outcomes and where there are barriers.***

The new role created within the Office of the PSCI – the Indigenous Strategy Implementation Lead – is an important role to ensure a focus on driving the implementation of the strategy across the organisation. However, the incumbent was on extended leave for much of the year and despite two attempts to recruit a replacement we did not manage to recruit a replacement Indigenous candidate.

Activities related to implementing the Indigenous Education Plan in 2021 were also significantly affected by COVID-19. UNSW, including Nura Gili, was closed to students and staff for much of 2021. Much of the university's resources were focussed on adapting to new ways of learning and teaching, supporting students, and recruitment.

Some aspects of the Plan that we were able to continue implementing included:

- Working with UNSW's Equity Diversity and Inclusion division to provide workshops to the Indigenous participants of the Winter Gateway Program which connects with those schools across NSW having high numbers of Low-SES students.

- Providing online delivery of the Indigenous Pre-Program which incorporated both academic and social components; the social aspects aimed at facilitating a sense of community amongst the students before coming to UNSW.
 - Developing a working group of UNSW faculty representatives to better coordinate the content for the Pre-programs program and associated assessment methods and criteria.
 - Developing closer working relationships with the UNSW scholarships office and developing a better understanding amongst the staff within our current students' team of scholarship allocation processes.
 - Hosting weekly yarning circles with Indigenous students via Zoom during lockdown to promote the discussion of current political issues to facilitate high level discussion and debate.
- ***How has the strategy increased the number of Aboriginal and Torres Strait Islander students enrolling, progressing and completing courses leading to higher education awards?***

As mentioned in section 1 on Enrolments, UNSW's enrolment numbers have been consistently above 400 over the past three years as per this table:

Year	# of Commencing Students	# of Total students
2021	187	499
2020	187	447
2019	165	455

- ***How has the strategy promoted (facilitate, monitor and improve) the inclusion of Indigenous knowledge in curricula, graduate attributes, and teaching practices?***

Progress in this area has been mixed largely driven by the needs and motivation of the faculty. It has not been the highest priority area of the strategy as there is strong belief that unless it is done very well (and therefore properly resourced), it can be counterproductive.

- ***How has the strategy included other activities for students and staff that promote cultural competency in Indigenous cultures (and diversity across cultures). This can include how it is improving the cultural competency of all students and staff.***

At UNSW, the focus is on promoting respectful behaviours in general as well as embracing diversity. In terms of Indigenous cultures in particular, the focus is on promoting an awareness of Indigenous history; an example of the Aboriginal and Torres Strait Islander historical timeline is available on our website: [History | Indigenous Strategy, Education & Research \(unsw.edu.au\)](https://www.unsw.edu.au/history-indigenous-strategy-education-research)

We had also planned an event for NAIDOC 2021 which would have displayed the historical timeline all along the main University's walkway but unfortunately this got postponed due to COVID-19.

- ***Is the strategy current or being redeveloped? If being redeveloped what is the process and timeframe for completion.***

The Indigenous Education Plan is current to 2025 and is reviewed annually.

- *Include the current link to the university's website outlining the strategy (this can be a link to the Reconciliation Action Plan or another resource containing the strategy).*

A link to the UNSW Indigenous Education Plan is here:

[High Level Indigenous Education Strategic Objectives.pdf \(unsw.edu.au\)](#)

5.2 Indigenous Workforce Strategy

- *How has the university implemented its Indigenous Workforce Strategy under section 12 of the ISSP Guidelines?*

Section 12 of the ISSP Guidelines requires UNSW to have developed a workforce strategy which incorporates:

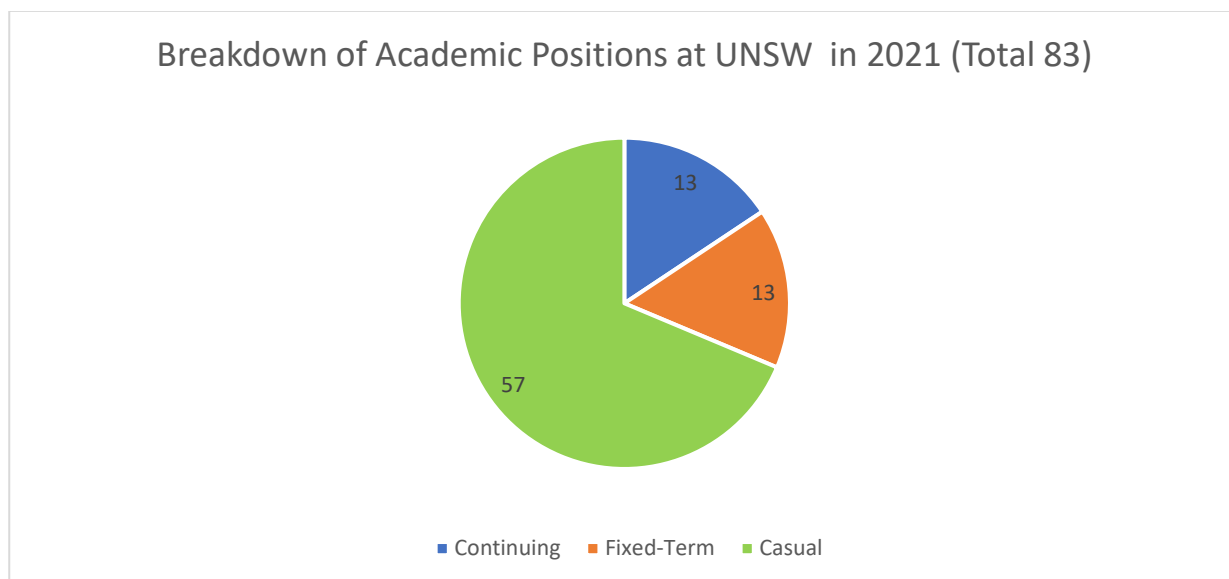
- Setting an aspirational target for 3% Indigenous workforce participation
- Prioritising the employment of Indigenous academics
- Prioritising career advancement of Indigenous academics
- Ensuring an Indigenous Member on the University's Executive team

The UNSW Workforce plan has included all of these requirements.

Table 5.2 Indigenous workforce data (2021 breakdown)

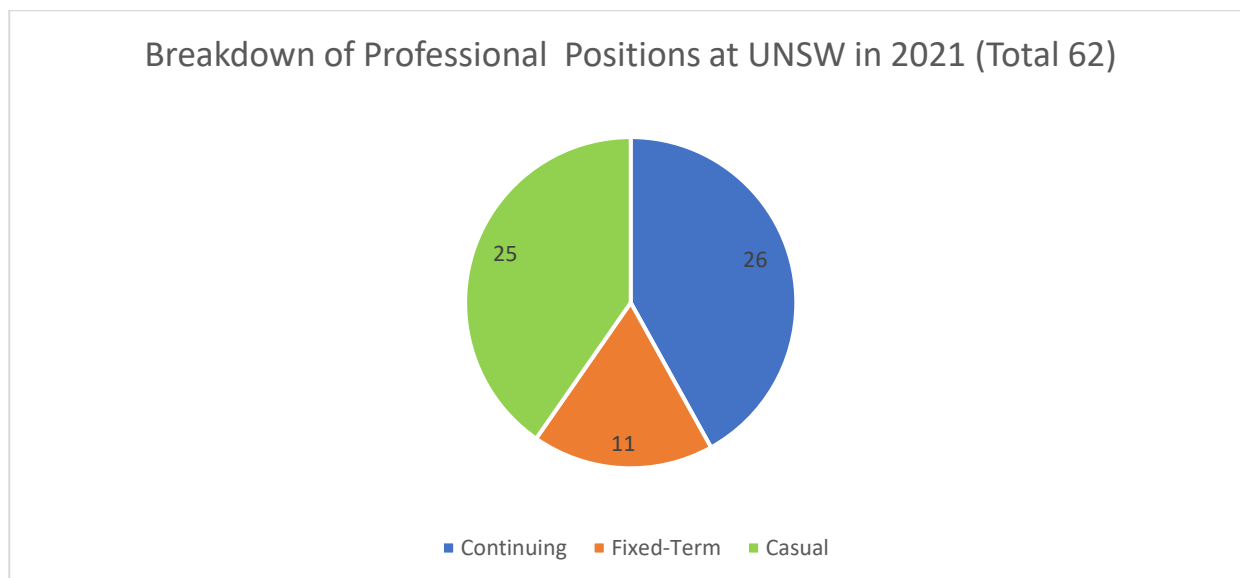
Level/position	Permanent		Casual/contract/fixed-term	
	Academic	Non-academic	Academic	Non-academic
4		5		
5		3		
6		4		
7		5		
8		7		
9		1		
10		1		
4				1
6				1
7				2
8				2
9				4
10				1
Casuals No Level				25
A	1			
B	1			
C	6			
D	3			
E	2			
A			4	
B			5	
C			2	
D			2	
Casuals No Level			57	
Total	13	26	70	36

The data shows that overall UNSW had a headcount of 145 Indigenous staff including those on continuing, fixed term and casual appointments. The breakdown is further illustrated below:



Our workforce strategy is to increase the number of continuing and fixed term positions for which we have 13 respective staff numbers at present. We have a total of 57 staff in casual teaching positions.

The workforce as a whole at UNSW is reflecting a higher trend in casual teaching positions – brought about by the uncertainty in the education sector especially due to COVID-19 and the reduced number of International students.



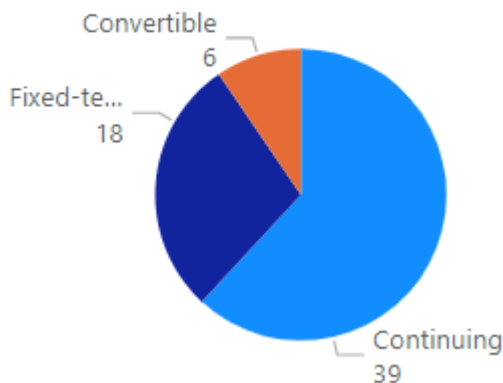
For professional staff, UNSW had a total of 26 staff in continuing appointments and 11 in fixed term appointments. The numbers of casual professional staff is less than for the academic staff cohort, 25 professional casuals and 57 academic casuals.

Overall UNSW has increased its representation of Aboriginal and Torres Strait Islander staff in continuing positions between academic and professional staff now up to 39. This is the highest level of continuing positions UNSW has had to date.

- **Report progress against targets and milestones outlined in the strategy, discuss how these milestones show the strategy is achieving outcomes and where there are barriers.**

The role of Strategy Implementation Lead was created to assist to coordinate the efforts of university staff who play a role in recruiting and supporting our Indigenous workforce. Whilst the role was vacant for over half of 2021, UNSW has made a number of recruitments of Indigenous staff in 2021. By the end of December 2021, we had a total of 63 Indigenous staff on either continuing, convertible or fixed term employment contacts (i.e. excluding casuals).

Contract type



- **Outline how the strategy has increased the number of Aboriginal and Torres Strait Islander people working at the university and progressed towards an Indigenous Workforce Target of 3 per cent?**

In working closely with faculties for both the recruitment and support of Indigenous students there is recognition amongst faculty leaders that this is a shared responsibility rather than one that should be left to the office of the PVC Indigenous / Nura Gili. Similarly in those faculties that produce graduates who are required to work successfully and effectively in Indigenous communities, there has been a focus on increasing their Indigenous academic workforce to ensure the curriculum is relevant.

- **Outline how the strategy has increased the number of Aboriginal and Torres Strait Islander academics and supported their professional development and career advancement?**

It is recognised that to be successful in attracting more Indigenous students to UNSW and to ensure they succeed when they enrol, that they need to see Indigenous role models amongst the academic staff. These staff will also assist the faculty in reviewing and updating the curriculum where necessary as well as acting as a mentor / supervisor for Indigenous students.

The Pro Vice-Chancellor Indigenous continued in 2021 to work closely with the PVC Research on the recruitment and support of Early Career Researchers under the UNSW Scientia Fellowship Program. In 2021, the PVC Indigenous also worked with various faculties on the development of Indigenous identified positions and associated position descriptions in their respective areas.

The myCareer process at UNSW is specifically established to ensure that all staff have an annual plan to discuss career progression at UNSW. Similarly, UNSW offers a 40% discount on tuition fees for all staff to undertake study at UNSW either short courses to enhance their existing

qualifications or to undertake a full degree program. This incentive is promoted to all Indigenous staff to assist them progress in their careers.

- ***Does the university employ one or more Indigenous senior academics, if so, what is their position or positions, if not what is the strategy to fill this position and the expected timeframe?***

UNSW employs a Pro-Vice Chancellor – Indigenous (Level E) as well as a Director Nura Gili Academic (Level D).

- ***Is the strategy current or being redeveloped? If being redeveloped what is the process and timeframe for completion?***

The Indigenous Workforce Plan is current to 2025 and is reviewed annually.

- ***Include the current link to the university's website outlining the strategy.***

A link to the UNSW Indigenous Workforce Plan is here:

[High Level Indigenous Workforce Strategic Objectives.pdf \(unsw.edu.au\)](#)

5.3 Indigenous Governance Mechanism

How has the university implemented its Indigenous Governance Mechanism under section 12 of the ISSP Guidelines?

Section 11 of the ISSP guideline requires:

An Indigenous Governance Mechanism which consists of at least 2 Indigenous persons; at least one of whom is a senior academic, which has responsibility for advising on the use of ISSP funds and an established charter for their employment.

The UNSW Indigenous Governance Mechanism meets this requirement.

- ***Please describe the mechanism and how it works***

The UNSW Indigenous Governance Mechanism includes representation from senior staff across the core business areas of the Office of PVC Indigenous which includes Nura Gili and Indigenous Law Centre. The team is led by the Professor Megan Davis, Pro Vice Chancellor Indigenous. The team meets regularly and as needed with representatives who provide strategic advice and support to the PVCI on all matters relating ISSP funds including conditions of grant.

- ***who are the two Indigenous persons and their positions within the university?***

The two Indigenous persons and their positions within the university are as follows:

Pro Vice Chancellor Indigenous	Professor Megan Davis
Director Nura Gili Academic Curriculum	A/Professor Nicole Watson

- ***does the governance mechanism have responsibility and authority for advising, recommending and monitoring the use of ISSP grant funding?***

Yes

- ***is there a charter for the Governance Mechanism in accordance with Section 11 (d) of the ISSP Guidelines? Could a link to the chart be provided?***

Section 11(d) requires that the Indigenous Governance Mechanism

(d) have a charter that outlines:

- (i) criteria for appointment; and
- (ii) roles and responsibilities; and
- (iii) decision-making processes.

A formal charter for UNSW Indigenous Governance Mechanism is in development. Currently, the UNSW Indigenous Governance Mechanism includes representation from senior staff across the core business areas of the Office of PVC Indigenous, Nura Gili and Indigenous Law Centre.

Representation includes the following identified positions from across the portfolio

- Pro Vice Chancellor Indigenous (MD)
- Director Nura Gili Academic Curriculum (NW)
- Deputy Director of the Indigenous Law Centre (DL)
- Strategy Implementation Lead (GM)
- Current Student Lead (TG)
- Future Student Lead (QVV)
- Manager, Projects (ZD)

- ***What other activities involve Aboriginal and Torres Strait Islander people in the decisions of the university?***

Both the PVCI and the Director of the Academic Programs unit at Nura Gili attend the University's Academic Board meeting where high-level decisions on academic programs and courses are discussed and made.

The PVCI, or a nominee where appropriate, is a member of the following UNSW Committees or Boards:

- UNSW Executive.
- UNSW Equity, Diversity and Inclusion Board.
- The Gonski Institute, which was established specifically to address inequity in Australian education.
- The Institute for Global Development.
- Scientia committee meetings for both selection of Indigenous PhD candidates and Indigenous Fellowship positions.

An Indigenous member of staff from the Office of the PVC Indigenous, together with staff from Nura Gili as required, attends faculty consultation meetings to ensure the faculty's implementation of the UNSW Indigenous Strategy is aligned with the overall intent.

5.3.1 Statement by the Indigenous Governance Mechanism

Consistent with subsection 17(2)(b) of the guidelines, the Indigenous Governance Mechanism should make a statement with reference to the performance report and the acquittal report in this section.

I declare this report is an accurate reflection of the activities undertaken by UNSW in 2021. My appointment as Pro Vice-Chancellor Indigenous fulfils our obligations under section 11 of the ISSP Guidelines. I am confident that our UNSW Indigenous Strategy will provide us with the strategic direction and vision to improve our programs and services so that we make a positive impact on current and future Indigenous students and staff. In addition, I declare the information in the accompanying acquittal report to be accurate.

Name	Position	Contact Details
Professor Megan Davis	Pro Vice Chancellor Indigenous	T: +61 2 9348 0855