

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Performance Report

Organisation	University of Sydney		
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1. Enrolments (Access)

Indigenous Student Data

Commencing Aboriginal and Torres Strait Islander students

	2015	2016	2017
Aboriginal and Torres Strait Islander students	132	139	158
Non-Aboriginal and Torres Strait Islander students (Domestic students only)	14863	14001	14289

Total number of Aboriginal and Torres Strait Islander student enrolments

	2015	2016	2017
Aboriginal and Torres Strait Islander students	335	346	370
Non-Aboriginal and Torres Strait Islander students (Domestic students only)	42335	41599	41093

ISSP	2013		2014		2015		2016		2017	
	Position	Actual	Position	Actual	Position	Actual	Position	Actual	Position	Actual
EFTSL	16	253.52	16	269.43	19	242.02	18	254.7	TBC	267.91
EFTSL Regional & Remote	24	53.12	26	54.95	27	49.68	25	64.18	TBC	56.23

Note: 2017 data verification is still underway and is due by mid-May. 2017 data shown here is preliminary.

There was a decline in commencing students in 2015 as several courses primarily offered to Aboriginal students were under review and were therefore, not offered. Some of these courses were subsequently re-instated while some were permanently retired. This accounts for the decline in our EFTSL numbers and ranking in that year.

Since then commencing student numbers, total student numbers, and EFTSL have all steadily increased.

Strategies to address access and enrolments

Outreach Activities

The University is committed to creating opportunities for Aboriginal and Torres Strait Islander students to access higher education. The week-long residential Summer and Winter programs run by the Widening Participation and Outreach team provide engaging and powerful learning opportunities that would otherwise not be accessible to many young people. These activities utilise expert teachers and

leverage critical collaborative partnerships within specialist supportive and inclusive environments to maximise positive outcomes for participating students.

The **2017 Wingara Mura Bunga Barrabugu (WMBB) Summer Program**, held from the 15 to 20 January, hosted 206 Aboriginal and Torres Strait Islander students from every Australian state and territory, in two concurrent programs: Wingara Mura for Year 9 and 10 students (77 participants) which focused on supporting tertiary study and demystifying university, and Bunga Barrabugu for Year 11 and 12 students (129 participants) which informed potential professional discipline choices, provided preparation for senior study, and exposed students to the University of Sydney experience. Opportunities to explore and encourage links between interests, higher education, and careers were embedded in all aspects of the program. There was an increase in students positively asserting an understanding of the powerful linkages between personal interests and university options from 48% prior to the program to 74% post program. 85% percent of participating students reported increased confidence in university being a place for them, up from 73% pre-program.

The Bunga Barrabugu (Year 11 and 12) program resulted in a 24.5% increase in surveyed students reporting a positive understanding of what university courses were available in their area of interest, and helped students gain significant understanding of the scholarships and pathways available at the University of Sydney. 96.2% of Year 12 students reported better knowledge of the processes and requirements for the Cadigal Program at the University. Student understanding of the support services and pathways available at university rose from 55.9% pre-program to 88.2% post-program. 74% (20) of the 27 Year 12 surveyed participants from the 2017 Wingara Mura Bunga Barrabugu Summer Program indicated they were enrolled at a university commencing in 2018.

The 2017 **Bunga Barrabugu (BB) Winter Program**, held from 2 to 7 July hosted 28 Aboriginal and Torres Strait Islander students in Year 12 from NSW, Queensland and the Northern Territory attended a five-day residential program. This program promotes academic preparedness for students' final exams and presents information regarding opportunities and pathways to university. Participants experience an introduction to university life, attend subject-specific workshops, receive tailored one-to-one academic tutoring, and have time allocated for independent study. There were also several extra-curricular activities undertaken outside of the work day.

Student participants are given many peer-to-peer support opportunities not only with each other, but also with current University students and staff. At the beginning of the Program, 57.89% of respondents advised they felt prepared for their final exams. At the end of the Program, 96% of students advised that they felt more confident in preparing for their final exams. Pre-census information for 2018 indicates that nine students from the Year 12 2017 BB Winter Program enrolled at the University of Sydney, with six of these students enrolling through the Cadigal Alternative Entry Program.

The Mana Yura Student Support team assisted the Widening Participation and Outreach Team with the Winter School program. Staff members from Mana Yura, along with the MOBS peer mentors, took part in welcoming the students to the University, participated in evening sessions throughout the week, and facilitating final day round table sessions to address any questions the students had regarding Cadigal Applications, accommodation, scholarships and Student Support in general.

The Indigenous Student Engineering Spring Workshop renamed the **STEM Spring Workshop** in 2017, was held from 24 to 29 September and hosted 14 Year 10 and 11 Aboriginal and Torres Strait Islander students from across Australia, who showed an aptitude and interest in Science, Technology, Engineering and Mathematics (STEM). The Indigenous Student Success Programme (ISSP) supported the participation of five student alumni from the Wingara Mura Summer Program in this Workshop. Students participated in challenging hands-on activities, worked in teams to develop a cross-disciplinary project, engaged in specific Science and Mathematics subject skills enrichment workshops and undertook external industry site visits. All participating students attended either the Indigenous Australian Engineering Summer School (IAESS) or the Wingara Mura Bunga Barrabugu Summer program earlier in the year. Students indicated increased academic confidence, understanding of alternative entry pathways and available support services, and ranked the opportunity to attend external industry site visits, including to Google, very highly.

The University of Sydney's Centre for Continuing Education's program of HSC Preparation courses was extended to Aboriginal and Torres Strait Islander students to help maximise their HSC results and encourage increased academic confidence prior to exams. 73 Year 12 Aboriginal and Torres Strait Islander students from Central Western NSW (Dubbo, Forbes, Parkes, Orange and Wellington) were engaged in a series of in-school targeted **HSC preparation workshops** including 'Promote Yourself' in which students practiced writing persuasively about themselves and received support in drafting

scholarship applications. They undertook 'HSC Exam Prep' in which students developed and/or consolidated effective approaches to prepare for and sit senior school exams. 80% of Year 12 students who completed the HSC Exam Prep workshops in the Central West stated they felt more confident in their ability to prepare for and take HSC style exams, with nearly all students (97%) saying that they would recommend the workshop to other Year 12 students.

The **Life at Sydney** residential program provides an opportunity for Year 11 students from regional NSW and Western Sydney to participate in a variety of hands-on faculty-based activities and senior study skills workshops over the course of three days on the Sydney University campus. Program outcomes include increased student preparedness and feelings of confidence in their academic abilities, access to information for planning and researching future opportunities, and equipping students with an understanding of alternative pathways and available equity scholarships to make informed decisions about their future. 13 Aboriginal and Torres Strait Islander students from partner organisations The Smith Family, via the Learning for Life program, and Education & Training Out West via the Transition to Uni program, were supported to attend.

98% of all participants (69 total) agreed or strongly agreed they had a better understanding of the university student experience (increased from 37% pre-program); 94% of participants agreed or strongly agreed they could better link interests to further study and careers (increased from 77% pre-program); 100% of participants agreed or strongly agreed that as a result of the program their knowledge of what scholarships and alternative pathways are available at university increased (up from 43% pre-program) and 96% of participants agreed or strongly agreed they knew more about student services at the University and where to find more information (increased from 45% pre-program). 75% of participants indicated plans to go to university in the year immediately following their HSC (up from 62% prior to participation), 9% of respondents planned to go to TAFE or VET college, and 40% of respondents were interested in a gap year or taking time away from study.

22 Aboriginal and Torres Strait Islander students were supported to participate in the **Open Day** workshop program on 26 August 2017, designed to prepare students academically for senior study as well as provide key support to access higher education. The 2017 Open Day workshops for Years 10 to 12 included individual consultations to support E12 or Cadigal applications for eligible students. Six Year 12 Aboriginal students engaged through The Smith Family and Education & Training Out West (ETOW) were supported to attend a residential program associated with Open Day that supported students to access key information about accommodation and scholarships and participate in academic skills enrichment activities. Following Open Day, ETOW had 14 students complete and submit E12 applications with 11 successfully receiving offers. 91% of participants agreed or strongly agreed they knew more about how to write about themselves persuasively for a scholarship application and 95% of participants in the residential program recorded an increased motivation to pursue higher education.

The Mana Yura Student Support team hosted a stall at the University Information Day and Open Day events. Both events provide an opportunity for this team to promote the Cadigal Alternative Entry Program, accommodation, financial assistance and scholarships available to Indigenous students. At both events the team assisted up to 50 prospective Aboriginal and Torres Strait Islander students.

All of the above outreach activities were partly funded by ISSP funding in 2017.

Access Activities

The University facilitates access for Aboriginal and Torres Straits Islander students through the Cadigal, Pemulwuy and Breadwinners Special Entry Programs and Away from Base courses. The University also offers targeted financial support to Aboriginal and Torres Strait Islander students via a broad range of scholarships, bursaries and prizes (see details in scholarship tables below).

Alternative Entry Programs

The Mana Yura Student Support team co-ordinate the Cadigal Alternative Entry, Pemulwuy and Breadwinner Programs, which assist Aboriginal and Torres Strait Islander students with University entry and offer academic and social support from admission through to graduation. In 2017 Mana Yura supported 46 successful applicants who received an offer through the Cadigal, Pemulwuy and Breadwinners Alternative Entry programs.

All three programs are an access and support channel designed to assist prospective Aboriginal and Torres Strait Islander students applying for an undergraduate degree by offering a modified entry pathway for applicants who are then supported by an intensive two-week Academic Enrichment Program.

The workshops run through this program equip students with the necessary skills to succeed in their first year of study, such as academic writing, structuring essays, critical thinking, oral presentation, research methods and time management. The program also provides a guided tour of the University, lunch at a residential college, opportunities to meet staff and students, and time to get to know other students in the Cadigal program.

The Mana Yura team facilitates representatives from Centrelink, Counselling Services, Financial assistance, Student Accommodation Services, Student Representative Council, Careers, and Elders from the local community to come to speak with the students. All first-year students are invited to attend this program. Particular emphasis is placed on encouraging Cadigal Alternative Entry students to attend all of the workshops to familiarise them with the academic skills required for university.

Feedback from a survey conducted with the 2017 participants showed that 90% agreed that the two-week program was very useful. In terms of the educational experience, over 90% agreed that the educational experience was useful and over 60% agreed that this program assisted in further developing their skills in essay writing, academic referencing, reading strategies and effective note taking.

The Cadigal Academic Enrichment program was fully funded by ISSP funding in 2017.

Away From Base (block) courses

The Schools of Education and Social Work and Public Health offer flexible options for some undergraduate and postgraduate courses that allow students to combine on-campus study with home-based work. The Away from Base mode allows students to attend intensive week-long blocks of study on campus and then complete the remainder of work off campus. Several hundred students have completed Diploma, Bachelor, Graduate Diploma and Masters level courses through these block programs. In 2017, 53 students were admitted into these programs.

The Away From Base program is mainly funded by the Commonwealth under the Indigenous Advancement Strategy.

Supported University entry (entry with a lower minimum ATAR) is also available to eligible Aboriginal and Torres Strait Islander students through the University of Sydney's various alternative pathways listed below.

E12 Early Entry Scheme

E12 is for domestic NSW students currently undertaking the HSC or IB who are financially disadvantaged and/or attend government identified 'low socioeconomic' high schools. Successful applicants receive an early conditional offer to one of over 75 courses at the University of Sydney, guaranteed upon attainment of the lowered minimum ATAR. Since it commenced, a number of Aboriginal and Torres Strait Islander students have received offers to a range of undergraduate courses at the University of Sydney via this scheme.

Broadway Scheme

Domestic students who have experienced long-term educational disadvantage may apply to the Broadway Scheme. To be eligible for consideration, applicants need to demonstrate that their educational performance during Year 11 and/or Year 12 (or equivalent) was/has been seriously affected by circumstances beyond their control.

Elite Athletes and Performers Scheme

The Elite Athletes and Performers Scheme is for applicants who are able to demonstrate they are elite athletes or performers, and have had training, competitive and/or practice commitments which have significantly affected their Year 12 results.

Foundation Year

To increase Aboriginal and Torres Strait Islander student numbers in the future, the University has been exploring how best to support students who are likely to require tailored academic, financial and emotional support to succeed in their studies. We identified a lack of supported pathways for school-leavers who have missed ATAR cut-offs, non-recent school leavers, and applicants who do not have an ATAR or school leaving certificate.

Two pieces of work were undertaken in 2017 to investigate the need for a Foundation Year, with a focus on mature age/no or low ATAR applicants, to enable a larger number of students to receive offers, enrol

and successfully graduate from the University of Sydney. This information is now being used to explore the establishment of a Foundation Year in the future.

Recruitment Activities

There is a dedicated Aboriginal and Torres Strait Islander recruitment unit within the Global Student Recruitment and Mobility team.

This unit attends interstate school Expos and makes school visits both in NSW and interstate, attends community and cultural events to promote the University, attends regional, remote and interstate activities that have a recruitment focus, and provides follow up to schools engaged in our schools outreach activities.

Table 1a Scholarships (2017 breakdown)

Note: In 2017 only preserved Commonwealth Scholarships were funded from ISSP funding.

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
From Regional/ Remote - undergraduate	5,217	3	20,950	4	0	0	26,187	7
From Regional/ Remote - postgraduate	0	0	0	0	0	0	0	0
Undergraduate (non-regional/remote students)	2,618	1	5,237	1	0	0	7,855	2
Post-graduate (non-regional/remote students)	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0
Total	7,835	4	26,187	5	0	0	34,022	9

Value of Scholarships awarded by the university to remote or regional students in the 2016 academic year (Section 21(3) in the Guidelines refers)	\$37,685
Value of Scholarships offered by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$41,816*

*This includes scholarships offered to three students who subsequently withdrew in 2017.

Other Scholarships and Awards

The University offers scholarships, bursaries and prizes of varying size to Aboriginal and Torres Strait Islander students funded by the University and from private sources.

In total \$2,345,720 was awarded in 356 scholarships, bursaries, prizes and awards to Aboriginal and Torres Strait Islander students in 2017. A detailed breakdown of these is shown in the table below.

Note: some students only received partial payment in the 2017 year due to studying part-time or for one semester. The amount column indicates the full-time scholarship rate for one year. The total cost shown represents the actual amount awarded in 2017.

Scholarship details	Funding Source	Amount	No. Awarded	Total Cost	Comments
Australian Aboriginal and Torres Strait Islander Scholarship	University funding	up to \$500	8	\$ 7,100	Advertised Bursary
Bernard Lee Scholarship for Indigenous Australian Students	University endowment funding	\$ 5,000	8	\$ 39,000	Advertised Bursary
Chancellor's Committee Indigenous Australian Undergraduate Bursary	University funding	up to \$2,000	10	\$ 20,000	Advertised Bursary
Charles Perkins Memorial Prize	University endowment funding	\$ 4,000	3	\$ 12,000	Prize
Douglas Jamieson Aboriginal Scholarship	University endowment funding	\$ 7,000	1	\$ 7,000	Scholarship
Elaine M. Grierson Scholarship	University endowment funding	\$ 6,000	1	\$ 6,000	Scholarship
Poppy Harris Bursary	University endowment funding	up to \$1,000	1	\$ 1,000	Advertised Bursary
Robert Floyd Marshall and Essen Marshall Scholarship	University endowment funding	up to \$3,000	17	\$ 43,000	Advertised Bursary
Susan Wakil Scholarship - Undergraduate Indigenous	University endowment funding	\$ 29,000	2	\$ 54,990	Scholarship
The Gwen and David Moore Aboriginal Scholarship	University endowment funding	\$ 25,000	1	\$ 25,000	Scholarship
The Professor Ann Curthoys NSW Freedom Ride Accommodation Scholarship	University endowment funding	\$ 12,000	1	\$ 12,000	Scholarship
The Rosebrook Foundation Indigenous Accommodation Scholarship	University endowment funding	\$ 15,000	1	\$ 15,000	Scholarship
The Rotary Club of Sydney Soukup Memorial Scholarship	University endowment funding	\$ 15,000	3	\$ 26,250	Scholarship
The Steglick Indigenous Women's Scholarship	University endowment funding	\$ 6,000	1	\$ 4,500	Scholarship
The University of Sydney Aboriginal and Torres Strait Islander Support Award	University funding	\$ 1,000	7	\$ 7,000	Scholarship
The William John and Lizzie May Sinclair Scholarship	University endowment funding	\$ 25,000	4	\$ 100,000	Scholarship
University of Sydney Indigenous Accommodation Award and bursary	University funding	\$ 8,728	10	\$ 87,280	Award
University of Sydney Aboriginal and Torres Strait Islander Entry Scholarship	University funding	\$ 10,000	20	\$ 200,000	Scholarship
University of Sydney Indigenous Australian Postgraduate Scholarship	University funding	\$ 3,000	12	\$ 19,000	Advertised Bursary
University of Sydney Indigenous Exchange Scholarship	University funding	\$ 5,000	2	\$ 10,000	Scholarship
University of Sydney Indigenous Progress Award	University funding	\$ 2,000	64	\$ 128,000	Prize

Sub-total University Funding			177	\$ 824,120	
Australian Rotary Health Research Fund	Industry funding	\$ 5,000	6	\$ 30,000	Scholarship
Biomedical Industry Partner Leadership Scholarship	Faculty funding	\$ 18,000	1	\$ 18,000	Scholarship
BlueScope Indigenous Scholarship in Business	Industry funding	\$ 25,000	1	\$ 12,500	Scholarship
Campus Infrastructure Services Scholarship in Architecture, Design and Planning	Campus Infrastructure Services funding	\$18,000 per year for 3 years	2	\$ 36,000	Scholarship
CIS Project Management Leadership	Campus Infrastructure Services funding	\$ 18,000	1	\$ 18,000	Scholarship
Class of 1977 Indigenous Scholarship - Sydney Medical School	Faculty funding	up to \$6,000	1	\$ 6,000	Scholarship
Faculty of Health Sciences Aboriginal and Torres Strait Islander Students Summer Research Scholarships	Faculty funding	\$1600 per student	1	\$ 1,600	Scholarship
Faculty of Health Sciences Dean's Aboriginal and Torres Strait Islander Undergraduate Scholarship	Faculty funding	up to \$6000	1	\$ 6,000	Scholarship
Gertrude Angel Lord and Francis Lord Scholarship - Sydney Medical School	Faculty funding	up to \$15,000	1	\$ 15,000	Scholarship
Herbert and Valmae Freilich Scholarship for Indigenous Australian Medical Students - Sydney Medical School	Faculty funding	\$ 5,000	2	\$ 5,000	Scholarship
National Broadband Network Co. (NBN)	Industry funding	\$ 30,000	1	\$ 30,000	Scholarship
Poche Centre Scholarship - statement of attainment	Poche Centre funding	\$ 1,500	55	\$ 82,500	Scholarship
Poche Centre Scholarship - Certificate II/IV	Poche Centre, Rotary, NSW Ministry of Health funding	\$ 15,000	63	\$ 945,000	Scholarship
Poche Centre Scholarship - Diploma	Rotary, NSW Centre for Oral Health Strategy and Poche Centre funding	\$ 25,000	2	\$ 50,000	Scholarship
Poche Centre Scholarship - Bachelor	Poche Centre funding	up to \$5,000	3	\$ 6,000	Scholarship
Poche Centre - Higher Degree by Research support scholarships	Poche Centre funding	\$ various	4	\$ 200,000	Scholarship
Susan Tompkins Scholarship for Indigenous Health Programs in the School of Public Health	Industry funding	\$ 5,000	24	\$ 24,000	Scholarship

University of Sydney Business School and University Colleges: Joint indigenous Australian Scholarship	Faculty funding	\$ 6,000	1	\$ 3,000	Scholarship
University of Sydney Business School Scholarship with Merit for Excellence in Extracurricular Endeavour	Faculty funding	\$ 6,000	7	\$ 30,000	Scholarship
Victoria Gollan Scholarship - Sydney Law School	Faculty funding	\$ 1,500	2	\$ 3,000	Scholarship
Sub-total Faculty, Industry & Other Funding			179	\$ 1,521,600	
Total All Non-Government Scholarships			356	\$ 2,345,720	

Accommodation Award

The Mana Yura Student Support team, in conjunction with Student Accommodation Services and Financial Services, created a financial aid guarantee for all Aboriginal and Torres Strait Islander school leavers. Commencing Aboriginal and Torres Strait Islander students are now guaranteed a place in University owned accommodation. The awardees are not required to pay a bond and are able to choose between a range of accommodation options that are University owned and managed. The total value of this award is \$7728 to meet 50% of accommodation costs. A start up bursary of \$1000 is also provided to the student up-front to assist with relocation expenses. 10 students took up this award in 2017.

University of Sydney Aboriginal and Torres Strait Islander Entry Scholarship

A \$10,000 scholarship is awarded to Aboriginal or Torres Strait Islander students who have obtained an Australian Tertiary Admission Rank (ATAR) in the NSW Higher School Certificate (or equivalent) of 85.0 or above, and who are commencing the first year of an undergraduate award course at the University of Sydney through the Universities Admissions Centre (UAC). The Mana Yura Student Support team worked in partnership with the University's Scholarships unit to ensure all students who entered through the Cadigal Alternative Entry program with an ATAR of 85.0 (or equivalent), received this scholarship. 20 students were awarded this scholarship in 2017.

University of Sydney Indigenous Progress Award

Aboriginal or Torres Strait Islander students who are enrolled full-time in an undergraduate award course, including diploma (undergraduate) at the University of Sydney, and have completed a full-time study load in an undergraduate award course, including diploma (undergraduate), with an Annual Average Mark (AAM) of 65.0 or higher in the previous academic year are awarded a \$2000 progress award. 64 students received this award in 2017.

Business School Cadigal Scholarship

Mana Yura Student Support team worked closely with the Sydney Business School in 2017 to increase the participation of Aboriginal and Torres Strait Islander students in the Business School. This led to the creation of dedicated scholarships within the Inspired by Business Program. Three of these scholarships will be available in 2018 each valued at \$30,000 paid over the life of each student's degree.

2. Progression (access and outcomes)

In 2017 we had 370 students who identified as Aboriginal or Torres Strait Islander studying at the University of Sydney.

The spread of students across the University saw at least one Aboriginal or Torres Strait Islander students enrolled in every faculty. We have had at least one Aboriginal or Torres Strait Islander student enrolled in every faculty since 2012.

ISSP	2013		2014		2015		2016		2017	
	Position	Actual	Position	Actual	Position	Actual	Position	Actual	Position	Actual
Success Rate (units passed/units attempted)	4	85	5	85	5	84.41	5	85.37	TBC	84.06

Note: 2017 data verification is still underway and is due by mid-May. 2017 data shown here is preliminary.

We have maintained a consistently high success rate for Aboriginal or Torres Strait Islander students over the years. This is due to the focus on both the success and progression of this student cohort by the student support teams and by other staff across the University.

Strategies to address access and outcomes

The dedicated Aboriginal and Torres Strait Islander Student Support teams offer a strong, scheduled social programme that facilitates community building among Aboriginal and Torres Strait Islander students; provide referrals to additional supports and services available at the University; a peer mentoring programme that builds networks across student cohorts; and discretionary assistance when required through the provision of mandatory study materials (i.e. laboratory coats) and a text book library.

In 2017 Mana Yura provided close to 6,000 occasions of service to students via telephone, email and face to face consultation while Yooroang Garang provided over 2,700 occasions of service to students. This represents a 39% increase in occasions of service by these teams compared to 2016.

Mana Yura Student Support team

Mana Yura is a phrase in the Darug language of the greater Sydney region which means 'gathering Aboriginal peoples to the Eora nation'. This phrase captures the core mission of the Mana Yura Student Support team which is to create a sense of community and belonging for all Aboriginal and Torres Strait Islander students at the University of Sydney.

The Mana Yura Student Support team sits within the Student Support Services unit at the University of Sydney. This team's role is to provide culturally appropriate assistance and support to all Aboriginal and Torres Strait Islander students throughout their University journey, from admission to graduation. Strategies to increase the participation and retention of our students are the team's core business. The team works in partnership with all student support services to ensure timely referrals to other sources of assistance on campus.

One of the key programs run by Mana Yura is an early intervention program that identifies students at risk of failure or discontinuation. Through this program, academic plans are put in place to ensure students are supported in all areas of their university journey. Students are connected with their faculty's academic support mechanisms, and to other University services such as the Learning Centre, Accommodation Services, Scholarships and Financial Support.

In 2017, Mana Yura supported over 360 students from admission to graduation. Four staff members were responsible for managing the Cadigal program, Indigenous Tutorial and Academic Support programs, monitoring student's academic progress, well-being and pastoral care. The other three staff members' core focus was to manage and coordinate the student experience projects for this cohort.

One of the major projects piloted in 2017 was the MOBS project (see details below). This enhanced support program was developed and implemented to decrease the amount of unnecessary or early attrition, and to encourage students' persistence, engagement and sense of belonging at the University.

In order to create a sense of belonging for students enrolled in Away From Base programs, the Mana Yura team also ran a series of outreach activities for these students, mainly providing lunches and morning teas, each time they were attending a block for their course on campus. In 2017, the Mana Yura team provided over 20 outreach lunches to build stronger relationships with Away from Base students, staff and current full degree students, and to increase their knowledge of the support available to help them participate in their studies.

These programs are partially funded by the University, supplemented by ISSP funding, to ensure broader reach and student engagement.

Yooroang Garang Student Support team

Yooroang Garang is the Aboriginal and Torres Strait Islander Student Support Unit within the Faculty of Health Sciences located at the Cumberland Campus in Lidcombe. The Dharug words "Yooroang Garang" mean "strong place" and is the unit's central purpose; to be a strong, supportive unit that empowers Aboriginal and Torres Strait Islander students to succeed at university.

The unit adopts an individualised, case management approach for all Aboriginal and Torres Strait Islander students enrolled within Health Sciences. It provides academic support and culturally appropriate pastoral care from admission through to graduation. Yooroang Garang administers alternative access and support pathways including Cadigal, Pemulwuy and the Breadwinner Program for the Faculty. To ensure success within their chosen degree, students participate in a week-long Orientation Program specifically designed for allied health. This program incorporates essential academic skills into core areas of health, anatomy and physiology, and includes workshops within the wet labs and introduction to professional skills opportunities through meeting current students and staff.

Yooroang Garang works collaboratively within the faculty and the wider University to develop programs which support and enhance the student experience. This includes the Indigenous Student Support Fund, faculty specific scholarships, and the Winter/Summer Indigenous Research Scholarship. Students have a culturally safe space, fully equipped computer lab and tutorial rooms, and are provided with essential textbooks and professional equipment such as stethoscopes, dynamometers and lab coats. Yooroang Garang also manage and provide support subjects under the Aboriginal Health Science Support Program, a supplementary program that is studied concurrently with a student's degree.

The Yooroang Garang team also manages the faculty program for the Widening Participation and Outreach team's Wingara Mura Summer and Winter School programs, and participate in numerous annual social inclusion events. The unit is viewed as an essential and valued part of the faculty and staff attend both the University Open and Information Days.

The Yooroang Garang Student Support team was mainly funded by ISSP funding in 2017.

Mentoring Our Brothers and Sisters (MOBS)

Launched as a pilot program in 2017, MOBS is a peer mentoring initiative designed to benefit all commencing undergraduate Aboriginal and Torres Strait Islander students during their first year of study.

The aim of the program is to increase the retention and success rates of Aboriginal and Torres Strait Islander students, through building a supportive mentoring network. The program enhances students' first year experience and helps build a strong sense of community where Aboriginal and Torres Strait Islander students feel connected and free to enjoy their cultural identities.

Peer Mentors (continuing Aboriginal and Torres Strait Islander students) volunteer their time (approximately 15 hours per semester) to help facilitate first year student's transition to study, share their own experiences, and provide general advice, guidance and support to their mentees.

The program is also designed to build the leadership capabilities of the MOBS mentors. Throughout 2017 mentors were involved in a number of training, development, leadership, cultural and community engagement opportunities both on and off campus, including with a range of internal and external stakeholders.

Student engagement with the MOBS program has grown significantly since the launch, and continues to cover every faculty across the University. Many of the 2017 mentors will be returning, and mentees from 2017 are now transitioning into the role of MOBS mentors, showing encouraging retention and dedication to the program.

MOBS 2017 was successful in its key goal of encouraging retention of first year students into further years of study, with all MOBS mentees continuing on to study in their second year. We have also received strong positive formal and informal feedback on the program from students involved.

MOBS activity was fully funded via ISSP in 2017.

Academic Advisors

Each faculty has an Academic Advisor for Aboriginal and Torres Strait Islander students who acts as a point of contact and provides advice to students who require additional support, information or

advocacy. Academic Advisors also provide academic advice around course structure, subject choice and discipline pathways in their faculty.

The Mana Yura team co-ordinated a formal meeting of the Advisors in May 2017 to discuss faculty mergers and how the group would continue throughout the year. It was decided that the group would continue as normal until all faculty mergers were complete, with a review of the Academic Advisor structure to be undertaken in 2018. Academic Advisors were invited to all social and networking events by the Mana Yura team to help build good relationships with students and other staff.

Support for Academic Advisors was partly funded by ISSP in 2017.

Indigenous student spaces

Culturally safe spaces are provided for all Aboriginal and Torres Strait Islander students on the Camperdown Campus at the Old Teachers College in an area recently re-branded as the Wingara Mura Centre. It has a fully equipped computer laboratory, photocopying facilities, research library, a tutorial room for study, and a student/staff common room with full kitchen facilities.

The Mana Yura team occupies an office adjacent to these spaces three days per week to facilitate contact with students using these facilities as well as their regular office in the Student Support Services area.

Students at the Cumberland Campus also have a culturally safe space run by the Yooroang Garang team. This has a fully equipped computer lab and tutorial rooms and provides students with essential textbooks and professional equipment such as stethoscopes, dynamometers and laboratory coats.

The running of these student spaces was fully funded by ISSP funding in 2017.

Engagement activities

The Mana Yura team hosted regular lunches during both semesters in 2017 to build a sense of community and provide informal opportunities for students to get to know the Mana Yura team so they feel more comfortable accessing support. Monthly newsletters were sent out to students by this team to update them on key University dates, student support service information, events hosted by Mana Yura, and University and community news. In 2017 the team introduced a new section in the newsletter that highlights student success.

In line with the 2017 theme for NAIDOC week “Our Languages Matter”, the Mana Yura team alongside other Indigenous staff across the University, worked in collaboration with the Inclusion and Diversity team to promote the first University-wide NAIDOC celebration. This event provided the opportunity to showcase the University’s commitment to diversity and inclusion initiatives and to build an understanding on the importance of language to Aboriginal and Torres Strait Islander people.

End of year awards dinner

This event builds a University community and experience by celebrating our student’s achievements, identities and cultures. The 2017 event celebrated 25 years of the Cadigal Alternative Entry Program and highlighted the important role the Cadigal program plays in providing all Aboriginal and Torres Strait Islander students the opportunity to access education. Another important aspect of this event is that students are offered a firsthand role in helping to organise and run the evening. This element is encouraged by the Mana Yura team as it exposes our students to career development opportunities they may not necessarily have in their studies.

Indigenous Tutorial Assistance Support (ITAS)

ITAS is a key academic support mechanism for all Aboriginal and Torres Strait Islander coursework students. ITAS facilitates access to supplementary tutoring, delivered in one-to-one or small group sessions. ITAS was fully funded by ISSP funding in 2017.

Student participation in ITAS has grown considerably over the past three years as outlined in the table below.

Table 2: ITAS Participation by year

2015	2016	2017
91	128	155

ITAS has continued to support the success of our students, with 77% of all units of study attempted with the support of an ITAS tutor receiving a pass grade or higher.

There were several additional initiatives to support student success and retention delivered through ITAS in 2017. These initiatives are outlined below.

Cultural Competence and Academic Skills training sessions

The Academic Skills sessions aim to improve the skills of ITAS tutors. They are presented in conjunction with the Learning Centre to provide advice on different types of learning styles and resources. With this support, ITAS tutors can identify where individual students are struggling, and can assist in the development of both study and exam techniques, as well as facilitating a deeper understanding of complex subject matter. In 2017 the Mana Yura team delivered this session for all new ITAS tutors in both semesters 1 and 2 and are currently working with the Learning Centre on the development of an online version of this training so that it can be accessed by all tutors at any point in the academic year. This online resource is expected to be completed in 2018.

Feedback from ITAS tutors who participated in this training session in 2017 reinforced the importance of these sessions, with 79% of tutors strongly agreeing and a further 21% of tutors agreeing that the Academic Skills session was useful for developing their skills as competent educators.

The Mana Yura team also worked with the National Centre for Cultural Competence at the University of Sydney to conduct Cultural Competence training workshops designed to help tutors deepen their understanding of relational learning as important for their pedagogy as ITAS tutors. Tutors were trained in understanding concepts of wellbeing in the context of Aboriginal and Torres Strait Islander communities, and offered knowledge and skills for engaging with their students in culturally safe, respectful and responsive ways. In 2017 the cultural competence training offered to tutors was expanded with three face-to-face workshops offered, as well as the suite of online cultural competence modules which are available to all University staff.

Feedback from tutors who participated in this training in 2017 reinforced the importance of these sessions, with 67% of tutors strongly agreeing and a further 33% of tutors agreeing that the cultural competence sessions were useful in developing their understanding of cultural competence and its impact on their role as ITAS tutors.

Outreach to ITAS students

The Mana Yura team have grown participation in ITAS by encouraging the use of ITAS by all students following the release of semester 1 results. This outreach is intended to pre-empt the academic support students might need in semester 2 and ensure that a majority of students access this support as early as possible. It is targeted towards students defined as at academic risk and consists of phone calls, in-person meetings and the creation of personal academic plans encouraging the use of ITAS.

ITAS 100

The Mana Yura Team has implemented an ITAS 100 procedure which involves calling all ITAS students before the census date each semester. These calls are used to check on tutoring and address any issues that may affect the usefulness of tutoring as early as possible.

ITAS student-tutor networking events

The Mana Yura team have recognises the importance of supporting relationship building between tutors and students involved in ITAS by facilitating social events. In addition to the end of year awards dinner, the Mana Yura team also facilitated a meet and greet BBQ for all ITAS tutors and students in semester 2, 2017.

Table 2a Tutorial and other assistance provided (2017 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	116	2855.03	173,175
	Post graduate	39	569.35	34932
	Other	0	336	19,526

	total	155	3760.38	\$227,633
General staff – ITAS support salary costs				\$45,184
Cultural Competence Training cost				\$4030.00
Other admin costs				\$525
Total costs				\$277,372

3. Completions (outcomes)

ISSP	2013		2014		2015		2016		2017	
	Position	Actual	Position	Actual	Position	Actual	Position	Actual	Position	Actual
Completions	8	73	4	96	11	72	8	78	TBC	94

Note: 2017 data verification is still underway and is due by mid-May. 2017 data shown here is preliminary.

There was a decline in completions in 2015 as several courses primarily offered to Aboriginal students were under review and were therefore, not offered. Since then completion numbers have steadily increased.

Strategies to address completions & career support

All of the student support activities outlined in Section 2 above support students at Sydney to successfully complete their degrees.

Mana Yura & Careers Centre

A dedicated Career Development Officer position for Aboriginal and Torres Strait Islander Students was established within the Careers Centre in 2017. The Careers Centre has been working closely with the Mana Yura Student Support team to engage and support the career development of Aboriginal and Torres Strait Islander students. In addition to dedicated careers consultations for Aboriginal and Torres Strait Islander students, weekly drop-in sessions were established for students during semester at the office in the Old Teacher's College.

The Careers Centre also liaises directly with employers in industry to identify employment opportunities for students across sectors, and has created a specific jobs listing for students to access Indigenous-identified advertised positions through the Sydney CareerHub online jobs database.

In addition, students now receive monthly communications highlighting upcoming events, career development workshops, and selected job opportunities. The Careers Centre website has been updated to reflect the dedicated careers support services available to Aboriginal and Torres Strait Islander students.

The dedicated career development officer position was partly funded by ITAS in 2017.

4. Indigenous Education Strategy accessible by public

The objectives of the University of Sydney in respect of Aboriginal and Torres Strait Islander higher education, research and community engagement are outlined in our integrated strategy **Wingara Mura - Bunga Barrabugu (Wingara Mura)**.

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

Wingara Mura is a whole-of-university approach that aims to ensure that all faculties and University services are committed to Aboriginal and Torres Strait Islander advancement. It sets ambitious targets for Aboriginal and Torres Strait Islander student enrolments, Aboriginal and Torres Strait Islander staff appointments to academic and service units, research collaborations with Aboriginal and Torres Strait Islander peoples, and for the completion of a range of initiatives.

The Strategy is supported by significant funding from the University which is used for a wide range of initiatives undertaken by Faculties and Professional Service Units.

Wingara Mura was approved and released in 2012. The full strategy document can be found on the University of Sydney website at: <https://sydney.edu.au/content/dam/corporate/documents/about-us/values-and-visions/wingara-mura-bunga-barrabuqu.pdf>

This Wingara Mura strategy is being reviewed and will be refreshed to reflect current activities and goals and to better align with the overarching University 2016-2020 Strategy.

Cultural Competence

Cultural competence as a graduate and staff quality is an anchoring feature of how the University envisions a distinctive Sydney education. In 2017 significant resources were dedicated to developing and supporting interdisciplinary service learning opportunities with Aboriginal communities, online learning environments as a site for extra-curricular cultural competence learning, academic professional development through symposia and networks, and restructuring within the organisation to underpin a more robust platform for cultural change.

Cultural Competence Leadership

In 2017, The National Centre for Cultural Competence (NCCC) developed and implemented a Cultural Competence Leadership Program (CCLP). This model of leadership has enabled University staff to become agents of cultural change and has reinforced their responsibility for embedding cultural competence across all facets of the University. Subsequent initiatives developed by Program participants are being collated and supported in a CCLP community-of-practice. Research undertaken on the program demonstrates the success of this model.

NCCC face to face workshops

The Centre's approach to cultural competence is informed by a commitment to Aboriginal and Torres Strait Islander ways of knowing, being and doing. The face-to-face workshops offered to students, staff and external organisations all reflect this approach. In 2017, two workshops were run externally with Citibank and the University of Tasmania, and 33 workshops were run internally with a diverse range of staff and student groups. Over 1,000 people participated in these workshops during the year.

Cultural Competence E-Modules for students and staff

At the start of 2017, the NCCC released the final three online modules – 'Racism runs deep', 'Know your world, see my world' and 'Sydney and Aboriginal self-determination', designed to introduce staff and students to the fundamentals of cultural competence. This takes the number of online cultural competence modules to five. Having these resources has spurred diverse initiatives across the University, including incorporating the modules into units of study, or running supplementary workshops with staff to encourage all staff to complete the modules.

At the end of 2017, there had been over 4,000 completions of one of these online modules by University staff.

'Cultural Competence – Aboriginal Sydney' MOOC

The NCCC released the 'Cultural Competence – Aboriginal Sydney' massive open online course (MOOC) through Coursera's global online platform in February 2017. Funded through an Education Innovation grant, the MOOC consists of six modules covering topics such as the importance of a Welcome to Country, sovereignty, activism, languages and protection of artefacts. The MOOC is available worldwide, although one key aim for the University is to further the University community's understanding of local Aboriginal histories, narratives and cultures. At the end of 2017 2,146 people had enrolled in the MOOC and 265 people had completed it, making this the most successful MOOC ever conducted at Sydney.

Service Learning

In 2017 the office of the Deputy Vice-Chancellor Indigenous Strategy and Services facilitated innovative service learning opportunities for 92 students in Aboriginal community hubs across Australia, including the Tiwi Islands, Kakadu and Weilmoringle, NSW. An additional service learning project was established with the Warburton community in Western Australia, engaging 12 students from the Architecture, Science and Engineering faculties.

A review of service learning operations was requested by the Acting Deputy Vice-Chancellor Indigenous Strategy and Services and was undertaken by the Deputy Vice-Chancellor (Education) in December 2017 to enhance the program's function and efficacy.

The Buduwa Initiative

The Buduwa (culturally safe campus) initiative has developed a mechanism for the identification of key influencers throughout the University. This will provide information on the people who can have the greatest influence and impact on the staff and student body, and these people will then be offered CCLP training. This evidence based approach provides an opportunity to target staff and students to build on their emerging cultural competence. It will also allow them to gain a greater understanding of their own way of working which will enhance their ability to implement change to reflect our shared values.

In 2017, the University's student body was mapped using data on voluntary membership and participation in extra-curricular University of Sydney Union (USU) societies and events. Clusters of student groups were explored to identify the level of influence of leadership positions that could best champion inclusive behaviours. Using this information, the NCCC developed a student CCLP, a two-day leadership program designed to enable students to expand their leadership in cultural competence and to be role models within their social cluster. The inaugural program ran in December 2017 and 9 student leaders attended.

5. Indigenous Workforce Strategy accessible by public

The University of Sydney's **Aboriginal and Torres Strait Islander Employment Framework** can be found at: https://sydney.edu.au/content/dam/corporate/documents/about-us/values-and-visions/Indigenous_Employment_Framework_3mar2015%202.pdf#

The Framework expresses the principles and objectives underpinning initiatives that will see improved access for Aboriginal and Torres Strait Islander people to high quality employment and career development opportunities at all levels in the University. To achieve this, the University has developed several strategies to progress Aboriginal and Torres Strait Islander employment.

The University has a dedicated Indigenous Employment and Cultural Diversity Manager role within the Workforce Development area of Human Resources. However, responsibility for the success of Aboriginal and Torres Strait Islander employment initiatives is shared across all areas of the University.

Positions are advertised and/or disseminated via the University's external facing Recruitment website, via appropriate print media and by word-of-mouth, social media, including LinkedIn, and in designated Aboriginal and Torres Strait Islander media. Aboriginal and Torres Strait Islander staff retention initiatives include career development, staff mentoring and staff networking.

The University's Merit Appointment Scheme, offering an internal subsidy to employing units to appoint meritorious Aboriginal and Torres Strait Islanders to vacant positions, was introduced in 2012 and has resulted in the appointment of new staff across the University at all levels. In 2017 the University Executive approved an extension of the scheme to the end of 2022. 35 of our Aboriginal and Torres Strait Islander staff had been appointed under this scheme in 2017.

As another facet of our "grow your own" strategy, the University established the Wingara Mura Leadership Program in late 2014. The key program goal is to attract, retain and develop Aboriginal and Torres Strait Islander talent by offering career development pathways, along with meaningful employment at the University. By so doing, the Program encourages and develops future Aboriginal and Torres Strait Islander academic and professional leaders for the University and the sector. This program is currently under review to enhance its operations.

Work on a new University Aboriginal and Torres Strait Islander Employment Framework commenced in 2017. This Framework will incorporate strategies to work towards the target of 3% of our workforce being Aboriginal and Torres Strait Islander established by the Department of the Prime Minister and Cabinet in 2017.

In 2017 the University employed a total of 93 staff who identified as Aboriginal or Torres Strait Islander. A breakdown of staffing types is shown in the tables below.

5a Indigenous workforce data as at December 2017

	2013	2014	2015	2016	2017
Academic	16	20	22	30	34
Professional	40	47	45	39	44
Casual	8	14	7	15	15
Total	64	81	74	84	93

Permanent Positions

Faculty/PSU	Academic/Professional	Position Title
Deputy Vice -Chancellor (Indigenous Strategy & Services)	Academic	Acting Deputy Vice-Chancellor (Indigenous Strategy and Services)
Deputy Vice -Chancellor (Indigenous Strategy & Services)	Academic	Acting Director, National Centre of Cultural Competence (NCCC)
Deputy Vice -Chancellor (Research)	Academic	Director, Aboriginal and Torres Strait Islander Research
Business School	Academic	Associate Lecturer
Faculty of Arts and Social Sciences	Academic	Associate Lecturer
Faculty of Arts and Social Sciences	Academic	Lecturer - Teaching Focused
Faculty of Arts and Social Sciences	Academic	Senior Lecturer
Faculty of Arts and Social Sciences	Academic	Postdoctoral Fellow
Faculty of Arts and Social Sciences	Academic	Lecturer
Faculty of Arts and Social Sciences	Academic	Lecturer in Education and Social Work
Faculty of Arts and Social Sciences	Academic	Senior Lecturer
Faculty of Dentistry	Academic	Lecturer and Academic Life Science Coordinator
Faculty of Health Sciences	Academic	Lecturer
Faculty of Health Sciences	Academic	Research Associate
Faculty of Health Sciences	Academic	Senior Lecturer
Faculty of Health Sciences	Academic	Research Fellow, Merit Support Scheme DVC
Faculty of Science	Academic	Research Fellow
Sydney Conservatorium of Music	Academic	Senior Lecturer
Sydney Nursing School	Academic	Associate Lecturer
Sydney Nursing School	Academic	Associate Lecturer in Indigenous Health Nursing
Sydney Medical School	Academic	Research Associate
Sydney Medical School	Academic	Research Fellow
Sydney Medical School	Academic	Associate Lecturer (Academic Fellow)
Sydney Medical School	Academic	Patron and Chair of the National Poche Network
Sydney Medical School	Academic	Senior Lecturer, Indigenous Health
Sydney Medical School	Academic	Associate Lecturer-Indigenous Health
Sydney Medical School	Academic	Associate Lecturer

Sydney Medical School	Academic	Lecturer - Academic Lead (Indigenous Health)
Sydney Medical School	Academic	Lecturer, Digital Mental Health (Aboriginal Researcher & Group Facilitator)
Sydney Medical School	Academic	Research Fellow - Epidemiology (Aboriginal and Torres Strait Islander)
Sydney School of Architecture, Design and Planning	Academic	Lecturer - Teaching and Research
Sydney School of Architecture, Design and Planning	Academic	Professor of Indigenous Creative Practice
University of Sydney Law School	Academic	Senior Lecturer
University of Sydney Law School	Academic	Wingara Mura Postgraduate Fellow
Campus Infrastructure Services	Professional	Senior Compliance Officer
Campus Infrastructure Services	Professional	Precinct Officer
Deputy Vice -Chancellor (Education)	Professional	ICT Videographer Research and Learning Specialist-Media Production
Deputy Vice -Chancellor (Indigenous Strategy & Services)	Professional	Administration Officer
Deputy Vice -Chancellor (Indigenous Strategy & Services)	Professional	Senior Administrative Officer
Deputy Vice -Chancellor (Indigenous Strategy & Services)	Professional	Senior Project Officer
Deputy Vice -Chancellor (Indigenous Strategy & Services)	Professional	Senior Project Officer - Service Learning and Strategic Projects
Deputy Vice -Chancellor (Indigenous Strategy & Services)	Professional	Service Learning Placement Officer
Deputy Vice -Chancellor (Indigenous Strategy & Services)	Professional	Executive Assistant to Director, NCCC
Deputy Vice -Chancellor (Registrar)	Professional	Manager, Indigenous Recruitment and Outreach (AUS & NZ)
Deputy Vice -Chancellor (Registrar)	Professional	Recruitment Assistant
Deputy Vice -Chancellor (Registrar)	Professional	Student Recruitment Assistant (Undergraduate)
Deputy Vice -Chancellor (Registrar)	Professional	Aboriginal & Torres Strait Islander Student Support Coordinator
Deputy Vice -Chancellor (Registrar)	Professional	Student Engagement Officer
Deputy Vice -Chancellor (Research)	Professional	Assistant Animal Technician
Faculty of Arts and Social Sciences	Professional	Project Manager, Lead My Learning
Faculty of Arts and Social Sciences	Professional	Research Project Manager
Faculty of Health Sciences	Professional	Indigenous Student Support Officer

Faculty of Science	Professional	Senior Technical Officer
Faculty of Science	Professional	Executive Officer
Financial Services	Professional	Director, Procurement and Finance Service Centre
Human Resources	Professional	Graduate Data Analyst
Human Resources	Professional	HR Contact Centre Manager
Human Resources	Professional	Manager - Indigenous Employment and Cultural Diversity
Information & Communications Technology	Professional	Project Co-ordinator
Museums and Cultural Engagement	Professional	Assistant Curator
Office of General Counsel	Professional	Policy Register Administrator
Sydney Medical School	Professional	Administrative and Research Support Assistant
Sydney Medical School	Professional	Research and Administration Assistant
Sydney Medical School	Professional	ARDAC Aboriginal Medical Service Liaison Officer
Sydney Medical School	Professional	Education Support Officer
Sydney Medical School	Professional	Administration Project Officer
Sydney Medical School	Professional	Director, Poche Centre for Indigenous Health
Sydney Medical School	Professional	Senior Project Officer
Sydney Medical School	Professional	Aboriginal Health Officer
Sydney Medical School	Professional	Community Programs Transition and Evaluation Research Officer
Sydney Medical School	Professional	Project Officer
Sydney Medical School	Professional	Administrative Assistant
University Library	Professional	Information and Research Skills Officer
University Library	Professional	Project Team Assistant
University Library	Professional	Research Data Officer
University Library	Professional	Site Services Advisor
University Library	Professional	Site Services Assistant
Vice Chancellor's Office	Professional	Secretariat Executive Officer
Sub Total		78 Positions

Casual Positions

Faculty/PSU	Academic/Professional	Position Title
Faculty of Health Sciences	Academic	Academic Operations
Faculty of Health Sciences	Academic	Administration
Faculty of Medicine	Academic	Administration
Nursing and Midwifery	Academic	Academic Operations
School of Medical Sciences	Academic	Casual Academic
School of Social and Political Sciences	Academic	Casual Academic
School of Rural Health	Academic	Casual Academic
Central Clinical School	Professional	General Casual

Global Student Recruitment and Mobility	Professional	General Casual
Faculty of Health Sciences	Professional	Academic Operations
Faculty of Medicine Centres and Institutes	Professional	General Casual
School of Life and Environmental Sciences	Professional	General Casual
Sydney Conservatorium of Music	Professional	General Casual
Sydney School of Education and Social Work	Professional	General Casual
Sydney Talent Inc	Professional	General Casual
Sub Total		15 Positions
TOTAL		93 Positions

6. Indigenous involvement in decision-making

The University fulfils its obligations to have an Indigenous Governance Mechanism under section 11 of the *ISSP Guidelines* by having an appropriately qualified senior academic employee who is an Indigenous person. This person holds the position of Deputy Vice-Chancellor, Indigenous Strategy and Services, and this position has the responsibilities and authority outlined in the *Guidelines*.

Aboriginal and Torres Strait Islander people participate in the University's decision-making at all levels.

- an Aboriginal person holds the role of Deputy Vice-Chancellor, Indigenous Strategy and Services (DVC (ISS)) reporting directly to the Vice-Chancellor (VC)
- the DVC (ISS) participates as a full member of the University Executive (UE) (previously known as the Senior Executive Group) which is the most senior structure for the University's strategic planning, decision-making and oversight
- the DVC (ISS) is a member of the University's Senior Executive Team and the Academic Board
- the DVC (ISS) chairs a UE Sub Committee (UE Aboriginal and Torres Strait Islander Strategy and Services). This subcommittee is tasked with considering strategies, policies and procedures, and co-ordinating activity across the University to monitor and refine the integrated Indigenous Strategy.

The UE Aboriginal and Torres Strait Islander Strategy and Services subcommittee has 23 members representing a range of faculties and professional service units, and six members are Aboriginal and Torres Strait Islanders. This subcommittee makes recommendations to the University Executive.

Aboriginal and Torres Strait Islander participation in decision-making extends across a number of other governance and decision-making bodies at faculty, professional service unit or whole of University level.

These include the:

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

The University also has a number of leadership roles based within faculties and professional service units which are held by Aboriginal and Torres Strait Islander staff (see staffing table in Section 5 for details).

In 2016 the UE agreed to create the position of Associate Dean (Indigenous Strategy and Services) within each Faculty and University School. The Associate Deans contribute to the planning, setting and

communication of the academic and operational vision, strategies and goals of the Faculty/University School, with particular reference to the University's Indigenous Strategy. They are also members of the UE Aboriginal and Torres Strait Islander Strategy and Services committee.

Whilst these positions are not all filled by Aboriginal and Torres Strait Islander staff, the creation of these senior roles within each Faculty and University School speaks to the importance placed on embedding the Indigenous strategy across the University.

6a. Statement by the Indigenous Governance Mechanism

The University fulfils its obligations under section 11 of the *ISSP Guidelines* by having an appropriately qualified senior academic employee who is an Indigenous person.

I have acted in the role of Deputy Vice-Chancellor, Indigenous Strategy and Services since September 2017, and prior to this, the role was filled by a senior Aboriginal academic.

I can confirm that the activities reported above are in keeping with the *ISSP Guidelines* and represent a whole of University commitment to and Aboriginal and Torres Strait Islander education, research and engagement.

In addition to ISSP funding, the University provide substantial funding towards both the activities outlined above and for other initiatives specifically aimed at supporting and embedding Aboriginal and Torres Strait Islander ways of ways of knowing, being and doing across the University.

While there is still much more to be done, we are pleased with the progress made in 2017 and with the improved outcomes in terms of student and staff numbers, engagement with students and embedding cultural competence at the University.