

INDIGENOUS STUDENT SUCCESS PROGRAM – 2017 Performance Report

Organisation: The Flinders University of South Australia

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Overview

Flinders is committed to engaging with Indigenous Australians, staff, students and community through demonstrating its respect for Indigenous knowledge systems and perspectives, progressing Indigenous advancement in education, research, employment and wellbeing.

2017 marked two milestones in Australian's reconciliation journey, the 50th year anniversary of the 1967 referendum and the 25th anniversary of the historic Mabo decision. In marking these significant milestones the University coordinated a comprehensive range of activities during Reconciliation Week. Noongar artist Byron Pickett's screen prints were exhibited in the Student Hub at Bedford Park; the State Theatre Company performance of *Sista Girl*, co-sponsored by Flinders University, played to full audiences at the Space Theatre; a film screening of *Vote Yes for Aborigines* was held at the Capri Theatre; Fr Frank Brennan SJ AO delivered the Lowitja O'Donoghue Oration titled "*On Aboriginal Land: Seeking a Place at the Table*"; the South Adelaide Panthers vs Sturt SANFL Indigenous Round game was sponsored by Flinders University and the Southern Elders Weaving Group ran workshops on campus. Music artists Nancy Bates and Electric Fields performed sold out shows; a Reconciliation Dinner honouring Indigenous knowledges and the long history of cooking with local, seasonal bush foods was held; a Teaching for Reconciliation panel discussion with Indigenous staff and students focussed on different approaches to teaching for reconciliation and a screening of *Rabbit Proof Fence* to international students was run through OASIS, the University's multi-faith chaplaincy.

2017 was also a transition year for Flinders University in terms of its Indigenous student engagement. Prior to the implementation of the new ISSP guidelines the University had operated on a model whereby academic staff were employed as academic advisers to provide academic advocacy and support for Indigenous students and engaged in teaching and research more broadly. With the implementation of the Indigenous Student Success Program these roles were transitioned through the course of 2017 from academic to professional staff.

Six appointments were made to the new professional roles, commencing in March 2018. The primary function of these roles is to engage with, and support, Indigenous students throughout the student lifecycle, from enrolment to graduation and beyond, and to engage more broadly with Indigenous communities/nations in the geographical locations in which Flinders operates. This model provides new opportunities for Indigenous student engagement and Indigenous employment.

At the regional level Flinders University Rural Health SA (FURHSA), funded from the Commonwealth Government under its Rural Health Multidisciplinary Training (RHMT) scheme, has a focus on increasing Indigenous enrolment targets for medicine, nursing and health sciences in regional areas. In late 2016 three new Indigenous academic staff were appointed and were involved in a number of community engagement activities throughout 2017 with a focus on access, progression and completion for Indigenous students.

Flinders NT, which incorporates the Poche Centre for Indigenous Health and Well-Being, continues its work in the Northern Territory and Adelaide with a focus on providing support to Indigenous students entering Medicine, providing cultural safety training to staff, health literacy to communities and undertaking research and engagement with remote communities.

1. Enrolments (Access)

1.1 Strategies to improve access to university for Aboriginal and Torres Strait Islander students

As part of the University's ongoing commitment to positive educational outcomes for Aboriginal and Torres Strait peoples the Yunggoendi Student Engagement (YSE) team continued its recruitment program with visits to metropolitan and rural schools in South Australia and the Northern Territory. The focus of the visits is to build relationships with Aboriginal and Torres Strait students and Aboriginal Education Teachers and provide information on pathways and University study.

A further focus of the YSE recruitment strategy is to host Indigenous students on campus. Thereby providing students with the opportunity to experience life as a university student by participating in a variety of university teaching activities and exploring the campus with an emphasis on removing barriers, creating opportunities and improving accessibility.

Key outreach activities coordinated by YSE include:

Indigenous Science, Technology, Engineering and Mathematics Camp

The STEM camp was an initiative of The Smith Family and the Department of State Development, and was co-hosted and organised by Flinders University. The Camp comprised a five day education and employment experience based at the University's Tonsley campus. The target group was Indigenous secondary students currently studying Science, Technology, Engineering and Mathematics. Students were provided the opportunity to engage in a number of activities and information sessions including: flash mentoring, experiencing university life; learning about study pathways at TAFE SA and the University; site tours of different companies/organisations in the field including a mini career panel, opportunities to meet employers in the field, and cultural awareness activities. Thirty-two Indigenous students attended. Student feedback was very positive and as a result the Camp will be held annually.

Deadly Start to High School

The OISE hosted a graduation event for twenty-five Indigenous Year 7 students studying at schools in the southern metropolitan region and their parents. This event, held in conjunction with Department of Education Southern Region, provided Indigenous students with the opportunity to engage in skill building workshops whilst their parents participated in a yarning circle designed to provide information on university pathways for their children. The event concluded with an award ceremony for, and celebration of, the students.

Life in the Uni Lane

This program continues to be successful in engaging students in years 8 – 10. In 2017 the program focussed on digital media/creative arts, criminology and physical education. Parents and families are also invited. Forty-five students attended in 2017.

SACE Pathways Conference

The SACE Pathways conference has been run annually since 2011 and is a collaborative event involving the SACE Board of SA, the three South Australian universities and TAFE SA. Each university plays host to the Conference once every three years and it was Flinders responsibility in 2017. The conference

theme was “Respect Your Place, Value Our Future” and activities were organised by the Office of Indigenous Strategy and Engagement (OISE). Professor Clare Pollock, Deputy Vice-Chancellor (Students) welcomed attendees to the University including the Hon. Kyam Maher, the then Minister for Aboriginal Affairs and Reconciliation. Flinders University Indigenous Masters of Archaeology and Cultural Heritage Management student, Jacinta Koolmatrie, provided the conference keynote address. Students then participated in four different activities on campus focussed in the areas of paramedics, nanotechnology, game development, visual effects and design.

The Rural Aboriginal Health team (the A-team) has a focus on student recruitment in their catchment areas and undertook a range of activities including:

- visits to Glossop High School and Loxton High School to talk with students about pathways into the Health Sciences
- involvement in the Mount Gambier Aboriginal career expo held in June. This event was attended by some 55 people
- preliminary meetings with some of the Riverland schools’ Aboriginal Community Education Officers to establish relationship
- sponsorship of the local Riverland AFL uniform
- providing gifts to the 15 *Just Too Deadly* Year-12 graduands
- supporting the Flinders University Rural Health Society (student club) for their annual visit to Point Pearce in August with the aim of fostering long-term relationship between the student club and the Point Pearce community with the intention of future recruitment
- meeting with local stakeholders such as Pangula Aboriginal Controlled Community Health Organisation (Mount Gambier) and Morrundi Aboriginal Controlled Health Service (Murray Bridge) to explore health student placement and recruitment of Aboriginal Health Worker into a health degree at Flinders University
- meeting with the Aboriginal Health Council of SA who provide Cert-III and –IV training to the Aboriginal health workforce on potential partnership
- engaging in a partnership undertaking an Advanced Studies Projects (part of the requirement for the MD course) to understand barriers and enablers to Indigenous students pursuing university study in health related degrees. There are currently two MD-III students working on this research project theme.

The Flinders NT Medical Program (NTMP) including the Poche Centre continues to implement its school engagement strategy and marketing activities in order to maximise Indigenous student enrolments in the Territory. The strategy involved:

- liaising with the Department of Education to identify high performing students;
- school visits and liaison with careers counsellors; and
- providing Year 12 scholarships including customised tutoring for students sitting the UMAT.

During 2017 Poche commenced discussions with Foundation for Youth Australia (FYA) to develop an engagement program for high school students involved in the FYA “IMPACT” Young Indigenous Leadership Program

1.2 Scholarships and Bursaries

The University continues to provide a range of Commonwealth and privately funded scholarships to Indigenous students. In 2017 22.5 scholarships were awarded to Indigenous students as per Table 1 below:

Table 1: Indigenous Scholarships awarded in 2017

Student Category	Education Costs		Accommodation		Reward		Total/Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
From Regional/ Remote	22,414.50	8.5	50,122	9.5	0	0	72,536.5	18
Undergraduate	32,962.5	22.5	50,122	9.5	0	0	83,084.5	22
Post-graduate	0	0	0	0	0	0	0	0
Other	1,318.5	0.5	0	0	0	0	1,318.5	0.5
Total	34,281	23	50,122	9.5	0	0	84,403	22.5

Value of Scholarships awarded by the university to remote or regional students in the 2016 academic year (Section 21(3) in the Guidelines refers)	\$33,791
Value of Scholarships offered by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$72,536.5

Note: A number of students fit multiple categories of scholarships and have only been counted once in the total tally. 0.5 students indicates a one semester payment.

Scholarships play a critical role in the retention of Indigenous students as financial hardship is frequently a barrier to success. The University has a number of generous philanthropic donors who continue to contribute to scholarships and bursaries. These include: the Aborigines Advancement League, Amy Levai Aboriginal Teaching Scholarships, Austin Taylor Indigenous NT Medical Program scholarship, BedsOnline scholarship, Erica Jolly Indigenous bursary, Fij Miller Indigenous bursary, Peter Bailie scholarship for Indigenous students in the Health Sciences, Phoebe Wanganeen scholarship program, Poche (Greg Poche, AO) scholarship, Professor Michael Kidd AM scholarship, Professor Ross Kalucy Indigenous Well-being scholarship, Resthaven Indigenous scholarship, Roberta Sykes Fellowship, SARDI Science bursary for Aboriginal students, The Sophia Fund Bursary, Terry Roberts Memorial Scholarship and the Trish Ryan Bursary.

1.3 Enabling/Bridging Programs

The University's Foundation Studies program, offered at several metropolitan and country locations and online, continues to provide an enabling pathway for Indigenous students. In 2017 sixteen students were enrolled in the program. Upon completion students are eligible to apply for admission into most degree programs. The program equips students with the skills to be a successful university student and introduces students to some of the major fields of study available at the University.

Twenty-two students gained admission to Flinders University through the alternative entry pathways of the Indigenous Admissions Scheme (IAS) and the Indigenous Entry Stream (IES) for Medicine. The IAS provides a pathway for Indigenous students who have not attained a Tertiary Education Ranking or have not been engaged in study for a number of years to be admitted to university. The IES provides an alternative to the GAMSAT whereby Indigenous students with a Bachelor's degree can apply for admission by submitting a written application, attending an interview and, if successful at these two stages, are offered a place in the Preparation for Medicine Program (PMP). Successful completion of the PMP is a pre-requisite for entry into Medicine.

The following table provides data on the basis of admission for Indigenous students to degree programs at Flinders University.

Table 2: 2017 Indigenous students – Basis of Admissions

Basis of Admission	No of Students	%
Secondary Education	26	16.8
Higher Education Course	62	40.0
TAFE Award	18	11.6
Mature Age	11	7.0
Other (including Indigenous Admissions and Entry Program to Medicine)	25	16.2
Foundation Studies	13	8.4
TOTAL	155	100

Source: Flinders Business Analytics accessed 19/04/2018

1.4 Enrolments and load

The overall load in 2017 for Indigenous students increased by 6.7% from 2016 with overall enrolments up by 3.6% (see Table 3). Science and Engineering saw the biggest increase in EFTSL from 25.32 in 2016 to 35.13 in 2017, an increase of 9.81 EFTSL (see Table 4). This trend reflects the increasing focus by YSE and the University, in collaboration with external organisations, in promoting STEM to Indigenous students through outreach activities. The College of Humanities, Arts and Social Sciences continues to have the highest enrolment of Indigenous students at approximate 20% and has stayed steady over the 2015 – 2017 period.

Table 3. The rise and fall of Indigenous Equivalent Full Time Student Loads (EFTSL) 2016 - 2017

Source: Flinders Business Analytics accessed 19/04/2018

Year	Commencing Status	Load				Enrolments			
		Indigenous	Non-Indigenous	Unknown	% Indigenous	Indigenous	Non-Indigenous	Unknown	% Indigenous
2016	Commencing	70.04	5191.34		1.3%	132	8,494		1.6%
	Continuing	124.79	8685.05		1.4%	194	13,106		1.5%
	Total	194.84	13876.38		1.4%	326	21600		1.5%
2017	Commencing	86.76	5354.49	7.00	1.6%	156	8,986	14	1.7%
	Continuing	121.97	8481.41		1.4%	182	12,929		1.4%
	Total	208.72	13835.91		1.5%	338	21915		1.5%
Commencing Increase 2016->2017		+19.3%	+3.0%		+0.1%	+15.4%	+5.5%		-5.2%
Total Increase 2016->2017		+6.7%	-0.3%		+6.9%	+3.6%	+1.4%		+2.1%

Table 4: The rise and fall of Indigenous Equivalent Full Time Student Loads (EFTSL) 2016 – 2017 by College

			2016	2017
Teaching College	Indigenous Status	Commencing Status	Load	Load
College of Business, Government and Law	Indigenous	Commencing	11.02	10.00
		Continuing	13.38	17.54
		All Commencing Status	24.39	27.54
	Indigenous Total		24.39	27.54
College of Education, Psychology and Social Work	Indigenous	Commencing	6.75	15.50
		Continuing	27.48	16.72
		All Commencing Status	34.23	32.22
	Indigenous Total		34.23	32.22
College of Humanities, Arts and Social Sciences	Indigenous	Commencing	17.25	17.00
		Continuing	24.45	25.86
		All Commencing Status	41.70	42.86
	Indigenous Total		41.70	42.86
College of Medicine and Public Health	Indigenous	Commencing	7.25	9.50
		Continuing	21.17	21.25
		All Commencing Status	28.42	30.75
	Indigenous Total		28.42	30.75
College of Nursing and Health Sciences	Indigenous	Commencing	7.38	15.63
		Continuing	22.90	16.60
		All Commencing Status	30.28	32.23
	Indigenous Total		30.28	32.23
College of Science and Engineering	Indigenous	Commencing	9.90	13.13
		Continuing	15.42	21.99
		All Commencing Status	25.32	35.13
	Indigenous Total		25.32	35.13
Deputy Vice-Chancellor (Students)	Indigenous	Commencing	10.50	6.00
		Continuing		2.00
		All Commencing Status	10.50	8.00
	Indigenous Total		10.50	8.00
All Indigenous Student Total			194.84	208.72

Source: Flinders Business Analytics accessed 19/04/2018

The load for Indigenous students from remote and regional areas increased by 12.4% from 2016 to 2017, however, the overall enrolment of rural and remote students declined 2.3% from 2016.

Table 5: The rise and fall of EFTSL of Aboriginal and Torres Strait Islander students from remote and regional areas 2016 - 2017

Source: Flinders Business Analytics accessed 19/04/2018

Year	Commencing Status	Load				Enrolments			
		Indigenous	Non-Indigenous	Unknown	% Indigenous	Indigenous	Non-Indigenous	Unknown	% Indigenous
2016	Commencing	19.50	914.69		2.1%	38	1,548		2.5%
	Continuing	30.07	1539.43		2.0%	52	2,353		2.2%
	Total	49.57	2454.13	0	2.0%	90	3901	0	2.3%
2017	Commencing	24.75	963.61	1.00	2.6%	41	1,669	2	2.5%
	Continuing	31.85	1481.05		2.2%	47	2,268		2.1%
	Total	56.60	2444.66	1	2.3%	88	3937	2	2.2%
Commencing Increase 2016->2017		+21.2%	+5.1%		+9.2%	+7.3%	-3.7%		-6.6%
Total Increase 2016->2017		+12.4%	-0.4%		+12.7%	-2.3%	+0.9%		-3.3%

Students from rural and remote areas comprised twenty-seven percent of the total student enrolment in 2017. The Northern Territory is the largest catchment area with twenty-three students originating from various towns including Darwin, Alice Springs, Tennant Creek and Yuendumu, a number of students came from the west coast of South Australia including the areas of Whyalla, Port Lincoln and Port Augusta and others from more remote areas with one student originating from Yorke Island in the Torres Strait.

Staff from Flinders NTMP continue to work closely with communities to identify suitable candidates for medicine, nursing and health sciences. Through these efforts there were three commencing students in the MD, five commencing in nursing, twenty-three in allied health degrees and twenty-one new postgraduate students enrolled. Several of the third-year medical students were either taking a gap year or have been excluded from the medical program due to failure to progress. Work is being undertaken to address the barriers for Indigenous students in progressing through the course of the degree.

1.5 Strategies funded by ISSP, partly funded by ISSP or funded by other university resources

The ISSP funding was channelled into four areas in the University including: scholarships, tutorial assistance; academic support provision and recruitment and outreach activities.

The University awarded 22.5 Commonwealth Education and Accommodation scholarships to the value of \$84,403. Ninety-one students accessed 3,783 hours of tutoring and the remaining funding was committed to the employment of a team of academic advisers to provide one-on-one academic and pastoral support to Indigenous students and undertake outreach activities.

Other Indigenous focussed activities that were not funded through ISSP included: the sponsorship of two MD students by Flinders Rural Health to attend the Australian Indigenous Doctors Association (AIDA) conference; providing of funding for one Indigenous MD-III rural-stream student clinical tutoring (above the allowance from the ITAS scheme). This was an in-house decision because of the urgency of needs and also the scope of the clinical support required. Flinders NTMP also provided additional funding to employ an experienced medical practitioner to provide six hours of clinical tutorial support to a student at \$150 per hour.

2. Progression (access and outcomes)

2.1 Strategies to improve unit success rates and retention of Aboriginal and Torres Strait Islander students

The University's core ethos of being Student Centred underpins all that we do. The University has a strong focus on student success; engaging students as partners; encouraging the student voice; providing timely and meaningful feedback and celebrating student achievement.

This ethos is reflected by in the work of Yunggorendi Student Engagement as it continues to offer a range of services to the Indigenous student body. These include:

- The Orientation program offered to new students commencing their degrees. Two programs are delivered, one for Semester 1 entry and one for mid-year entry. The program provides students with a combination of academic literacy skills, orientation to the University and its services and the opportunity to explore and share their identity and to network with other Indigenous students.
- Providing support through a Community of Practice (COP) model. Staff work directly with a cohort of students studying in a specific disciplines. This allows the staff member to build relationships with the student body and to develop connections with staff within the discipline area to allow for a higher level of service to be provided to individual students. Support is offered across the student life-cycle from recruitment to graduation and can include: one-on-one tutoring; academic advocacy; pastoral support; application for scholarships and cadetships, emergency housing; AbStudy and Centrelink.
- The Law Mentor Program and the Flinders Adelaide Indigenous Medical Mentoring Schemes continue to provide valuable opportunities for students to network and be mentored by distinguished practitioners in their field. In 2018 there are plans to adapt this model across a range of disciplines including social work and engineering.
- Flinders Indigenous Student Association (FISA). Governed by the Clubs and Societies FISA is student run with an elected president, secretary, treasurer and committee members. The Association is funded by Flinders University Student Association (FUSA) and also receives funding from the OISE to support it to run student related events.

Broader support is available on campus and online to support Indigenous student progression and success. Students can access learning support from the Student Learning Centre, virtual classrooms and discussions centres, library support, technical support and general support services including: Flinders Connect; Career Hub; Counselling and Disability service and Student lounges. The FUSA team provides support for grants, scholarships, accommodation and academic and financial advocacy.

More specifically the Flinders Rural Health A-team and NTMP provided the following support for health sciences students:

FRH A-team

- The A-team provided locality specific Aboriginal cultural training to MD-III rural stream students. On average, 20 hours of training (spread across the calendar year) were delivered at each of the regional training sites: Murray Bridge, Renmark, Nuriootpa and Mount Gambier. There were approximately 12 MD-III students per regional site.
- The team delivered two hours of Aboriginal cultural training to the Renmark Nursing School in March and July 2017.

- For the MD program, in partnership with others at FURHSA and the MD directorate, a clinical station on caring for Aboriginal patient – focusing on the communication and care planning – was introduced into the MD-III assessment in 2017. The team was involved as Standardised Patient for this scenario and the summative assessment of MD-III students.
- The Riverland (Renmark) and Limestone Coast (Mount Gambier) sites (staff and students) were involved in the 2017 local NAIDOC week events, in partnership with local stakeholders.
- Aforementioned, funding for six hours of clinical tutorial training/ support for one MD-III rural stream student who has since successfully transit to MD-IV.
- The team delivered a cultural humility workshop for FURHSA staff in June.
- Identified and sourced a library collections on Aboriginal culture for all the FURHSA sites (staff and students).
- Three students were enrolled at MD-I, 0 in MD-II, 2 in MD-III, and 3 in MD-IV levels.
- Five students were enrolled in Nursing-I, 3 in Nursing-II and 5 in Nursing-III.
- Twenty-three students enrolled in first year allied health courses, 23 in second year, 20 in third year.
- Twenty-one students enrolled in first year postgraduate health courses and 13 in second year postgraduate health courses.

Flinders NTMP, Poche staff continue to work with the College to create culturally safe and secure teaching and learning environments, which are more reflective of the demographic and to provide increased access to pastoral care and support staff, including the employment of two Elders in residence. There is also a strong focus on the promotion and provision of tutoring for students.

2.2 The rise or fall of success/progression rates

Indigenous students had a lower success rate than non-Indigenous students in both 2016 and 2017 however the gap is closing with a total increase in success rates of 2% in 2017 from 2016.

Table 6: The rise or fall of Indigenous success/progress rates 2016 – 2017

Source: Flinders Business Analytics accessed 30/04/2018

Year	Commencing Status	Load			Success Rate [%]		
		Indigenou s	Non- Indigenous	Unknow n	Indigenou s	Non- Indigenou s	Unknown
2016	Commencing	70.04	5191.34		62.48%	81.94%	
	Continuing	124.79	8685.05		78.76%	88.65%	
2016 Total		194.84	13876.38		72.69%	86.09%	
2017	Commencing	86.76	5354.49	7.00	70.96%	83.10%	64.29%
	Continuing	121.97	8481.91		76.62%	89.05%	
2017 Total		208.72	13836.41	7.00	74.19%	86.69%	64.29%
Commencing Increase in Success Rates 2016->2017					+12.0%	+1.4%	
Total Increase in Success Rates 2016->2017					+2.0%	+0.7%	

One of the University's biggest challenges with student progression and success is in the area of medicine. Poche NT has recognised this and is investigating ways in which this can be addressed. With the current changes to the medical program and programmatic assessment there is a concern that Indigenous students will be further disadvantaged and subsequently it is predicated that there will be an increase in the numbers of students struggling/failing to progress.

The success and progression rate for remote and regional Indigenous students is lower than for all Indigenous students and has declined since 2016. The success/progression rates are also lower for commencing students, both Indigenous and non-Indigenous, in both years. Flinders has recognised this and is implementing a range of programs with a focus on supporting first year students to address this issue. For example, a new initiative in 2018 is the Drop In Not Out (DINO) event. The event is held in the week leading up to census and is targeted at supporting commencing students in danger of pre-census date withdrawal. The DINO initiative provided students with the opportunity to meet with a range of support service providers and be proactively supported with any difficult administrative, academic or welfare matters.

Table 7: The rise or fall of Indigenous success/progress rates of students from remote and regional areas 2016 - 2017

Source: Flinders Business Analytics accessed 30/04/2018

Year	Commencing Status	Load			Success Rate [%]		
		Indigenou s	Non- Indigenou s	Unknow n	Indigenou s	Non- Indigenou s	Unknown
2016	Commencing	19.50	914.69		66.88%	84.16%	
	Continuing	30.07	1539.43		72.10%	90.76%	
2016 Total		49.57	2454.13		69.91%	88.27%	
2017	Commencing	24.75	963.61	1.00	65.28%	84.30%	100.00%
	Continuing	31.85	1481.05		70.53%	90.32%	
2017 Total		56.60	2444.66	1.00	68.18%	87.91%	100.00%
Commencing Increase in Success Rates 2016->2017					-2.4%	+0.2%	
Total Increase in Success Rates 2016->2017					-2.5%	-0.4%	

2.3 Tutorial assistance

Tutoring assistance is provided in all areas including humanities, social sciences, education, sciences, law, business and health. Medical students continue to be high users of the scheme with eight of the ten students studying Medicine in the NT currently receiving tutoring. The tutoring provides supplementary tuition to the support services already provided with the University and has a focus on working with students to improve their understanding of topic content to improve their progress and outcomes.

Table 8: Tutorial and other assistance provided in 2017

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	76	3316.78	171,809.20
	Post graduate	11	397.5	20,590.50
	Other	4	68.25	3,535.35
	total	91	3782.53	195,935.05
Indigenous Support Unit or other Indigenous student support activities	(optional breakdown of major activities or just total)			
	total			
Conference funding support for MD students to attend Australian Indigenous Doctors' conference	Postgraduate	2		4,339.00
Additional clinical tutoring support for MD student	Postgraduate	1	6	900.00

2.4 Indigenous support unit or other Indigenous student support activities

The three key areas with dedicated student support staff include Yunggorendi Student Engagement; the Rural Health team and the NT Medical Program, including Poche.

Yunggorendi Student Engagement is a portfolio area of the Office of Indigenous Strategy & Engagement within the Office of the Deputy Vice-Chancellor (Students). The portfolio is managed by an Associate Dean and includes four academic advisers, an ITAS administrative officer and is supported by an administrative assistant. Students are employed throughout the year as student ambassadors to be involved in recruitment and outreach activities. The Centre also provides a culturally safe space for students including a common room, tutoring rooms and a computer room.

The Rural Health team comprises of three Aboriginal staff based in various locations.

Poche NT have five Aboriginal staff who provide support to Indigenous students. A social/information sharing event for all NT medical students is run annually. Students also have access to an Aboriginal student study space/room.

2.5 Strategies to improve the cultural competency of staff and/ or to ensure the university offers a culturally safe and enriching environment

The University endeavours to provide a cultural safe space for Indigenous students and staff and has a number of policies to support equal opportunity and diversity. It aims to ensure that the University undertakes research that is ethical, culturally safe, respectful and engages Indigenous peoples and communities and endeavours to integrate Indigenous perspectives and knowledge into the curriculum. The University continues to engage in cultural activities including Reconciliation Week and Sorry Day and NAIDOC.

The Flinders Rural team and Poche NT recognises the importance of formal cultural safety and security training and staff work collaboratively and informally with University staff in their locations in an effort to educate and influence change.

The ISSP funding directly funds the employment of academic advisers within YSE who work directly with students to support them at a pastoral and academic level to remain engaged in their tertiary studies.

3. Completions

3.1 Strategies to improve award course completion of Aboriginal and Torres Strait Islander students

The support strategies outlined previously contribute to the retention and success of Indigenous students, resulting in consistent course completions. Completion rates for undergraduate Indigenous students remained the same for 2016 and 2017 with students graduating from a diverse range of disciplines including education, arts, psychology, government and public management, human nutrition, justice and society, midwifery, nursing, science, social work and social planning and speech pathology. Pleasingly, three Indigenous students graduated with a Doctor of Philosophy, one Indigenous student graduated with a Doctor of Public Health and four Indigenous students graduated from the Doctor of Medicine program, one of whom also completed a Bachelor of Clinical Science.

Table 9: The rise or fall of Indigenous completion rates 2016 – 2017

Source: Flinders Business Analytics accessed 30/4/2018

Year	Course Level - Medium	Indigenous	Non-Indigenous	Unknown	% Completions
2016	Higher Degree Coursework	12	1,716		0.69%
	Higher Degree Research		185		0.00%
	Postgraduate Other	6	889		0.67%
	Undergraduate	21	2,903		0.72%
2016 Total		39	5,693		0.68%
2017	Higher Degree Coursework	7	1,766		0.39%
	Higher Degree Research	3	126		2.33%
	Postgraduate Other	4	949		0.42%
	Undergraduate	21	3,049	3	0.68%
2017 Total		35	5,890	3	0.59%

3.2 Strategies connecting graduates with employment (both within and outside of the institution)

A key focus of the support teams is to link students with potential employers. YSE staff work closely with the University's Careers team to promote career information days and to encourage students to access the services they provide which includes support in writing a resume and job applications and a current Jobs Board advertising graduate programs and employment opportunities. In addition to this a number of students undertake internships through Career Trackers, resulting in full-time employment after graduation, or apply for internships which provide twelve weeks employment per year and also frequently result in full-time employment opportunities upon graduation. There is a high employment rate with Indigenous graduates as every endeavour is made during the course of their studies to align students with prospective employers through the aforementioned programs.

3.3 Strategies to monitor student outcomes after graduation

The University does not monitor student outcomes after graduation however it does endeavour to maintain strong links with graduates through encouraging them to become a part of the Flinders Indigenous Alumni chapter. Graduates are invited to participate or be welcomed as guests at particular significant events run on campus. These activities are funded by the broader University and external organisations.

YSE continues to celebrate student success through hosting graduation events where the students are invited to attend along with their families and key support people. Each graduate receives a gift of a University pen to recognise their significant achievement.

4. Indigenous Education Strategy Accessible by Public

The Flinders Indigenous Engagement Framework is the University's key document with a focus on Indigenous engagement and outcomes. The document is accessible online at www.flinders.edu.au/oise/fief.cfm and outlines key actions, responsibilities, timeframe and indicators of success.

The key actions for Indigenous education are focussed on increasing the enrolment, participation, retention and success of Indigenous students by:

- Engaging with Indigenous communities and key stakeholders to lift aspirations for Indigenous student participation in higher education
- Ensuring that alternative entry pathways are responsive to Indigenous people's needs
- Providing academic and pastoral support for Indigenous students
- Ensuring that the University environment is supportive, culturally competent and safe, and free from discrimination
- Consolidating the University's Indigenous engagement with Charles Darwin University and in the Northern Territory Medical Program

The University has achieved success against a number of indicators including Indigenous student enrolment superseding the target, an increase in participation, retention and success for Indigenous students, the continuing accessing of alternative entry pathways for Indigenous students and identifying Indigenous mentors in each College. Flinders NT continues to provide support for Indigenous students undertaking the NT Medical program and are working towards identifying barriers to success. The University has revised its student enrolment target with the aim of increasing Indigenous student enrolment to 2.3% by 2021.

In line with the University's new strategic plan, the *2025 Agenda* the FIEF will be superseded by the development and implementation of a Reconciliation Action Plan and a revised Indigenous Workforce Strategy. These initiatives have been identified as a priority by the Employment Strategy for Indigenous Australians Advisory Committee (ESIA AC). In discussion with Reconciliation Australia it has been agreed that a Reflect RAP would be appropriate and allow the University to undertake a scoping exercise on reconciliation within the institution. The development of a RAP is a high priority for the University and the intent is to have the RAP endorsed by Reconciliation Australia prior to the end of 2018 and operational from 1 January 2019.

5. Indigenous Workforce Strategy

During 2017 ESIA AC commenced the process of redrafting the University's Indigenous Workforce Strategy to reflect the values and ethos outlined in the *2025 Agenda*. In so doing, the aspirations of the University are to:

- (a) include KPI's for senior staff in leadership roles; and
- (b) prioritise:
 - (i) increasing the number of academic employees who are Indigenous persons; and
 - (ii) the professional development and career advancement of academic employees who are Indigenous persons; and
- c) from 2018 onwards:
 - (i) increase the number of Indigenous employees to at least 3% of the total number of employees; and
 - (ii) recruit at least one Indigenous person as a senior executive employee at the PVC or DVC level, or equivalent level.

Employment targets in the University's Enterprise Agreement remain current whilst the University undertakes enterprise agreement negotiations in the coming months.

Whilst this process is in train the University will continue to strive to meet its objectives for Indigenous employment, as outlined in the University's current Enterprise Agreement, by:

- encouraging and fostering Indigenous Australian employment and participation at all levels of work activity;
- encouraging and facilitating Indigenous Australian staff members' participation in professional development opportunities and development of their own career strategies and goals; and
- convening the ESIA Advisory Committee, to monitor and advises on the operation of the ESIA.

Over the entire 2017 calendar year there were fifty-one Indigenous staff members at the University comprising:

- 37 academic staff: 4 permanent, 27 fixed-term and 6 casual; and
- 14 professional staff: 4 permanent, 8 fixed-term and 2 casual.

The table below provides a breakdown by College, employee status, level/position and full-time equivalency (FTE).

Table 10: 2017 Indigenous workforce data

Source: Flinders Business Analytics accessed 19/04/2018; HR Systems (Discoverer Plus) for Staff Position Titles run 20/04/2018.

College	Employee Status	Acad / Prof	Occupancy FTE (Total)	Occupancy FTE (Cas)	Class'n	Position Title
Business, Government and Law	Fixed Term	Academic	0.17	0.20	Level B	Lecturer in Law
Education, Psychology and Social Work	Fixed Term	Academic	1.00		Level A	Associate Lecturer in Teacher Education (Physical Education)
Humanities, Arts and Social Sciences	Casual	Academic		0.05	PTT	Casual Academic
Medicine and Public Health	Casual	Academic		0.02	PTT	Casual Academic
Medicine and Public Health	Casual	Academic		0.38	PTT	PTT - Nursing & Midwifery
Medicine and Public Health	Casual	Professional		0.33	HEO 06	Casual Professional
Medicine and Public Health	Fixed Term	Academic	0.41		Level A	Associate Lecturer Indigenous Health
Medicine and Public Health	Fixed Term	Academic	0.19		Level A	#N/A
Medicine and Public Health	Fixed Term	Academic	1.00		Level A	Associate Lecturer Aboriginal & Torres Strait Islander Health
Medicine and Public Health	Fixed Term	Academic	1.00		Level A	Associate Lecturer Aboriginal & Torres Strait Islander Health
Medicine and Public Health	Fixed Term	Academic	0.13		Level A	Associate Lecturer Aboriginal & Torres Strait Islander Health
Medicine and Public Health	Fixed Term	Academic	1.00		Level B	Lecturer Indigenous Health
Medicine and Public Health	Fixed Term	Academic	0.36		Level B	Indigenous Research Officer
Medicine and Public Health	Fixed Term	Academic	1.00		Level B	Research Fellow
Medicine and Public Health	Fixed Term	Academic	0.59	0.35	Level B	Casual Academic
Medicine and Public Health	Fixed Term	Academic	1.00		Level B	Lecturer Indigenous Health
Medicine and Public Health	Fixed Term	Academic	0.78		Level B	Lecturer – Mental Health
Medicine and Public Health	Fixed Term	Academic	1.00		Level B	Lecturer Poche Centre for Indigenous Health
Medicine and Public Health	Fixed Term	Academic	0.51		Level B	Lecturer Indigenous Knowledges and Culture
Medicine and Public Health	Fixed Term	Academic	0.30		Level B	Research Fellow – CRE Health Equity
Medicine and Public Health	Fixed Term	Academic	0.25		Level B	Research Fellow Indigenous Health
Medicine and Public Health	Fixed Term	Academic	0.77		Level C	Senior Research Fellow Indigenous Health
Medicine and Public Health	Fixed Term	Academic	1.00		Level C	Deputy Director - Poche Centre for Indigenous Health
Medicine and Public Health	Fixed Term	Academic	0.76		Level D	Matthew Flinders Fellow
Medicine and Public Health	Fixed Term	Academic	1.00		Level E	Poche Chair in Indigenous Health and Well Being
Medicine and Public Health	Fixed Term	Professional	0.51		HEO 05	Administration Officer
Medicine and Public Health	Fixed Term	Professional	1.00		HEO 05	Community Engagement Officer

Medicine and Public Health	Fixed Term	Professional	0.46		HEO 05	Project Officer (Aboriginal Gambling Help Service)
Medicine and Public Health	Fixed Term	Professional	0.16		HEO 05	Project Officer (Aboriginal Gambling Help Service)
Medicine and Public Health	Fixed Term	Professional	0.10		HEO 06	Elders on Campus
Medicine and Public Health	Fixed Term	Professional	0.13	0.28	HEO 06	Casual- Flinders NT : Darwin
Medicine and Public Health	Fixed Term	Professional	0.12	0.14	HEO 06	Elder on Campus
Medicine and Public Health	Fixed Term	Professional	1.00		HEO 09	Manager Flinders NT
Nursing and Health Sciences	Fixed Term	Academic	0.87		Level B + C	Clinical Placement Coordinator
Science and Engineering	Casual	Academic		0.19	PTT	Casual Academic
Science and Engineering	Casual	Academic		0.08	PTT	Casual Academic
Deputy Vice-Chancellor (Academic)	Casual	Academic		0.01	PTT	Casual Academic
Deputy Vice-Chancellor (Academic)	Casual	Professional		0.14	HEO 03	Casual Professional
Deputy Vice-Chancellor (Academic)	Continuing	Academic	0.08		Level A	Associate Lecturer / Academic Adviser
Deputy Vice-Chancellor (Academic)	Continuing	Academic	0.82		Level A	Associate Lecturer / Academic Adviser
Deputy Vice-Chancellor (Academic)	Continuing	Academic	0.80		Level C	Senior Lecturer
Deputy Vice-Chancellor (Academic)	Continuing	Academic	0.68		Level C	Senior Lecturer
Deputy Vice-Chancellor (Academic)	Continuing	Professional	0.48		HEO 04	Administrative Assistant
Deputy Vice-Chancellor (Academic)	Continuing	Professional	1.00		HEO 05	Office Coordinator
Deputy Vice-Chancellor (Academic)	Continuing	Professional	0.65		HEO 05	ITAS Coordinator
Deputy Vice-Chancellor (Academic)	Fixed Term	Academic	1.00		Level A	Associate Lecturer
Deputy Vice-Chancellor (Academic)	Fixed Term	Academic	1.00		Level B	Academic Advisor - Lecturer
Deputy Vice-Chancellor (Academic)	Fixed Term	Academic	1.00		Level C	Associate Dean, Yunggoendi Student Engagement
Deputy Vice-Chancellor (Academic)	Fixed Term	Academic	1.00		Level D+	Professor
Deputy Vice-Chancellor (Academic)	Fixed Term	Academic	1.00		Level D	Associate Dean -Tjilbruke Teaching and Learning
Vice-President (Corporate Services)	Continuing	Professional	0.50		HEO 04	Mechanical Support Technician

NB: Excludes staff who were on leave without pay for the entire 2017 calendar year. Includes staff who had any employment over the 2017 calendar year, including a staff member who had a one off casual academic payment.

6. Indigenous Involvement in Decision Making

The Dean: Indigenous Strategy and Engagement is the most senior Indigenous position at the University. This position reports directly to the Deputy Vice-Chancellor (Students) and is an ex-officio member of a number of University committees including:

- Academic Senate
- Education Quality Committee
- Promotions and Academic Review Committee

- Equal Opportunity and Diversity Committee
- Employment Strategy for Indigenous Australians Advisory Group (Deputy Chair)

The Dean has responsibility for Indigenous engagement across the institution and for advising on, reviewing, making recommendations and monitoring the use of ISSP grants.

Senior Indigenous academic staff are members of the following University committee:

- Equal Opportunity and Diversity Committee

At a less formal level Flinders Rural Health has established two Aboriginal Community Research Advisory Groups in the Limestone Coast (Mount Gambier) and Riverland (Renmark) which have met twice and identified a project on Aboriginal youth mental health resilience as a priority. As a result of these meetings a NHMRC grant application was submitted early in 2018.

The new team has made a consolidated effort to attend and network with stakeholders. Member/s of the team attended the Aboriginal health leader forum in May and December 2017; were invited to the Riverland Mimmini (women’s) group; joined the Aboriginal Staff Alliance network and FURHSA wellbeing committee. Additionally, a member of the team was invited to the Aboriginal Health Council of SA ethics committee.

2017 Deadly Start to High Schools Graduates



Aboriginal sisters Ellie Moore and Natalie Pink are joint Flinders Uni medical graduates — in a state first

Tim Williams, Education Reporter, The Advertiser
December 21, 2017 8:30pm
Subscriber only

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INSEPARABLE sisters Natalie Pink and Ellie Moore have been blazing a trail for Aboriginal doctors — without even realising it.

The pair this week graduated in medicine from Flinders University, in what is thought to be the first time in South Australia that indigenous sisters have achieved the feat at the same university in the same year.

But it wasn't until the university alerted the southern suburbs duo to the rarity of their achievement that its significance hit home.

“We didn't realise that. We thought wow, that was really exciting and definitely an achievement to do it as sisters,” Dr Moore, 24, said.

“And it was a big achievement of our parents to put up with the stress of not just one but two of us.”



Natalie Pink and Ellie Moore this week graduated in medicine from Flinders University, in what is thought to be the first time in South Australia that indigenous sisters have achieved the feat at the same university in the same year. Photo: Calum Robertson

The sisters' indigenous heritage comes from their father's side of the family, which hails from northern Western Australia, home of the Nyikina people.

They were among four Aboriginal medical graduates from Flinders this year. There are about 350 indigenous doctors practising across Australia.

Dr Pink, 29, said: "To have a few of us graduate together was great. It's still a long way to go until indigenous doctors have population parity."

Dr Pink was an SA Ambulance Service paramedic for five years but had always yearned to become a doctor.

"That was my goal from high school, but back then we hadn't had anyone go to university from our family, so we thought paramedic was a more realistic goal to start with," she said.

Then one of her paramedic workmates made the switch, followed by her younger sister being accepted into medicine, and Dr Pink knew she had to make the leap too.

"It was always something I wished I'd done. I didn't want to leave that stone unturned," she said.

"We are very supportive of each other. It's a magic and special relationship that other students don't get to have."

Dr Moore, who went straight from Reynella East College to university, said it had been mostly "smooth sailing".

"Because we were doing it together, that made it easier," she said.

"We were pretty inseparable throughout the degree.

"We were always studying together, practising together, testing each other, carpooling.

"You just need that support.

"And we've got our internships at Flinders (Medical Centre) next year."

It was a big week for the duo, as their qualifying ceremony, where they took the physician's oath, was followed by a graduation ceremony at Adelaide Convention Centre and their graduation ball.

Dr Pink has her sights set on becoming a plastic surgeon, while Dr Moore is considering emergency or GP work.

"If you put your head down and work hard you can achieve anything you want," Dr Pink said.