

1. Equity outcomes and strategies

a) Outcomes for improving performance for equity groups from 2015-2017

Improve retention rates of our undergraduate commencing students particularly those from low SES, Indigenous, Rural and non-traditional backgrounds.

Progress Indigenous enrolments and completions toward the 2023 2% parity target as follows:

	2015	2016	2017
ATSI Enrolments	214	235	257
ATSI Completions	48	54	59

Optimise the participation, retention and success of students with a disability.

b) Strategies for achieving the outcomes

The University of Adelaide Integrated Aboriginal and Torres Strait Islander Education Strategy sets new benchmarks to improve Indigenous participation and success, and aligns the University with the national agenda for Indigenous Education.

The Disability Action Plan (DAP) provides a framework that sets goals and strategies that intend, in a systematic way, to identify and remove barriers to full participation in University activities by current and future staff and students of the University who have a disability and develop new strategies for further improving resources.

The Adelaide Compass Program and Children's University Australia (CUA) build attainment and aspiration within selected low-SES school communities, showing students from early primary through to secondary school that university study is possible, practical and achievable for them. Activities showcase university staff and facilities and are designed to be innovative and engaging with links to school curriculum, community learning and future study pathways.

The Succeed@Adelaide - First Year Retention Project provides strategies for improving retention rates of our undergraduate commencing students particularly those from low SES, Indigenous, Rural and non-traditional backgrounds.

2. Evaluation Plan

The Integrated Aboriginal and Torres Strait Islander Education Strategy (IATSIS) Steering Committee monitors and oversees implementation of the Strategy. The Committee monitors targets and Key Performance Indicators and evaluation of their impact and regular measures and reviews IATSIS implementation and progress, including related communication strategies and special purpose meetings with University managers and supervisors.

Achievement of the DAP's overall goals is facilitated by an implementation plan, with targets and strategies that are set and reviewed every 2 years within the life span of the DAP.

Adelaide Compass and CUA both undergo full, independent evaluations annually, with CUA also contributing to the Children's University annual evaluation by Cambridge University.

External evaluation of the First Year Retention project. Comparison of retention rates from previous years and performance data of targeted students.

3. Partnerships and collaboration

The Office for Future Students manages TAFE and other VET provider relations and works with key community, government, education and industry stakeholders.

The Wirltu Yarlū Aboriginal Education unit and the Centre for Aboriginal Studies in Music maintain strong, ongoing links with the Aboriginal & Torres Strait Islander community, both locally and nationally. Wirltu Yarlū regularly visit schools in the metropolitan area as well as regional and rural South Australia, the Northern Territory and western NSW and Victoria.

The Disability Services team works with other Higher Education Providers across the state through the South Australian Network of Disability Practitioners. Its focus is to meet regularly to discuss best practice, reasonable adjustments, legislative requirements and initiatives to ensure a state wide equitable approach for students.

Adelaide Compass develops strong and sustainable partnerships with schools through providing support, activities, resources and advice. CUA works closely with community groups, schools and other government and non-government organisations to develop extra curricula activities supporting aspirations, self belief, curiosity and a love of learning whilst boosting achievement and improving life choices.