

1. Equity outcomes and strategies

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

People from low socioeconomic backgrounds:

Initiative	Objectives & Activities	Outcomes
Provide STEM focus and Arsenal in the community programs for low SES students	Develop and deliver curriculum initiatives with authentic learning links to the ACARA or SACE	<ul style="list-style-type: none"> To promote skill development and raise student achievement
UniSA programs enabling low SES students to access and participate in higher education	Enhance the learning experience by providing supported pathways into enabling and degree programs for low SES students. Provide scholarships	<ul style="list-style-type: none"> Number of low SES background students enrolled, scholarships awarded and undergraduate completions Increased retention and success rates

People with disability:

Initiative	Objectives & Activities	Outcomes
Universal Design for Learning (UDL)	Students with a disability supported through development of UDL resources	<ul style="list-style-type: none"> UDL implemented to assist student transition into university study
Supported Transition from secondary to higher education	Provide pathways for secondary school students to undertake higher education study. Support students through mentoring. Provide career development programs	<ul style="list-style-type: none"> Number of students involved in mentoring and career development activities Student enrolment, retention and completion monitored and reported
Disability awards	Provide financial assistance to increase the number attending and completing programs	<ul style="list-style-type: none"> Number of disability grants awarded

Aboriginal and Torres Strait Islander people:

Initiative	Objectives & Activities	Outcomes
Lifelong learning program	Commitment to improved outcomes for Aboriginal and Torres Strait Islander students and graduates through Pathways program supporting <ul style="list-style-type: none"> Secondary school students Career development opportunities for undergraduates Professional development for Indigenous Alumni <ul style="list-style-type: none"> Indigenous students awards High achieving Aboriginal STEM program and exploration of career paths Engagement of first year 	<ul style="list-style-type: none"> Number of Indigenous secondary school students mentored Number of undergraduate enrolments from Indigenous students Number of Indigenous students accessing special entry bridging program Number of completions from Indigenous students Number of Indigenous awards Number of Indigenous graduates involved in the Alumni activities

	Indigenous students through identity affirming activities and bridging programs	
Build community connections and alliances that support metropolitan and remote students' capacity to participate in higher education	<p>Curriculum development linked to the Australian Curriculum and the South Australian Certificate of Education (SACE) including SACE accredited sporting, leadership development and career awareness curriculum program.</p> <p>UniSA female role models promote non-traditional career programs to females</p> <p>Support for high achievement by providing student awards</p>	<ul style="list-style-type: none"> • Number of Indigenous students from metropolitan and country schools participating • Improved student achievement and SACE completions • Number of Indigenous student awards • Number of female role models participating

People from rural and remote areas:

Initiative	Objectives & Activities	Outcomes
Rural and Remote Orientation program	Onsite experiential learning and Career Awareness program for rural and remote secondary students	<ul style="list-style-type: none"> • Number of programs delivered per year • Number of University student mentors from regional and remote areas involved in program delivery
APY Lands Enabling program	To provide a supported pathway for Anunga students who lack the formal qualifications for University entry to access any of the University's undergraduate programs	<ul style="list-style-type: none"> • Number of students participating in the program
Establish regional programs by working in partnership with secondary schools	Implement a regional model of outreach linked to SACE or ACARA and support transition into higher education	<ul style="list-style-type: none"> • Number of enrichment programs delivered • Number of undergraduate and Foundation Studies enrolments across regional campuses
Rural and remote student scholarships	Increase the number of students from low SES backgrounds attending and completing programs by providing financial assistance	<ul style="list-style-type: none"> • Number of scholarships awarded • Number of regional low SES background students enrolled

People from a non-English speaking background:

Initiative	Objectives & Activities	Outcomes
A Multicultural Pathways to Higher Education model to support transition from school to higher education	<p>Provide information and develop resources for a range of cultural groups regarding pathways to higher education</p> <p>Re-engage secondary school multicultural mentees as University mentors in the delivery of the program</p>	<ul style="list-style-type: none"> • Number of multicultural events held • Number of University mentors involved

ESL Literacy through Sport Program	Development of ESL curriculum including university student mentoring, career awareness and UniSA Campus Experience days	<ul style="list-style-type: none"> • Number of students engaged and attending the program • Number of mentors engaged
------------------------------------	---	---

Women in non-traditional areas of study:

Initiative	Objectives & Activities	Outcomes
STEM Program for Young Women	Offer a STEM champions program for girls in Years 9 & 10 Engage female mentors	<ul style="list-style-type: none"> • Number of female students participating in the program • Number of mentors engaged
Program specific Awards for high performing female students	Awards provided to high performing female students entering an undergraduate course	<ul style="list-style-type: none"> • Number of Awards provided for female students

b) Strategies for achieving the outcomes:

- Reporting against National policy recommendations including the Behrendt Review and the Office of the Chief Scientist STEM recommendations (September 2014) and directions explicitly stated in the University's Crossing the Horizon Strategic Plan, the Reconciliation Action Plan, Disability Action Plan and the Digital Learning Strategy
- Improving educational outcomes for equity groups by mapping, documenting and developing STEM initiatives with authentic learning links integrated into the ACARA or South Australian Certificate of Education (SACE)
- Collaborating with secondary schools to conceptualise and deliver priority activities within their Site Improvement Plan (SIP) and jointly monitoring activity and outcomes
- Providing financial assistance to students through a range of awards and scholarships
- Engaging with society beyond the classroom and campus

2. Evaluation Plan

People from low socioeconomic backgrounds:

Target: Increase involvement in pathway activities by 20% by 2017

Achievement will be determined by considering one or more of the following indicators; student enrolments, commencing enrolments, retention rates, completions, number and dollar value of scholarships awarded and participation in pathway activities

People with disability:

Target: Increase the participation rate from current enrolments by 10% by 2017.

Achievement will be determined by considering one or more of the following indicators; student enrolments, commencing enrolments, retention rates, completions, contacts by service type and student participation in pathway activities

Aboriginal and Torres Strait Islander people:

Target: Increase retention and success rate from current levels by 20% by 2017.

Achievement will be determined by considering one or more of the following indicators; commencing enrolments, retention rates, success rates, number and dollar value of scholarships awarded, grade point average and participation in pathway activities

People from rural and remote areas:

Target: Increase involvement in pathway activities by 400 students by 2017.

Increase current enrolments by 150 by 2017.

Achievement will be determined by considering one or more of the following indicators; commencing enrolments, retention rates, success rates, number and dollar value of scholarships awarded, student experiences, graduate outcomes and participation in pathway activities

People from a non-English speaking background:

Target: Increase retention and success rate from current levels by 5% by 2017.

Achievement will be determined by considering one or more of the following indicators; commencing enrolments, retention rates, success rates, student experiences, graduate outcomes and participation in pathway activities

Women in non-traditional areas of study:

Target: Increase involvement in pathway activities by 150 students by 2017.

Achievement will be determined by considering one or more of the following indicators; enrolments, commencing enrolments, retention rates, completions, number and dollar value of scholarships awarded and participation in pathway activities

3. Partnerships and collaboration

- South Australian Department of Education and Child Development (DECD)
- Northern Adelaide State Secondary School Alliance and the Western Adelaide Secondary School Network
- Schools on the APY Lands
- Catholic Education South Australia
- Power Community Limited
- Attorney-General's Department of South Australia
- Arsenal Football Club PLC
- Football Federation of South Australia
- Other member Universities of the National Association of Enabling Educators of Australia
- Australian Indigenous Mentoring Experience (AIME)