

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Performance Report

Organisation	University of Southern Queensland		
Contact Person	Professor Karen Nelson		
Phone	07 4631 1160	E-mail	DVCAcademic@usq.edu.au

Strategies and plans supporting Aboriginal and Torres Strait Islander student success

USQ is committed to improving educational opportunities for Aboriginal and Torres Strait Islander students and the University workforce more broadly. This commitment is enacted through a range of activities supporting the goals of the USQ Strategic Plan and other associated plans and strategies across the University, as outlined in Table 1 below.

Table 1. USQ strategies and plans that support Aboriginal and Torres Strait Islander student success

Strategy	Description
Elders and Valued Persons Advisory Board (EVPAB)	The University's Elders and Valued Persons Advisory Board provides high-level strategic advice to the University to assist its endeavours in reconciliation and the improvement of outcomes for Aboriginal and Torres Strait Islander peoples through the activities of the University.
USQ Indigenous Education Strategy	The USQ Indigenous strategy aligns the University with sector commitment and standards. It outlines accountable and transparent key performance indicators to support successful educational outcomes for Aboriginal and/or Torres Strait Islander students and the connections between this overarching strategy (with a student and learning focus) and University governance and human resource instruments.
Reconciliation Action Plan (RAP)	The Reconciliation Action Plan is one component of USQ's effort towards reconciliation for Aboriginal and Torres Strait Islander Peoples.
Aboriginal and Torres Strait Islander Research Strategy	The Aboriginal and Torres Strait Islander Research Strategy demonstrates USQ's commitment to producing significant research which focuses on working with regional communities to develop shared narratives – past, present and future.
Aboriginal and Torres Strait Islander Peoples Workforce Strategy 2018-2020	The USQ Aboriginal and Torres Strait Islander Peoples Workforce Strategy works in tandem with other USQ strategies, plans and frameworks to demonstrate the University's commitment to cultivating institutional change where the workforce is representative and inclusive of Aboriginal and Torres Strait Islander peoples and culture. Connections to national strategies such as the National Indigenous Higher Education Strategy and Universities Australia Indigenous Strategy have been, and continue to be, used as a framework to inform best practice.

1. Enrolments (Access)

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

Specific initiatives that provide support for increased access for Aboriginal and Torres Strait Islander students are outlined in Table 2 below.

Table 2. Initiatives supporting access for Aboriginal and Torres Strait Islander Students

Initiative and Outline of activity	Funding
<p>Indigenous Higher Education Pathway Program (IHEPP) The IHEPP program is offered to Aboriginal and Torres Strait Islander students seeking entry to University by the Open Access College. This program is offered for a semester, twice a year, in mixed modes, face-to face and on-line. This pathway program is designed to develop the academic skills needed for successful university study and is scaffolded to allow students to progress to a more advanced level once competency is reached at a basic level. Courses have an Indigenous focus through the development of writing, general study and computer skills. Whilst studying in the program, students are provided with academic, cultural and social support from CISER staff and fellow students. Aboriginal and Torres Strait Islander students are able to nominate their proposed future degree at the point of enrolment into IHEPP and are simultaneously enrolled in pre-requisite courses, if required for future enrolment into a degree, in the Tertiary Preparation Program.</p>	AFB, ISSP and Operational Funds
<p>Open Access College Tertiary Preparatory Program The Open Access College offers the Tertiary Preparatory Program, enrolling Aboriginal and Torres Strait Islander students in preparatory courses that enable entry to undergraduate degrees. The Open Access College and CISER work closely together to support, retain and graduate Aboriginal and Torres Strait Islander students from their respective programs, allowing flexibility across the courses to ensure students have the requisite skills needed for degree program entry. Both colleges also offer courses in off-line mode for incarcerated students, inclusive of Aboriginal and Torres Strait Islander students in centres throughout Australia.</p>	Operational Funds

Scholarships, bridging/enabling support and outreach activities

Scholarships, bridging/enabling support and outreach activities for Aboriginal and Torres Strait Islander students are outlined in Table 3 below.

Table 3. Supporting activities for Aboriginal and Torres Strait Islander Students

Initiative and Outline of activity	Funding
<p>Scholarships All Aboriginal and Torres Strait Islander students are eligible to apply for all USQ scholarships if criteria are met and Indigenous specific scholarships are made available through ISSP and preserved funding for Regional and Remote Aboriginal and Torres Strait Islander students. In 2018, \$285,168.50 was offered to Aboriginal and Torres Strait Islander students in scholarships. The detail of the scholarship contribution can be found in item 1a, page 5.</p>	ISSP and Preserved Funding

Initiative and Outline of activity	Funding
<p>Indigenous Connections - Indigenous Education, Youth and Sport Program (IEYSP) The USQ facilitates the Ipswich Education, Youth and Sports Program as a winter school for Years 4 to 12 in partnership with Kambu Aboriginal and Torres Strait Islander Corporation for Health. Additionally, HEPP funding supports a 10-week Literacy Program for Years 4 to 7. In 2018, a completion ceremony for the Literacy Program was held, with students' published works made available to the community. Both initiatives have been successfully operating for 4 years and aim to attract and inspire Aboriginal and Torres Strait Islander students and parents to connect with USQ and develop healthy and positive education practices that will lead students to think about the opportunity for university study in the future.</p>	HEPPP, CISER and School of Education Operational Grant
<p>Deadly Ways Program Deadly Ways is a targeted program for Indigenous high school students in Years 7 to 12. The Deadly Ways events are designed to give Indigenous students a real-life university experience. Deadly Ways has a regional focus and offers an Indigenous Connections Day for Years 7 and 8, a Deadly Careers Camp for Years 9 and 10 and a Residential Program for Years 11 and 12.</p>	Operational Funds and HEPPP

Equivalent Full-Time Student Loads (EFTSL)

In Tables 4 and 5 below, the EFTSL and student Headcount for all Aboriginal and Torres Strait Islander students, as well as for students from regional and remote areas by year are provided.

Enrolments for all Indigenous students have shown a steady and consistent increase since 2014, with a 18.76% (59.8) EFTSL increase from 2014 to 2018. Overall, the load for regional and rural students has shown slight increases in 2015 and 2017 (approximately 5-6 EFTSL) with the 2018 load at the 2014 level.

Table 4. Aboriginal and Torres Strait Islander student EFTSL by All, Remote and Regional and year

	2014	2015	2016	2017	2018
All	318.7	363.4	357.5	369.8	378.5
Remote and Regional	216.1	222.2	219.7	221.4	216.5

The Headcount for all Indigenous students has increased annually since 2014 by 89, 29, 15 and 24 students up until 2018, with a total increase of 157 (573-730) students for this period. Headcount for remote and regional students has shown a slight increase from 2014 of 2, 6 and 10 up until 2017, with the 2018 Headcount returning to slightly above (5) the 2014 level.

Table 5. Aboriginal and Torres Strait Islander student Headcount by All, Remote and Regional and year

	2014	2015	2016	2017	2018
All	573	662	691	706	730
Remote and Regional	407	409	415	425	412

Strategies and funding sources

The funding sources, directly funded by ISSP, partly funded by ISSP or funded by other university resources, for activities outlined above are shown in Table 6 below. Activities were funded through a number of sources including ISSP funding as indicated.

Table 6. Funding source for enrolment (access) strategies for Aboriginal and Torres Strait Islander students

Strategy	Funding
Indigenous Higher Education Pathway Program (IHEPP)	AFB, ISSP and Operational Funds
Open Access College Tertiary Preparatory Program	Operational Funds
Scholarships	ISSP and Preserved Scholarships
Indigenous Connections - Indigenous Education, Youth and Sport Program (IEYSP)	HEPPP, CISER and School of Education Operational Grant
Deadly Ways Program	Operational Funds and HEPPP

1.a. Scholarships (2018 breakdown)

The education costs, accommodation costs and rewards provided to undergraduate and postgraduate regional and remote students, as well as to non-regional and remote students are provided in Table 7 below.

The value of Scholarships offered to remote or regional students, by the University in 2018 was \$285,168.50, a 5% increase on the total awarded for 2017. This increase was supported by extensive consultation within the University that occurred in 2018 regarding the administration of Commonwealth Indigenous Scholarships. A number of improvements were made to scholarship offerings as listed below:

- Continuing students in receipt of ISSP one-off payments and who remain eligible are now offered extensions on their scholarships with each new semester. This has been effective in reducing the burden on students to reapply each semester and enables them to plan accordingly.
- Scholarships are now disbursed at part-time or full-time rates depending on the student's enrolment post census date. This enables students the flexibility to study in a way that best suits and accommodates their circumstances.
- At the end of 2018, a book bursary was established for eligible Aboriginal and Torres Strait Islander students to assist in purchasing textbooks. There were approximately 20 Aboriginal and Torres Strait Islander undergraduate students who expressed interest and received this bursary.
- The USQ Scholarships Office deployed a major initiative which involved 180 follow up phone conversations with Aboriginal and Torres Strait Islander students. The follow up was conducted to increase awareness of the scholarships available and to obtain information from Aboriginal and Torres Strait Islander students regarding why they had not applied for a scholarship. Many students were referred for assistance and further consultation with Scholarship Officers on a range of matters including obtaining Confirmation of Aboriginality documents on eligibility and how to apply for scholarships.

Table 7. Breakdown of 2018 Scholarships

Student category	Education Costs		Accommodation Costs		Reward		Total/ Students Assisted (headcount)	
	\$	No.	\$	No.	\$	No.	No.	\$
From Regional/ Remote-undergraduate	\$116,796.50	49	\$38,797.50	8	\$12,500.00	25	50	\$168,094.00
From Regional/ Remote-postgraduate	\$9,338.00	4	\$2,677.50	1	\$1,000.00	2	4	\$13,015.50
Undergraduate (non-regional/remote students)	\$32,014.00	16	\$0.00	0	\$3,500.00	7	16	\$35,514.00
Post-graduate (non-regional/remote students)	\$0.00	0	\$0.00	0	\$0.00	0	0	\$0.00
Other								
TOTAL	\$158,148.50	69	\$41,475.00	9	\$17,000.00	34	70	\$216,623.50
Value of Scholarships awarded by the University to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)								\$270,929.50
Value of Scholarships offered by the University to remote or regional students in the 2018 academic year (Section 21(3) in the Guidelines refers)								\$181,109.50*
TOTAL OFFERED								\$104,059.00*
* paid								*
* offered but not paid								\$285,168.50
								105% of amount offered in 2017

2. Progression (access and outcomes)

Strategies to improve unit success rates and retention

In Table 8 below, the activities initiated in 2018 to improve, strengthen and increase Aboriginal and Torres Strait Islander student progression, retention and success are outlined.

Table 8. Activities supporting Aboriginal and Torres Strait Islander student success rates and retention

Initiative and Outline of Activity	Funding
<p>Indigenous Student Performance Taskforce</p> <p>The USQ Vice-Chancellor's Executive approved the formation of an Indigenous Student Performance Taskforce (ISPT) in January 2018 to further understand Aboriginal and Torres Strait Islander student performance, with a specific focus on analysing success rates and retention. The interrogation of data by the Taskforce informed a decision to fund the Data Insights Project (DIP) which has facilitated a deep analysis of student data and the identification of sub-groups that can most benefit from additional assistance. The Graduating Indigenous Leaders Commitment Project (GILC), a key student facing project, was also an outcome of the Taskforce. The DIP and GILC are outlined below.</p>	ISSP and HEPPP

Initiative and Outline of Activity	Funding
<p>Data Insights Project was established to improve data analysis from linked data sets (e.g. QILT, PeopleSoft, and Moodle); builds evidence-based and targeted intervention strategies. The project was a pilot program conducted between October and December 2018 with the aim of connecting and integrating data-sets at USQ for heuristic modelling and analysis of Aboriginal and Torres Strait Islander student information. The aim of the project was to determine the viability of combining disparate University datasets for further understanding of student success. Five university data sets, Moodle (StudyDesk, learning behaviour), PeopleSoft (demographics, enrolment), Oracle Service Cloud (CRM) (student exit surveys, support enquiries), MyOpinion (student course satisfaction), and QILT (student program satisfaction) were combined and assessed. All data for self-identified Aboriginal and Torres Strait Islander students over a period of three years (2016-2018) was included. The contribution of each database was assessed and a predictive model for optimising student success rates was identified. The outcomes of this project contributed towards the identification of a methodology to conduct further cohort analyses.</p> <p>Predictive models were made possible using the PeopleSoft and Moodle datasets. The College for Indigenous Studies, Education and Research (CISER) was able to enhance the summary of key findings through the contribution of cultural expertise. The next steps are to hold discussions throughout each Faculty and within individual Schools on how best to utilise these findings, to add further nuances of context, and draw on the existing, continuous improvement initiatives for learning and teaching across the University.</p> <p>Graduating Indigenous Leaders Commitment Project (GILC) is a University Committee operating over 3 years and based on the foundations of relationship building in a culturally inclusive environment. A number of new initiatives to support Aboriginal and Torres Strait Islander student success are being piloted that aim to promote engagement and empowerment and to build student strengths for educational progression. The 'Commitment' incorporates:</p> <ol style="list-style-type: none"> 1. USQ Indigenous Education Strategy – The strategy aligns the University with sector commitment and standards; assuring accountable and transparent key performance indicators to support successful educational outcomes for Aboriginal and/or Torres Strait Islander students and the correlation between this overarching strategy (with a student and learning focus) and University governance and human resource instruments. 2. Organisational connection – this encompasses three levels of referral networks internal and external to the structure as well as online resources as follows. <p>Level 1 – Relationship Management</p> <ul style="list-style-type: none"> ● Identification and outreach to Aboriginal and Torres Strait Islander students in need of additional assistance ● Communication strategy for all Aboriginal and Torres Strait Islander students ● Focus - first year, first semester <p>Level 2 –Support to Success Program (within targeted Schools)</p> <ul style="list-style-type: none"> ● Focus – students-at-risk and/or with lower GPAs ● Whole of University approach ● Models the highly successful School of Nursing and Midwifery “Helping Hands” program to support Aboriginal and Torres Strait Islander Students towards academic success in all Schools. <p>Level 3 – Online Support</p> <ul style="list-style-type: none"> ● Focussed academic assistance to online students (either online or outreach to physical locations) 	<p>ISSP and HEPPP</p>

Initiative and Outline of Activity	Funding
<ul style="list-style-type: none"> Ask-Aunty website - Moodle-based with informational resources such as adapted referencing guides from the library and other culturally appropriate guidance; online Aboriginal and Torres Strait Islander community; first-stop for culturally-appropriate resources, linkages to mainstream services 	
<p>College for Indigenous Studies, Education and Research (CISER) The College (CISER) supports Aboriginal and Torres Strait Islander students by offering culturally safe, physical spaces in which to study across the three campuses, computer laboratories and linking to other relevant academic support mechanisms such as library programs, scholarship office and study planning.</p> <p>Within the College a dedicated team for Indigenous Student Success has been established to provide support to Indigenous students, facilitate individual/group tutorial assistance and link to academic and well-being support throughout the University.</p>	ISSP and Operational Funds
<p>Indigenous Student Support and Success Team A dedicated Indigenous Student Support and Success team was established in 2018 to facilitate connections with and provide dedicated support to Indigenous students. The team also monitors trends in student needs and issues, using data collected through face-to-face and online enquiries, the “Ask Aunty” online student support portal and informal focus groups. Students are supported by the Indigenous Student Success and Support Officers with enrolment, digital access, study plans, orientation enquiries, student advocacy and referral to other academic and student support areas in the University, as required. The Indigenous Student Support and Success Team communicate with Aboriginal and Torres Strait Islander students through the creation of a monthly newsletter which is provided to the ‘Ask Aunty’ website and a Facebook page using the avatar ‘SRO Rosie’.</p>	ISSP
<p>The Indigenous Tutorial Assistance Scheme (ITAS) for Aboriginal and Torres Strait Islander Students The ITAS scheme provides targeted tutorial assistance for Aboriginal and Torres Strait Islander Students of up to two hours per week for each course of enrolment either face-to-face, via telephone, or online through Skype and/or Zoom. In 2018 a framework was developed to prioritise students who were at risk of failing or not meeting program progression requirements, as well as a focus on students transitioning into their first semester of study.</p>	ISSP
<p>Helping Hands Support to Success Program This initiative is an Indigenised student support model for student nurses and midwives, which aims to orientate, retain and graduate students. The model was developed by Indigenous nursing academics specifically for Indigenous students to provide the necessary cultural and academic support to successfully navigate the university environment. The program is inclusive of Indigenous students enrolled in Nursing from Geraldton, WA. Helping Hands is a national leading initiative with USQ graduating the most Aboriginal and Torres Strait Islander nurses in the country. Pivotal to this success is a dedicated Aboriginal nurse academic with the School of Nursing and Midwifery employing four Aboriginal nurse academics, three of whom teach the compulsory course in Aboriginal and Torres Strait Islander health within the Bachelor of Nursing.</p>	Operational Funds
<p>Indigenous Studies courses The College (CISER) offers courses in Indigenous Studies which are available to Aboriginal and Torres Strait Islander students as Major/Minor studies within, for example, Bachelor level programs in Arts, Education and Human Services. These courses are critical to retention, allowing Aboriginal and Torres Strait Islander students to learn through curriculum that reflects Indigenous identity and engages in culturally appropriate knowledges and learning strategies.</p>	Operational Funds

Initiative and Outline of Activity	Funding
<p>Aboriginal and Torres Strait Islander Student Association The Aboriginal and Torres Strait Islander Student Association is comprised of undergraduate and postgraduate student members across the three campuses and meets monthly. The Association was responsible for holding the first NAIDOC Ball for the Toowoomba region in October.</p>	Self-funded and Operational Funds
<p>Murri Meet-up Murri Meet-up is a peer mentoring program aimed at assisting first year students to become familiar with the University environment. Mentoring is undertaken by academically proficient third-year and fourth-year students who are trained to be student peer leaders.</p>	Operational Funds

Benchmarking and future initiatives

With the employment of an Indigenous Learning Advisor (December), USQ is moving to establish an Indigenous Student Support and Success Schools' Network (ISSSSN) that aligns Faculty/Schools and CISER expertise with the overall objective to strengthen Aboriginal and Torres Strait Islander student support and success. Additionally, CISER has benchmarked activities against other universities to incorporate initiatives that have relevance to USQ contexts. For example, a semester offering of an Aboriginal and Torres Strait Islander student orientation program has been identified and the College will operationalise this in 2019.

As a University that draws student participation from regional communities, reflective of Aboriginal and Torres Strait Islander student cohorts, the support of 'at risk' Aboriginal and Torres Strait Islander students learning in a predominately online learning environment is a key consideration for the University. The development of outreach support for regional and remote (inclusive of incarcerated students) cohorts will be a critical consideration for the University.

The rise or fall of success and progression rates

The retention rates for Aboriginal and Torres Strait Islander students has seen a decline from between 64%-69% to 54.93% in 2017, see Table 9 below. USQ is committed to improving the success and retention rates for Aboriginal and Torres Strait Islander students and in response to the 2017 retention data the University has, and will continue to, implement significant and focussed activity.

Table 9. Aboriginal and Torres Strait Islander student retention rate

YEAR	2012	2013	2014	2015	2016	2017
Retention rate	65.11%	68.12%	69.65%	64.44%	65.5%	54.93%

USQ achieved an increase in student success rate in 2018 as shown in Table 10 below. USQ has moved to analyse student data for the purpose of developing organisational strategies to continue to raise Aboriginal and Torres Strait Islander student outcomes.

Table 10. Aboriginal and Torres Strait Islander student success rate

YEAR	2014	2015	2016	2017	2018
Success rate	58.96%	57.47%	58.60%	58.46%	60.03%

It was an extremely productive year in which a whole of University collaboration led to some innovative initiatives (as outlined previously) and a renewed commitment to working closely to strengthen Aboriginal and Torres Strait Islander student experiences with successful learning.

2.a. Tutorial and other assistance provided (2018 breakdown)

As indicated in Table 11 below, 7243 hours of tutorial assistance was provided to 166 students at a cost of \$398,365.00. This support resulted in a 1.57% increase in student success for 2018.

Table 11. Breakdown of Aboriginal and Torres Strait Islander tutorial assistance

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	144	6651	\$365805.00
	Post graduate	6	174	\$9570.00
	Other	16	418	\$22990.00
	total	166	7243	\$398365.00
Indigenous Support Unit or other Indigenous student support activities	(optional breakdown of major activities or just total)			
	total			
Add other categories as relevant				

Indigenous Support Unit and other activities

The Indigenous Support Unit is known as the College for Indigenous Studies, Education and Research (CISER). CISER is comprised of five permanent academic staff (Level E, D, C and 2xB) and professional staff who constitute the Operations Team (Level 5 and 7), the Indigenous Student Support and Success Team (Level 4, 2x5 and 7) and the Outreach and Engagement Team (Level 5 and 6). The support activities associated with CISER are outlined in Table 8, inclusive of tutorial assistance for students, Murri Meet-Up and the conduct of the Aboriginal and Torres Strait Islander Student Association. The Outreach and Engagement Team provide a number of aspirational focussed initiatives that connect with Aboriginal and Torres Strait Islander regional high school students. Deadly Ways is a targeted program for Indigenous high school students in years 7 to 12. The Deadly Ways events are designed to give Indigenous students a real-life university experience. Deadly Ways has a regional focus and offers Years 7 and 8 Indigenous Connections Day, a Years 9 and 10 Careers camp and Years 11 and 12 Residential Program.

Cultural competency strategies

The strategies to improve the cultural competency of staff and/ or to ensure the University offers a culturally safe and enriching environment for Aboriginal and Torres Strait Islander students and staff are outlined In Table 12 below.

Table 12. Strategies to improve cultural competency and provide a culturally safe environment

Strategy	Funding
<p>Human Resources and the College for Indigenous Studies, Education and Research (CISER) Human Resources in consultation with CISER have undertaken a series of initiatives and have committed to initiatives to improve the cultural competency of the wider university through targeted training. The strategies are outlined as follows:</p> <ol style="list-style-type: none"> 1. All current and new executives and all new senior employees complete appropriate cultural sensitivity, safety and inclusion training programs. 2. Cultural sensitivity, safety and inclusion learning and development programs are available to all employees, with an emphasis on those employees who interact professionally with Aboriginal and Torres Strait Islander employees, students and communities. 3. Opportunities for Aboriginal and Torres Strait Islander employees to engage in culturally significant activities, events and networks. For example, all Aboriginal and Torres Strait Islander employees are encouraged to participate in NAIDOC activities, both within the university and the Community. 	ISSP and Operational Funds

Strategies and funding sources

The funding sources namely, directly funded by ISSP, partly funded by ISSP or funded by other university resources, for Progression (access and outcomes) activities outlined earlier in the report are shown in Table 13 below. Activities were funded through a number of sources in addition to ISSP funding as indicated.

Table 13. Funding source for Progression (access and outcomes) strategies for Aboriginal and Torres Strait Islander students

Strategy	Funding
Indigenous Student Performance Taskforce	ISSP and HEPPP
Indigenous Student Support and Success Team	ISSP
Tutorial Assistance Scheme (ITAS) for Aboriginal and Torres Strait Islander Students	ISSP
Helping Hands Support to Success Program	Operational Funds
Indigenous Studies courses	Operational Funds
Murri Meet-up	Operational Funds
College for Indigenous Studies, Education and Research (CISER)	ISSP and Operational Funds
Aboriginal and Torres Strait Islander Student Association	Self-funded and Operational Funds

3. Completions (outcomes)

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

Many of the strategies to support and improve student completions overlap with those outlined previously. These include:

- The formation of the Graduate Indigenous Leaders Commitment and the Data Insights Project in consultation with the Aboriginal and Torres Strait Islander Student Success Team – CISER provides a critical foundation for data analysis, ensuing pedagogical strategies and the review and reporting of outcomes. This foundational strategy has only recently commenced in 2018 and strengthened results will become more evident over time. It is, however, proposed that this strategy does provide a magnified view of Aboriginal and Torres Strait Islander enrolments, retention and graduations so that the university is able to develop predictive models of support.
- Successful completions occur with academic, cultural and emotional support offered by the various services within the University inclusive of – support at point of enrolment and formulation of study plans for Aboriginal and Torres Strait Islander students so that: expectations are made more transparent; links are made to disability support services if required: students are informed and supported in making scholarship applications; and individual academic assistance is provided through engaging tutors to assist with assignments and assessment. The University has implemented a system that flags Aboriginal and Torres Strait Islander students, thus, making support more transparent and data collation easier.

The rise or fall of completions

Aboriginal and Torres Strait Islander Undergraduate student completion rates for 2018 have increased slightly from 2017, as shown in the performance data in Table 14 below. The 2017 and 2018 Postgraduate completion numbers are significantly lower when compared to 2015 and 2016.

Table 14. Breakdown of Aboriginal and Torres Strait Islander program completions by year

	2015	2016	2017	2018
Undergraduate students	28	52	44	46
Postgraduate students	19	24	7	5

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

Additional activities specifically linked to connecting graduates with employment (both within and outside of the institution) are outlined in Table 15 below.

Table 15. Activities to support Aboriginal and Torres Strait Islander student completions

Activity	Outline of activity	Funding
Career Trackers	<p>In 2018, USQ continued its partnership with Career Trackers, a national non-profit organisation that creates internship opportunities for Aboriginal and Torres Strait Islander university students. In 2018, there were 24 students registered with Career Trackers. The students were enrolled in a range of programs: Aviation, Business & Commerce, Engineering, Spatial Science, IT and Communications & Media. Each student was successful in completing an Internship with a partner employer, examples of which are Qantas, GHD, Broad-spectrum, Origin, QIC, Telstra, Optus and Bank of Qld.</p> <p>As part of the program, students were required to attend the annual Leadership Conference at the beginning of the year, which included a Gala Awards evening.</p> <p>In 2018, two USQ Career Tracker students were awarded the Academic Excellence Award for their academic performance in 2017. To receive this award, students had to achieve an average of Distinction or higher throughout the year.</p> <p>In addition to supporting students directly with their studies, USQ partnered with Career Trackers to provide a professional development event for all Career Tracker students. The aim of the event was to support students in using an intrapreneurship mindset in the workplace and, as part of the program, they heard from Industry speakers representing Aurizon and Energy Qld, and from the USQ Senior Project Coordinator for the Ignition (Entrepreneurship) Project.</p>	Private Enterprise
Careers and Employability Services	<p>Student transition at each stage of the student learning journey are supported by:</p> <ul style="list-style-type: none"> • Career counselling • Career education • Industry partnerships • Employability Services • Work experience, industry mentoring, and internships/cadetships. 	Operational Funds and HEPPP

Strategies to assist graduates and monitor student outcomes after graduation

CISER had preliminary discussions with the USQ Graduations Office regarding the establishment of an Aboriginal and Torres Strait Islander student alumni group.

Strategies and funding sources

The funding sources for activities that support completion outlined above are shown in Table 16 below. Activities were funded through a number of sources in addition to ISSP funding as indicated.

Table 16. Funding source for Progression (access and outcomes) strategies for Aboriginal and Torres Strait Islander students

Strategy	Funding
Scholarships	ISSP and Preserved Scholarships
IHEPP	AFB and ISSP and Operational Funds
Tutorial Assistance Scheme (ITAS) for Aboriginal and Torres Strait Islander Students	ISSP
Indigenous Student Support and Success Team	ISSP
Helping Hands Support to Success Program	Operational Funds
Murri Meet-Up	Operational Funds
Career Trackers	Private Enterprise
Careers and Employability Services (University wide)	Operational Funds and HEPPP

4. Indigenous Education Strategy accessible by public

The requirement for USQ to develop an Indigenous Education Strategy was a key agenda item of the Indigenous Student Performance Taskforce, through the Graduating Indigenous Leaders Committee initiative, the Taskforce allocated ISSP funding to engage a professional staff member to write the Indigenous Education Strategy, utilising a process of broad consultation within the University. The strategy meets the ISSP requirements by addressing Teaching and Learning, Research and Innovation, Leadership, People and Relationships, and Cultural Competence. These key themes of the strategy are covered in the objectives and key performance indicators.

Indigenous Education Strategy

In 2018, USQ continued the development of the (draft) *USQ Aboriginal and Torres Strait Islander Education Strategy*. Following initial workshops, it was determined that the strategy would act as the overarching blueprint for all other University Indigenous strategies and plans. Supported by the Aboriginal and Torres Strait Islander Research Strategy and the Aboriginal and Torres Strait Islander Peoples Workforce Strategy, it provides strong philosophical direction for the USQ community. Additional consultation and refinement of the strategy was ongoing throughout 2018 and the finalised strategy will be endorsed by the Vice Chancellor's Committee in 2019.

The strategy contains goals, targets, and methods of evaluation. It also drives action across the University in these key areas (as required by section 13 of the *ISSP Guidelines 2017*):

- Key Performance Indicators – linked to aims within the strategy, realistic, and appropriately challenging.
- Aboriginal and Torres Strait Islander access, participation, success, retention, and graduate outcomes.
- Incorporates Aboriginal and Torres Strait Islander knowledge and practice within the curricula driven by a specific Graduate Attribute for Indigenous cultural competence and using Indigenous pedagogy in learning and teaching practices.
- Develops a culturally safe, sensitive and inclusive environment based on respect for Indigenous knowledge and culture underpinning the relationships within our University community; driven by appropriate training and practice of staff; and maximising the leadership of First Nations Peoples.

Implementation and evaluation of the Indigenous Education Strategy

The practical implementation of the strategy will be realised through the evaluation outlined above, with monitoring and oversight assigned to an appropriate governance group (see section below). Targets and milestones will feature in future annual ISSP reports.

The implementation of the Indigenous Education Strategy, in the absence of an Indigenous Governance Mechanism (IGM) has been met through the Graduating Indigenous Leaders Commitment Committee initiative of the University Student Performance Taskforce, the Reconciliation Action Plan and the Social Justice Strategy Board. At these regular committee meetings, the progress of strategies are assessed against the objectives and KPI's of key documents e.g. RAP and the Aboriginal and Torres Strait Islander Peoples Workforce Strategy.

USQ Reconciliation Action Plan

In 2018 extensive consultation and development of the next Reconciliation Action Plan (RAP) which is due for release in Semester 1 2019 occurred. USQ retains a strong focus on reconciliation and social justice, with the Vice-Chancellor, Professor Geraldine Mackenzie, championing these efforts.

The revised RAP will:

- Ensure the University continues its commitment to reconciliation and its support for Aboriginal and Torres Strait Islander peoples;
- Maintain the momentum that was formed during the development and subsequent implementation of the inaugural RAP;
- Build on existing works and work in progress; and,
- Reinforce current student and staff recruitment goals, retention and progression targets, and student outcomes – with links to other documents such as the (draft) Indigenous Education Strategy.
- Report progress against targets and milestones outlined in the strategy

The *USQ Reconciliation Action Plan 2015 to 2017 "Walking Together"*, continued to operate in place of a separate Indigenous Education Strategy during 2018. This was because the next Reconciliation Action Plan was being develop with rounds of consultation throughout 2018. Below is a table outlining key RAP Targets and Milestones which acted as KPI's. Some additional new activities in 2018 are outlined in earlier sections of this report and so are not repeated here. <https://www.usq.edu.au/about-usq/values-culture/aboriginal-torres-strait-islander-community/rap>

Table 17. Progress against targets and milestones outlined in the Indigenous Education Strategy

Indigenous Education Strategy requirement per ISSP Guidelines:	Reconciliation Action Plan Actions	RAP Targets and Milestones
<p>(b) Prioritise increasing the number of Indigenous students enrolling in, progressing in and completing courses leading to higher education awards;</p>	<p>1.3 USQ to deliver and promote educational and aspirational programs for Aboriginal and Torres Strait Islander peoples and communities.</p> <p>3.5 USQ to increase and promote awareness of higher education study opportunities to Aboriginal and Torres Strait Islander peoples, school students and communities and the benefits of higher education study.</p> <p>3.6 Increase the representation of Aboriginal and Torres Strait Islander students enrolled at USQ.</p> <p>3.7 Improve academic progression for Aboriginal and Torres Strait Islander students enrolled at USQ.</p>	<ul style="list-style-type: none"> • Delivery of <i>Deadly Ways, Indigenous Connections, and Making Career Choices</i> initiatives: delivered by travelling to schools in the region (or by inviting students for experience days at the University) to promote Indigenous access and participation. • Continual improvement of the successful Indigenous enabling program – <i>Indigenous Higher Education Pathways Program</i> with increased academic and pastoral support. • Tailored communication campaigns to raise awareness of supports at the university – for example better linking students to tutoring and peer study. • Further lifting Aboriginal and Torres Strait Islander student experience as a whole of university priority. • Investigated student performance data more rigorously to understand factors influencing student performance as a basis for informing improved support to students.
<p>(c) Facilitate, monitor and improve upon the inclusion of Indigenous knowledge in curricula, graduate attributes, and teaching practices;</p>	<p>2.6 Embed Aboriginal and Torres Strait Islander pedagogy and learning across the curriculum at USQ.</p> <p>3.1 USQ to continue and maintain support to the College for Indigenous Studies, Education and Research to enhance successful learning and teaching outcomes.</p>	<ul style="list-style-type: none"> • Indigenous Health and Cross-Cultural Care course in Nursing program. • Learning and Teaching materials, guidelines for inclusive practice, and online repository of Aboriginal and Torres Strait Islander pedagogical perspectives developed. • College for Indigenous Studies, Education and Research led advocacy of Aboriginal and Torres Strait Islander issues, including Indigenisation of the curriculum.

Indigenous Education Strategy requirement per ISSP Guidelines:	Reconciliation Action Plan Actions	RAP Targets and Milestones
<p>(d) Include activities for students and employees of the provider that promote cultural competency in Indigenous cultures, traditions and histories and the diversity of circumstances of Indigenous people in Australia.</p>	<p>1.2 Provide opportunities for Aboriginal and Torres Strait Islander employees and other employees to build stronger relationships with the local community through celebrating National Reconciliation Week (NRW).</p> <p>1.4 Recognise members of the USQ community who support and contribute to Reconciliation initiatives.</p> <p>1.5 USQ to enhance relationships with Aboriginal and Torres Strait Islander community organisations, local Elders and committees to assist in providing strategic advice on cultural issues and engagement.</p> <p>2.1 Engage USQ employees in cultural learning opportunities to increase their understanding and appreciation of Aboriginal and Torres Strait Islander peoples, histories, cultures and achievements.</p> <p>2.2 Engage USQ students in cultural learning opportunities to increase their knowledge, cultural understanding and appreciation of Aboriginal and Torres Strait Islander peoples, and histories and achievements.</p> <p>2.4 Support USQ Aboriginal and Torres Strait Islander employees to engage with their cultures and communities through NAIDOC Week events.</p>	<ul style="list-style-type: none"> • Hosting of annual NRW and NAIDOC week events: with employees encouraged to attend, and alignment with local community activities. • Annual Aboriginal and Torres Strait Islander Alumnus of the Year award. • Vice-Chancellor is supported by cultural informed consultation through the <i>USQ Elders and Valued Persons Advisory Board</i>. • Delivery of <i>Hidden Histories</i> cultural competency training and on-country tours to places of cultural significance within Toowoomba. • USQ Aboriginal and Torres Strait Islander Cultural Competency Framework promoted to develop individual and organisational responsibilities.

5. Indigenous Workforce Strategy accessible by public

USQ has met its responsibilities through the development of an Aboriginal and Torres Strait Islander Peoples Workforce Strategy.

In May 2018, the Aboriginal and Torres Strait Islander Peoples Workforce Strategy 2018-2020 was launched to the internal USQ Community, members of the broader Aboriginal and Torres Strait Islander community, and other invited key stakeholders. The development of the Strategy was a collaborative approach between key

stakeholders across the University, with a specific focus on reflecting and showcasing Aboriginal and Torres Strait Islander perspectives. The Strategy launch was accompanied by a publicity campaign in local media and USQ's social media channels.

The intention of USQ's Aboriginal and Torres Strait Islander Peoples Workforce Strategy is to grow and retain a talented and sustainable cohort of Aboriginal and Torres Strait Islander academic, research, professional and senior employees through a multi-faceted and coordinated approach.

The Strategy aims for Aboriginal and Torres Strait Islander employees to make up 3% of the University's total workforce, prioritising continuing employment and professional and career advancement of Aboriginal and Torres Strait Islander employees.

The USQ Aboriginal and Torres Strait Islander Peoples Workforce Strategy outlines five key goals. Broadly, these goals are aligned with key talent management framework elements of the USQ Workforce and Talent Management Plan. The goals are outlined as follows: Attract and Retain; Engage and Support; Develop and Advance; Plan and Align. The detailed plans for each goal can be accessed through the website, with the URL included below.

The USQ Indigenous Workforce Strategy 2018-2020 is located visibly on the website at <https://www.usq.edu.au/about-usq/values-culture/aboriginal-torres-strait-islander-community>.

Practical implementation and evaluation of the Indigenous Workforce Strategy

Achieving the aims of the Aboriginal and Torres Strait Islander Peoples Workforce Strategy depends on strong leadership and governance, the continuing commitment of resources, and the development and implementation of the Strategy in a supportive and inclusive workplace.

The Aboriginal and Torres Strait Islander Peoples Workforce Strategy Committee is accountable to the Vice-Chancellor's Executive, through the Social Justice Strategy Board. The composition of the Aboriginal and Torres Strait Islander Peoples Workforce Strategy Committee includes representatives from University senior management, academic and professional employees from across all locations, Head of CISER, Unions, Aboriginal and Torres Strait Islander Employee Support Network Representative/s and Human Resources.

The Committee Terms of Reference contain details of committee functions, authority, membership and operational matters.

Accountability for implementation of the strategy is a whole of institution responsibility. However, a core driver for implementation is the Diversity and Inclusion team within Human Resources. Within this team, there are two Identified positions with a specific focus on strategy implementation and reporting through the allocated governance structure.

Progress against targets and milestones outlined in the strategy

As mentioned above, 2018 was the foundation year of the Aboriginal and Torres Strait Islander Peoples Workforce Strategy 2018-2020. The Strategy focusses on genuine engagement, consultation and involvement of Aboriginal and Torres Strait Islander employees and stakeholders to identify and progress key initiatives.

The following progress against targets and milestones outlined in the strategy were achieved:

- Continued support for four participants in the Aboriginal and Torres Strait Islander traineeship program, including the introduction of the Aboriginal and Torres Strait Islander Trainee Mentoring Program.
- Appointment of a Senior Indigenous Workforce Advisor at one FTE continuing to drive the implementation of the strategy, with additional funding approval for a 0.5 fixed term position to assist with the implementation of strategy initiatives.
- The Aboriginal and Torres Strait Islander Employee Support Network composition was changed to facilitate an Indigenous-led network.
- Cultural Awareness and Competency training was provided to targeted employees, and Senior Executives.

- Upskilling of Managers and Supervisors of Aboriginal and Torres Strait Islander employees on cultural protocols, events and creating an inclusive environment.
- Review and update of the Aboriginal and Torres Strait Islander Employment procedure.
- Increased communication and consultation with Aboriginal and Torres Strait Islander employees.
- Increased visibility and recognition of Aboriginal and Torres Strait Islander culture, artwork and branding on University property, advertising and other materials.
- Hosting and participation in community meetings to establish relationships and support community initiatives and events.
- Facilitated Career Pathway Workshop with USQ Aboriginal and Torres Strait Islander Academic employees, and key stakeholders from other Universities to understand barriers and work through to possible strategies and solutions.
- Amendment of the USQ Academic Workload Allocation Model to expand the definition of service relevant to cultural expectations and service.

Employment of an Aboriginal and/or Torres Strait Islander person in a senior position

Currently the most senior Indigenous position at the University is the Head of CISER. The Head of CISER has through various committees at the university worked to address the goals and objectives determined by the ISSP guidelines.

Plans to progress towards an Indigenous workforce target of 3%

As at October 2018, the FTE percentage for Aboriginal and Torres Strait Islander peoples as a percentage of the total workforce was at 2.18% against a target of 3%. The implementation of strategies to meet the goals and milestones in the Aboriginal and Torres Strait Islander Peoples Workforce Strategy 2018-2020 will be a major mechanism to progress towards achieving an Indigenous workforce target of 3%.

5.a. Indigenous workforce data (2018 breakdown)

While the University reports on the number of Indigenous staff members through standard reporting requirements, the information outlined in Table 18 below provides further monitoring of the University's efforts to build its Indigenous workforce through this report.

In 2017 USQ employed 16 permanent, Indigenous professional staff and seven academic staff. In 2018, 16 professional staff continued to be permanently employed with the academic staff numbers increasing by two giving a total figure of nine permanently employed academic staff. Academic casual appointments have increased from nine Indigenous staff members to 12 and professional staff casual appointments from 16 to 21 Indigenous staff.

Table 18. Indigenous workforce data

		Permanent		Casual/contract	
Faculty	Level/position	Academic	Non-academic	Academic	Non-academic
BELA	Trainee				1
BELA	04		2		2
BELA	05		3		1
BELA	06		3		
BELA	A	1			
BELA	B	3		1	
BELA	C	1			
BELA	Executive			1	
BELA	Casual			6	2
HES	B	2			
HES	C	1			
HES	D	1			
HES	Casual			3	2
HES	Junior				1
PVC (Edu)	03				1
PVC (Edu)	05		1		
PVC (Edu)	07				1
Corp Mgt. Services	07		1		
Financial Services	05		1		
Human Resources	Trainee				1
Human Resources	05		1		
Human Resources	07		1		
Residential Colleges	06		1		
Residential Colleges	Casual				1
Student Services	Trainee				2
Student Services	05		2		
Student Services	Casual			1	6

6. Indigenous involvement in decision-making

The university continues to work towards the formation of the Indigenous Governance Mechanism (IGM) to meet eligibility requirements. In the absence of an IGM in 2018 the university has met governance of Aboriginal and Torres Strait Islander education through the various committees, key of which has been the Graduation Indigenous Leaders Commitment (GILC) Committee, the Reconciliation Action Plan Committee and the Social Justice Strategy Board. The GILC in consultation with CISER determined HEPPP and ISSP funds for the development of the Ask Aunty website and the employment of two professional staff to strengthen Aboriginal and Torres Strait Islander student online engagement and strategies for specific disciplines – Business, Arts and Nursing.

USQ continues to implement strategies ensuring that Aboriginal and Torres Strait Islander peoples continue to be involved in decision-making at all levels, through active representation on University committees and working groups. Indigenous representation is included in the following Boards and Committees:

- Vice-Chancellor's Elders and Valued Persons Advisory Board
- Academic Board
- Academic Program Committee
- Education Quality Committee
- Research Committee
- Academic Appeals Committee
- Faculty of Business, Education, Law and Arts (BELA) Academic Committee
- Faculty of Health Engineering and Sciences (HES) Academic Committee
- Academic Division Teaching and Learning Committee
- Academic Division Research Committee
- Indigenous Research Strategy Committee
- Social Justice Strategy Board
- Reconciliation Action Plan Committee
- Aboriginal and Torres Strait Islander People's Workforce Strategy Committee

In November 2018, formal consideration was given to the formation of the Indigenous Governance Mechanism (IGM) by the Social Justice Strategy Board, with the expectation that a draft proposal would be developed and ratified by the Vice-Chancellor's Executive Committee in 2019.

The delay in actualising the IGM was as a result of the need to undertake sector benchmarking and consult as to the appropriate model for the University's own context. Additionally, it was known that the new position of Deputy Vice-Chancellor (Academic) would commence in early 2019 and, as a member of the University's Senior Executive, would be seen as a key stakeholder in the leadership of IGM arrangements.

Initial dialogues have proposed a membership for the IGM committee to comprise:

- Senior Executive or representative
- Representatives of Traditional Owners of the lands on which the University is located
- PVC/Dean (Indigenous Education and Engagement)
- Head of CISER
- Representatives from the USQ Elders and Valued Persons Advisory Board
- Aboriginal and/or Torres Strait Islander academics
- Aboriginal and/or Torres Strait Islander executive member external to the University and a member of the Regional Universities Network - Indigenous group
- Aboriginal and/or Torres Strait Islander student representation

It has also been proposed that the Terms of Reference for this committee will be benchmarked against committees in other similarly profiled universities. The Terms of Reference will outline the roles and responsibilities of committee members inclusive of advising, monitoring and making recommendations regarding ISSP funding and the location of the committee within the governance/management structures of the University. It remains that the IGM will be formalised in 2019.

An outline of the number of meetings and main agenda items discussed for the period the Indigenous Governance Mechanism has been established, as well as confirmation that the Indigenous Governance Mechanism had a role in advising on the use of ISSP resources will be provided in the 2019 report.

Details of the broad representation of Aboriginal and Torres Strait Islander peoples on USQ Boards and Committees has been outlined above. USQ continues to be committed to ensure that Aboriginal and Torres Strait Islander peoples are involved in decision-making at all levels, through active representation on University committees and working groups.

6.a. Statement by the Indigenous Governance Mechanism

The Head of CISER, as the Senior Aboriginal Academic of the University, has contributed to, and had shared oversight, of this report.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Financial Acquittal

Organisation University of Southern Queensland

The following tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2018 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes.

1. Income (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
ISSP Grant 2018	2,217,830	-	2,217,830
Endowment Funds	30,936	-	30,936
Rollover of funds from previous year Email approval date:/....../2017	-	-	-
Interest earned/ royalties	-	-	-
Sale of assets	-	-	-
Donations	-	50,250	50,250
HEPPP Funds	-	344,923	344,923
USQ internal funding	-	882,590	882,590
A. Total Income 2018	\$2,248,766	\$1,277,763	\$3,526,529

2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	1,785,870	906,577	2,692,447
Administration	17,309	118,181	135,490
Travel – domestic	63,789	16,105	79,894
Travel – international	-	-	-
Gumbi Gumbi Gardens	-	23,556	23,556
Equipment (under \$5K)	14,440	8,315	22,755
Conference fees and related costs	19,224	-	19,224
Training	52,500	-	52,500
Promotional	13,232	4,992	18,224
Scholarships	216,624	194,250	410,874
Student Activities	29,488	5,787	35,275
Endowment expenses	30,936	-	30,936
B. Total Expenditure 2018	\$2,243,412	\$1,277,763	\$3,521,175
C. Unexpended funds PM&C agreed to rollover	-		
D. Unexpended Funds to be returned to PM&C	5,354		

E. TOTAL ISSP Funding use (B+C+D)	\$2,248,766		
-----------------------------------	-------------	--	--

Note: A-E must equal zero

^ Please provide a note on the progress of activity agreed under a roll over.

Please delete this box if no roll-over was agreed.

N/A

3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2018

- If GST is not paid to you, do not complete the table in this section 3.
- If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.

1. If applicable, GST received by you in 2018 as part of the Indigenous Student Success Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	N/A	
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	N/A	
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /

4. ISSP Assets summary (only a requirement for assets over \$5000- see clause 16 of guidelines)

Asset Description/ category	Adjustable Value	ISSP contribution
N/A		

4a ISSP Asset - acquisitions and disposals summary

Asset Description/ category	Acquisitions Purchase Value	Disposals/ Sale Price	Disposals Average Age
N/A			

5. Financial Acquittal supported and initialled by:

Athol Kerridge

(Print name of relevant officer)

Chief Financial Officer

(Print position title)

 1/5/19

(Signature and date)

Telephone contact: 07 46312980

E-mail: athol.kerridge@usq.edu.au

Note:

- If the organisation is subject to audit by an **Auditor-General** of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function.
- If the organisation is **not normally subject to audit by an Auditor-General**, then the organisation's auditor should sign this authorisation.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 CERTIFICATION

Complete this certification after reading the completed 2018 Performance Report and 2018 Financial Acquittal for the Indigenous Student Success Programme.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2018 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution’s use of programme funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2018 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2017 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds and any interest earned or royalties/income derived from these Funds was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

I understand that:

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

Certification recommended by university’s Indigenous Governance:

Name:
Title:
Signed: Date:

Certification made by Vice-Chancellor or equivalent delegate:

Name:
Title:
Signed: Date: