



University of  
**Southern  
Queensland**

# **Indigenous Student Success Program 2022**

Performance Report

# Indigenous Student Success Program 2022 Financial Acquittal

Organisation

University of Southern Queensland

## 1. Financials – Income and expenditure

Table 1a ISSP income available to support Indigenous students in 2022 (excluding GST) <sup>1</sup>

Item	(\$)
<b>A. ISSP Grant 2022</b> <sup>2</sup>	2,432,713
<b>B. Other ISSP Related Income</b>	
Interest earned/royalties from ISSP funding <sup>3</sup>	6,916
<i>If no interest has been earned briefly state why</i>	
Sale of ISSP assets	-
<b>2022 ISSP Grant Income (excluding rollovers)</b>	<b>\$2,439,629</b>

Table 1b Other funding used to support Indigenous students in 2022 (excluding GST) <sup>4</sup>

Item	(\$)
<b>A. Other non-ISSP funds</b> <sup>5</sup>	
Other funding provided under HESA <sup>6</sup>	6,281,200
Other Commonwealth Government funding	150,844,
Funds derived from external sources <sup>7</sup>	878,504
<b>Total of other non-ISSP funds for 2022</b>	<b>\$7,310,548</b>

**Table 1c ISSP Grant Expenditure on support for Indigenous students during 2022 (excluding GST) <sup>8</sup>**

Item <sup>9</sup>	Actual ISSP (\$) <sup>10</sup>
Scholarships from flexible ISSP funding	299,800
Salaries for staff working on ISSP activities <sup>11</sup>	2,058,920
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	38,824
Travel – domestic (airfares, accommodation & meals)	42,083
Travel – international (airfares)	-
Travel – international (accommodation and meals)	-
Conference fees and related costs <sup>12</sup>	-
ISSP Asset purchases made during 2022 <sup>13</sup>	-
<b>A. Total Expenditure of ISSP 2022 Grant (excluding expenditure from all rollovers into 2022)</b>	<b>\$2,439,627</b>
<b>B. Unexpended 2022 ISSP funds approved for rollover into 2023 grant year<sup>14</sup></b>	<b>-</b>
<b>C. Unexpended 2022 ISSP funding to be returned to the NIAA</b>	<b>-</b>
<b>2022 ISSP funding committed (A + B + C) <sup>15</sup></b>	<b>\$2,439,627</b>

## 2. Rollovers

**Table 2 Rollovers <sup>16</sup>**

			<i>The two options below should total unspent funds for that line</i>	
	Project Funds Rolled over (\$)	Project Funds Expended/committed <sup>17</sup> (\$)	Excess Option 1: Unspent funds to be rolled into 2023 <sup>18</sup> (\$)	Excess Option 2: Unspent funds to be returned to the NIAA <sup>19</sup> (\$)
2020 funds rolled over into 2022 - please complete column for Option 1 or 2 for any unspent funds	-	No funds were rolled over-	-	-
2021 funds rolled over into 2022 - please complete column for Option 1 or 2 for any unspent funds	-	-	-	-
Unexpended 2022 Funds (From Table 1c, Rows B and C)			-	-
Total funds approved for rollover into 2023 or to be returned <sup>20</sup>			-	-

### 3. Goods and Services Tax

**Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2022<sup>21</sup>**

1. GST received by you in 2022 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> <sup>22</sup>		\$-
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)		\$-
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /

### 4. ISSP Assets

**Table 4a ISSP Assets inventory<sup>23</sup>**

Asset Description/ category	Adjustable Value <sup>24</sup>	ISSP contribution <sup>25</sup>

**Table 4b ISSP Assets - purchases during 2022<sup>26</sup>**

Asset Description/ category	Purchase Value	ISSP contribution

**Table 4c ISSP Assets - disposals during 2022**

Asset Description/ category	Adjustable value	Disposals/ Sale Price <sup>27</sup>	ISSP component <sup>28</sup>	Disposals Age <sup>29</sup>

### 5. Endorsement of the Financial Acquittal<sup>30</sup>

2022 Financial Acquittal supported and initialled by authorised officer:

Name:

Title:

Phone:  Email:

Signed: 
 Date:

## INDIGENOUS STUDENT SUCCESS PROGRAM 2022 CERTIFICATION

Complete this certification after reading the completed 2022 Performance Report and 2022 Financial Acquittal for the Indigenous Student Success Program.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Program as set out in the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2022 Indigenous Student Success Program Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2022 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2022 under the Indigenous Student Success Program; and
- (iv) Indigenous Student Success Program funds, and any interest earned or royalties/income derived from these funds, was expended on activities consistent with the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*.

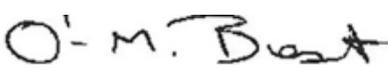
I understand that:

- (i) the Minister or the Minister's delegate may seek further information to support this certification; and
- (ii) the information contain in this report may be shared with Universities Australia; and
- (iii) 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
- (iv) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

### Certification recommended by the university's Indigenous Governance Mechanism:

Name:   
Title:

Signed:

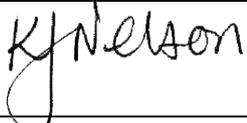


Date:

### Certification made by Vice-Chancellor or equivalent delegate<sup>31</sup>:

Name:   
Title:

Signed:



Date:

## Additional information for completing the template

- <sup>1</sup> The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2022, as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. The information in tables 1a, 1b and 1c helps NIAA recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes. Please feel free to add additional "item" lines as required.
- <sup>2</sup> Do not include rollovers in ISSP 2022 Grant amount. Prior year's rollover figures to be included in Table 2.
- <sup>3</sup> Interest earned on ISSP is considered to be ISSP funding and must be used in accordance with the ISSP Guidelines.
- <sup>4</sup> Please estimate the funds available if exact amounts are not known.
- <sup>5</sup> Please insert additional lines if the listing below do not suit your university's arrangements.
- <sup>6</sup> Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- <sup>7</sup> Examples of other funding are philanthropic donations, other student payments, business income etc.
- <sup>8</sup> Where applicable, figures provided in this table must be consistent with the figures provided in the institution's 2022 Performance Report.
- <sup>9</sup> Please insert additional lines if the listing below do not suit your university's arrangements.
- <sup>10</sup> List the expenditure of the income listed in Table 1a, not including the funding rolled over from previous years (this is detailed in Table 2).
- <sup>11</sup> If the staff member works on non-ISSP specific activities, only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities. Include expenditure on salaries for staff that provide tutorial assistance. May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- <sup>12</sup> Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- <sup>13</sup> Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- <sup>14</sup> This should match the figure in Table 2.
- <sup>15</sup> This figure should equal the Grand total in Table 1a
- <sup>16</sup> All rollovers have to be agreed with the NIAA and listed in a relevant determination, check with NIAA if you are unsure of your rollover information.
- <sup>17</sup> For 2020 and 2021 funds rolled into 2022, the amount included here should be the amount expended in 2022.
- <sup>18</sup> This is the amount of the rollover not expended that has been approved to be rolled over into 2023.
- <sup>19</sup> This is the amount of the rollover not expended and not rolled over into 2023. NIAA will issue an invoice for any amounts listed in this column.
- <sup>20</sup> Total funds in this row should equal the unspent ISSP balance in the Providers bank account at 31 Dec 2022.
- <sup>21</sup> If GST is not paid to you, do not complete Table 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.
- <sup>22</sup> This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- <sup>23</sup> Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- <sup>24</sup> Adjustable value means the cost of an asset less its decline in value determined in accordance with the Australian Taxation Office Guide to Depreciating Assets 2022.
- <sup>25</sup> The ISSP contribution should be recorded in the same ratio to the ISSP funds used to purchase the item (this includes any sale of an older asset trade in of old assets purchased with ISSP funding).
- <sup>26</sup> Include any assets purchased during 2022 using ISSP funding that are valued over \$5,000. Any assets in this category should have been agreed with the NIAA prior to the item being purchased.
- <sup>27</sup> Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.
- <sup>28</sup> The ISSP component should be the proportion of the sale price in the same ratio as the proportion of ISSP funding that contributed to the purchase of the asset.
- <sup>29</sup> Where groups of assets are disposed of, an average age can be provided.
- <sup>30</sup> Appropriate endorsement/authorisation is required to ensure compliance with the ISSP Guidelines and the 2023 Outcome Letter. If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this endorsement must be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function (e.g. an internal auditor). If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.
- <sup>31</sup> For the purposes of this certification, an equivalent delegate is either the Acting Vice Chancellor, a Deputy Vice-Chancellor, a Provost, or a relevant senior executive who reports directly to the Vice-Chancellor.

# Indigenous Student Success Program

## 2022 Performance Report

<b>Organisation</b>	University of Southern Queensland		
<b>Contact Person</b>	Professor Ben Wilson, Head of College (College for First Nations)		
<b>Phone</b>	+61 7 4631 5386	<b>E-mail</b>	Ben.Wilson@usq.edu.au

### 1. Enrolments (Access)

#### 1.1. What embedded ISSP strategies, activities and programs has the university implemented to support and improve access for Aboriginal and Torres Strait Islander students in 2022? [if these strategies have been reported in previous years, please just note in summary]

UniSQ maintains its commitment to accessible and equitable higher education to the diverse University student constituency with strong support for First Nations students. The following strategies are supported by Operational Funds as part of that ongoing commitment.

Table 1.1a

Initiative and Outline of Activity	Existing/New	Funding Source
<p><b>Indigenous Higher Education Pathway Program (IHEPP)</b></p> <p>The IHEPP program is offered to First Nations students seeking entry to University through the College for First Nations (CFN). The standard duration of the program, which is available in mixed modes, face-to-face and online, is one semester (or up to three semesters if undertaken part-time), with two intakes per year. This culturally relevant pathway program aims to strengthen Indigenous identity and is designed to develop the academic skills needed for successful entry into university study. Courses have an Indigenous focus through the development of writing, general study, and computer skills. While undertaking the program, students are provided with academic, cultural, and social support from CFN staff and fellow students. First Nations students can 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 University's Tertiary Preparation Program. In response to the COVID-19 pandemic, the delivery of IHEPP was reshaped to provide an on-campus two-week Residential School at the start of Semester 1, with the remainder of the program delivered online during Semesters 1 and 2, 2022.</p>	Existing	Operational Funds Away from Base (AFB) Student Success Program (ISSP)
<p><b>Scholarships</b></p> <p>All First Nations students are eligible and supported to apply for a wide range of scholarships at UniSQ, based on criteria relevant to their current study. UniSQ First Nations scholarships are made available through the ISSP and preserved funding that targets Regional and Remote First Nations students. In 2022, a total of \$299,800.00 was allocated to First Nation student scholarships. (A \$109,000 increase from 2021 and increased support and access for students).</p>	Existing	ISSP and Preserved Funding

## 1.2. What new strategies, activities and programs has the university implemented to support and improve access for Aboriginal and Torres Strait Islander students in 2022?

In 2022 the First Nations Portfolio's focus was to review the enablers that form a successful teaching and learning environment. Exploration and analysis on the enabling factors resulted in workforce restructuring, which included rescoping the Engagement Team within the portfolio, exploring improved data sets and the development of the [Blueprint for First Nations, Education, Research, and Engagement at the University of Southern Queensland 2022-2024](#) to align the Portfolio. All embedded Programs have continued.

## 1.3. How does the university utilise scholarships, bridging and enabling support and outreach services to improve access? What impact did this support have in 2022?

The Scholarship Team allocates approximately 95% of funding to the rural and remote students to support their outreach learning journey as well as a distance tutorial model, to decrease isolation and in-house intensives for those students in each calendar year. Exceptions occurred in 2021-22 due to covid and regional flooding, however plans are underway to offer intensives for this cohort in the latter part of 2023.

Table 1.3(a). ISSP Scholarships - breakdown of 2022 payments<sup>i</sup>

	Education Costs		Accommodation		Reward		Total <sup>ii</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling <sup>iii</sup>	0	0	0	0	0	0	0	0
Undergraduate <sup>iv</sup>	\$246,800	75	\$4,000	2	\$25,000	25	\$275,800	78
Postgraduate	\$22,000	8	0	0	\$2,000	2	\$24,000	8
Other	0	0	0	0	0	0	0	0
<b>Total</b>	<b>\$268,800</b>	<b>83</b>	<b>\$4,000</b>	<b>2</b>	<b>\$27,000</b>	<b>27</b>	<b>\$299,800</b>	<b>86</b>

### Bridging/ Enabling and Outreach Services

**First Nations Engagement Initiatives:** support and encourage Year 7 to 12 First Nation students, from regional and remote communities, to raise their career aspirations and to consider higher education career paths. This is achieved through providing First Nations students the opportunity to participate in interactive, hands-on activities, which are led by University First Nations Student Ambassadors, First Nations Professional and Academic staff and delivered in the students' communities. First Nation students are also provided the opportunity to attend on campus events which are tailored to specific age cohorts.

**UniSQ Head Start** is an academic extension program for high achieving Year 10, 11 or 12 students. This enables students to get a taste of what UniSQ is really like by studying one university subject a semester while working towards their Queensland Certificate of Education (QCE).

**The Tertiary Preparatory Pathway** supports the enrolment of First Nations students into preparatory courses that enable direct entry into undergraduate degrees.

### Widening Participation

Queensland's Widening Tertiary Participation Consortium takes a consortium approach to increasing the participation in tertiary study of students who are under-represented in higher education. This includes a focus on Aboriginal and Torres Strait Islander peoples, residents of regional and remote locations and Queenslanders from low SES backgrounds.

## Impact

The following tables indicates a *progressive positive impact* in enrolments and increase in headcount of total First Nations enrolments as a percentage of UniSQ students with a small drop in 2022 enrolments due to covid in SE Queensland and local regional flooding, but a progressive First Nation student increase has occurred (% headcount of total UniSQ students) of 0.96% over the last six years.

Table 1.3(b) First Nations Enrolment (Headcount)

ISSP Student First Nations Headcount enrolments by year and gender						
Year	2017	2018	2019	2020	2021	2022
Male	193	180	173	191	191	172
Female	383	402	417	449	468	470
<b>Total</b>	<b>576</b>	<b>582</b>	<b>590</b>	<b>640</b>	<b>659</b>	<b>642</b>

Table 1.3(c) First Nations % Headcount of total UniSQ Students

First Nations % Headcount of Total UniSQ Students					
2017	2018	2019	2020	2021	2022
3.5%	3.61%	3.73%	4.13%	4.27%	4.46%

## 1.4. What other broad strategies does the university implement to increase access and enrolments for Aboriginal and Torres Strait Islander students that does not rely on ISSP funding? (only one or two paragraphs are required)

UniSQ has developed and funded several broad strategies to increase access and enrolments, including:

Table 1.4(a) Broad strategies

Initiative and Outline of Activity	Existing/New	Funding Source
<p><b>UniSQ College Tertiary Preparatory Program</b> UniSQ College offers the Tertiary Preparatory Program, supporting the enrolment First Nations students into preparatory courses that enable direct entry into undergraduate degrees. UniSQ College and the CFN work closely to support, and retain First Nations 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 offline mode for incarcerated students, inclusive of First Nations students in facilities throughout Australia.</p>	Existing	Operational Funds
<p><b>Deadly Ways Program</b> The Deadly Ways Program is delivered through the UniSQ Outreach and Engagement team. The program targets First Nations high school students from Years 7 to 12 in regional communities. Deadly Ways events are designed to provide Indigenous students with a real-life university experience both on-campus and remotely.</p>	Existing	HEPPP Funding and Operational Funds

## 2. Progression (outcomes)

2.1. What embedded ISSP strategies, activities and programs has the university implemented to support students to complete units? [if these strategies have been reported in previous years, please just note in summary

Table 2.1(a) Existing strategies

Initiative and Outline of Activity	Existing/New	Funding Source
<p><b>Cultural Connections Online Orientation Program</b>            The Cultural Connections Online Orientation Program (Cultural Connections) has continued to provide support for First Nations students. It targets First Nations first year, first semester online students across the University. Identified students are invited to attend a two-day orientation program during the University orientation week, providing students with the tools required to succeed while studying online. The students engage with their Lecturers, Student Relationship Officers, Indigenous Support Staff, CFN staff and their peers. COVID-19 and local flooding impacted the on-campus delivery of Cultural Connections in 2022, however CFN customised the program to enable students to engage with the program online during 2022.</p>	Existing	AFB, ISSP, and Operational Funds

Table 2.1(b) Tutorial assistance provided in 2022

Level of study	Number of unique students assisted <sup>v</sup>	Total number of tutorial sessions attended <sup>vi</sup>	Total hours of assistance <sup>vii</sup>	Expenditure <sup>viii</sup> (\$)
Enabling	21	34	546	\$38,078
Undergraduate	191	2,483	4,966	\$346,330
Postgraduate	16	208	416	\$29,012
Other				
<b>Total</b>	<b>228</b>	<b>2,725</b>	<b>5,928</b>	<b>\$413,421</b>

Tutorial assistance is a fundamental component of the College of First Nations (CFN) teaching and learning model that supports student progression.

2.2. What new strategies, activities or programs has the university implemented to support students' complete units in 2022? Were there new strategies:

- That supported students to complete units?
- To help retain students?

Initiative and Outline of Activity	Existing/New	Funding Source
<p><b>Progression Management</b>            The First Nations Student Success Team supports the Progression Management process for First Nations students. Students are identified as being Stage 1, 2 or 3 which is an internal triaging system that signify varying levels of support and are offered appropriate levels of academic support or other assistance to successfully complete their program. Support consists of outreach calls to ensure First Nations students understand communications surrounding Progression Management stages and appropriate next steps to develop a personal support plan.</p>	Renewed Model of student support	ISSP Operational Funds

<p><b>First Nations Student Data Dashboard</b> Data for strategic decision making at the University is provided through the 'Information Centre' – an online portal housing student data. The expansion of the Information Centre continued in 2022 to provide greater accessibility to data including for First Nations students through the establishment of a First Nations Student Data Dashboard. This provides accurate validated data on enrolments, progression and completions and indicates variance to allow timely actions to address issues.</p>	New Customised Development	Operational Funds
<p>The People Portfolio has continued to support two First Nations PhD students in completing their Doctoral degrees in 2021-2022 to further develop a First Nations 'Grow Your Own' Talent Pipeline. This opportunity has been implemented to assist First Nations students in building a potential career in academic research, teaching, or both.</p>	Existing	Scholarship support Operational funds

### 2.3. How does the university measure the effect these strategies have on student progression? Student Success and Progression Rates

The University has a central data hub provided through the 'Information Centre' which has University wide validated student data as well as First Nations data (these reports were expanded in 2022). This formal evidence base provides the platform for quality reviewing of initiatives as well as data for resourcing and future planning.

The data reviewing the last six years has shown continuous improvement in all the student indicators, which indicate a positive correlation to all of the existing and new enabling strategies in place at UniSQ, from engagement, pre-enrolment, progression to completions.

Table 2.3(a) First Nations Student Success Rate %

First Nations Student Success Rate %						
Year	2017	2018	2019	2020	2021	2022
Withdrawn	8.01%	9.29%	8.14%	11.76%	22.38%	19.18%
Passed	59.19%	60.76%	63.64%	61.30%	58.19%	64.70%
Fail	32.68%	29.95%	28.22%	26.93%	19.43%	16.12%

This table indicates a steady Pass progression over the last six years with a corresponding lowered Fail rate improvement of 16%. The high withdrawal rates in 2021-22 were affected by lockdowns in both years and regional floods at the beginning of 2022. Investigation and analysis into fail and withdrawal rates will occur in 2023 as a quality education exercise.

Table 2.3(b) First Nations Progression rates against all UniSQ students

Progression (Pass + Fail minus Withdrawn) %						
Years	2017	2018	2019	2020	2021	2022
First Nations	64%	67%	69%	69%	75%	80%
All UniSQ	80%	80%	81%	84%	87%	89%

This table indicates the evolution of success in progression and a progressively closer alignment to 'ALL UniSQ students' data over the last six years. The review and implementation of new strategies over the last six years underpins the increasing student progression rate of First Nations students.

## 2.4. What was the impact of support through tutorial assistance and mentoring and other measures provided through the university?

Tutorial support and assistance remains a key mechanism in student progression and success as indicated in all of the student data tables in section 2 (above), which indicate an impact in the continuous improvement rate in progression of 16% in the last six years and a closer benchmark alignment to 'All students at UniSQ'.

The following table indicates the total number of tutorial assistance hours for 2022 as well as the expenditure.

Table 2.4(a) Tutorial assistance provided in 2022

Level of study	Number of unique students assisted <sup>1</sup>	Total number of tutorial sessions attended <sup>1</sup>	Total hours of assistance <sup>1</sup>	Expenditure <sup>1</sup> (\$)
Enabling	21	34	546	\$38,078.32
Undergraduate	191	2483	4966	\$346,330.75
Postgraduate	16	208	416	\$29,012
Other				
<b>Total</b>	<b>228</b>	<b>2,725</b>	<b>5,928</b>	<b>\$413,415.07</b>

## 2.5. How does the university invest in the cultural competency of staff and students? How is it measured?

### First Nations Cultural Capabilities Program

The University's First Nations Cultural Capabilities Program was launched at the beginning of 2022 and has been very successful with more than 85% of all University staff participating in the available learning opportunities by mid-year. The program features a mandatory online training component which all University staff are expected to complete throughout the year, or within the first six months of onboarding. This program aims to increase the overall First Nations cultural capabilities of staff across the University, with adjunct learning opportunities provided to support the ongoing development of staff in the context of First Nations cultural awareness, safety, leadership, supervision, and will seek to advance the training package further in partnership and consultation with the Office of the Pro-Vice Chancellor (First Nations Education and Research) over the coming years.

### Cultural Connections Online Orientation Program

This Program targets first year online First Nation students to come to this inhouse Program across the three UniSQ campuses. The students engage with their Lecturers, Student Relationship Officers, Indigenous Support Staff, CFN staff and their peers to strengthen their cultural ties.

## 2.6. What other broad strategies does the university implement to support student progression that does not rely on ISSP funding? (Only one or two paragraphs are required)

Table 2.6(a)

Initiative and Outline of Activity	Existing/New	Funding Source
<p><b>Initiative</b> UniSQ has developed a renewed <b>Education Plan 2022 – 2025</b> with three core strategies:</p> <ol style="list-style-type: none"> <li>1. Create a Sustainable and Strategic Program Portfolio</li> <li>2. Embrace Innovative Learning and Teaching Practices</li> <li>3. Provide Intentionally Designed Flexible Student Experiences</li> </ol> <p>Achievement of the core strategies and their initiatives are enabled by three Foundational and Enabling Strategies:</p> <ol style="list-style-type: none"> <li>I. Establish a holistic staff support system that develops, nurtures, recognises and rewards staff in pursuit of quality, excellence, and innovation in university education</li> <li>II. Optimise our virtual and physical environments for learning and teaching and the student experience</li> </ol>	New	Operational Funds

III. Implement a comprehensive infrastructure that supports staff to participate in efficient and effective planning, decision making and operational processes (data, systems, technology, policies, and practices).		
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This strategy will be monitored across the University for impact at a local Portfolio level as well as whole of University for efficacy through staff and student feedback as well as continuous improvements in student data results.

### 3. Completions (outcomes)

#### 3.1. What ISSP embedded strategies, activities and programs has the university implemented to improve award course completions of Aboriginal and Torres Strait Islander students? [if these strategies have been reported in previous years, please just note in summary]

The Outreach support model in 2022 was increased to be available to *all* continuing students to provide an equitable support service. This enabled early identification of challenges that individual students faced and linked students to various student supports to facilitate course completions. Other ISSP embedded supports include, scholarships, tutorial assistance, (5928 tutorial hours), outreach assistance model expanded to all students.

#### 3.2. What new strategies has the university implemented in 2022 to support students to complete qualifications?

- What was the impact?

The University implemented a new Progression Management Model (2022). First Nations College staff assisted by early detection of students having difficulties with study and worked with them to develop a study plan, referred them to tutoring and other services where necessary. The career progression support given by staff has provided incentive for individuals to complete their courses and take the next step into the workforce. The completion rate table below, indicates completions staying above 90 head count for the last three years.

#### 3.3. What other broad strategies does the university implement that supports Aboriginal and Torres Strait Islander students complete their qualification that does not rely on ISSP funding? (Only one or two paragraphs are required)

The current curriculum that is taught within the First Nations College, was written and delivered by First Nations Academic staff. Cultural knowledge is imbedded in the curriculum which includes historic significant events, cultural ways of knowing and traditional research methodology.

The implemented progression management strategies have accumulated in a net gain of improved student outcomes, from engagement to completion over the last six years.

Table 3.3(a). Student Completion Rate

First Nations Students Completion Rate (Head Count)							
Year	2016	2017	2018	2019	2020	2021	2022
Completions	83	58	59	73	95	97	96

The First Nations Education and Research portfolio also recognises the learning journey as a continuum (pathway) from pre-course engagement, through study, further study (if individuals choose) and employment. The table below indicates the transition supports in place.

Table 3.3(b). Seamless transition support for First Nations students finishing study and gaining employment.

Activity	Outline of Activity	Funding Source
UniSQ Student Ambassador Program	A team of passionate students who aim to support and inspire future students to consider tertiary study.	Operational Funds
Careers and Employability Services	Student transition at each stage of the student learning journey supported by: <ul style="list-style-type: none"> <li>• Career Counselling</li> <li>• Career Education</li> <li>• Industry Partnerships</li> <li>• Employability Services</li> <li>• Work experience, industry mentoring, and internships/cadetships</li> </ul>	Operational Funds And HEPPP
Career Trackers	UniSQ has continued its partnership with Career Trackers (a national Program that creates internship opportunities for First Nations students)	Private Enterprise

## 4. Regional and remote students

### 4.1. What support was offered through ISSP to regional and remote students, how were these students prioritised?

To enable a more effective reach for scholarships the Scholarship Team increased the amount that rural and remote students could access to provide meaningful support. The ISSP Scholarship Table 4 indicates a 169% uptake increase in rural and remote scholarships from 2021, which is testimony to an increased student reach through refined scholarship criteria, successful engagement and current student support mechanisms for rural and remote students.

Table 4 ISSP Scholarship data for remote and regional students<sup>ix</sup>

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2021 Payments	\$100,800	44	\$5,500	4	-	-	\$106,300	44
B. 2022 Offers <sup>x</sup>	\$160,800	41	\$4,000	2	\$15,000	15	\$179,800	42
C. Percentage <sup>xi</sup> (C=B/A*100)							169%	
<b>2022 Payments</b>	\$160,800	41	\$4,000	2	\$15,000	15	\$179,800	42

All programs are available across three (3) campuses to both local, online and regional and remote students. Each study mode has inherent student support built in for both internal and rural and remote students to support their study.

Remote students can access tutors either online or per phone. The following strategies are implemented:

- Check student online engagement. If no engagement for at least a week, Student Support contacts them
- Reminders re assessments, tutorials, etc. are usually sent about a week prior to due date.
- Moved back to in-person teaching, which assists with First Nations engagement
- Weekly check-ins with students.
- Student support checks in with students who are behind/have not submitted work.

As previously stated, students are triaged and rated in one of three categories early in their studies. Tutors set up a support plan with the student according to the need. This method has been more intensive during the two years of covid, because COVID19 has affected the ability for the University to conduct intensive residentials or participate in face-to-face outreach.

However, current plans and budget allocation has been set aside to complete these activities in 2023 to enrich the rural and remote student experience.

#### **4.2. What strategies were implemented to improve access to university study?**

- **What activities were provided?**

UniSQ is a regional University with three campuses in Toowoomba, Ipswich and Springfield which collectively cover a large regional footprint. The Engagement Team participate in community events across the footprint, as well as engagement visits to secondary schools to inform students of access and enrolment pathways.

The IHEPP program is offered to First Nations students seeking entry to University through the College for First Nations (CFN) with two intakes per year. This culturally relevant pathway program aims to strengthen Indigenous identity and is designed to develop the academic skills needed for successful entry into university study.

UniSQ Head Start is an academic extension program for high achieving Year 10, 11 or 12 students. The Tertiary Preparatory Pathway supports the enrolment of First Nations students into preparatory courses that enable direct entry into undergraduate degrees.

The UniSQ student area within the website details study pathways, bridging courses and scholarship information.

UniSQ partners with Queensland's Widening Tertiary Participation Consortium to increase the participation in tertiary study of students who are under-represented in higher education. This includes a focus on Aboriginal and Torres Strait Islander peoples, residents of regional and remote locations and Queenslanders from low SES backgrounds.

## **5. Eligibility criteria**

### **5.1. Indigenous Education Strategy**

How has the university implemented its Indigenous Education Strategy under section 13 of the ISSP Guidelines?

- Is the strategy current or being redeveloped? If being redeveloped what is the process and timeframe for completion.
- Include the current link to the university's website outlining the strategy (this can be a link to the Reconciliation Action Plan or another resource containing the strategy).
- Report progress against targets and milestones outlined in the strategy, discuss how these milestones show the strategy is achieving outcomes and where there are barriers. How has the strategy:
  - increased the number of Aboriginal and Torres Strait Islander students enrolling, progressing and completing courses leading to higher education awards?
  - promoted (facilitate, monitor and improve) the inclusion of Indigenous knowledges in curricula, graduate attributes, and teaching practices?
  - Included other activities for students and staff that promote cultural competency in Indigenous cultures (and diversity across cultures). This can include how it is improving the cultural competency of all students and staff.

The current curriculum (2022) Program offered at present has been written by First Nations academics and delivered by First Nations academic staff. It includes specific cultural knowledge (ways of knowing) as well as Indigenous Research methodology and historical perspectives imbedded within the curriculum which strengthens cultural identity.

An integral cultural basis in student life is the invitation for first year, first semester students to take part in a two day on campus Program to network with College staff, student support officers and their peers to increase the sense of belonging through strengthening cultural connection.

The current Indigenous Education Strategy will be further developed in 2023 to align with current sectorial trends and [UniSQ Education Plan 2022 – 2025](#).

It is anticipated that strategic mapping will be completed over the 2023-24 calendar years, with early planning changes to be included in the 2023 Integrated Operational Plan for the Portfolio. A net result of the current embedded strategies has shown continuous improvement in student enrolment, progression (2.4) and completion data (3.3).

### **Cultural Competency**

First Nations Cultural Capabilities Program, the University's First Nations Cultural Capabilities Program was launched at the beginning of 2022 and has been very successful with more than 85% of all University staff participating in the available learning opportunities by mid-year.

A new Leadership Team has been progressively recruited from January 2023 and has begun to plan innovative ways to support rural and remote students including bringing enrolled rural and remote cohorts into the Toowoomba campus for intensives which will include cultural education and field trips, therefore reducing rural isolation.

These strategies have been developed to strengthen cultural identity for First Nations students and improve cultural competency and safety across campus.

The [Blueprint for First Nations, Education, Research, and Engagement at the University of Southern Queensland 2022-2024](#) provides a high-level plan to guide and shape future directions in First Nations education, research, and engagement at UniSQ and shows the Blueprint Strategies that enable a more focused framework for improvement to student services that aligns more closely with the UniSQ Education Plan 2022-2025.

## **5.2. Indigenous Workforce Strategy**

How has the university implemented its Indigenous Workforce Strategy under Section 12 of the ISSP Guidelines?

- Report progress against targets and milestones outlined in the strategy, discuss how these milestones show the strategy is achieving outcomes and where there are barriers. Outline how the strategy has:
  - increased the number of Aboriginal and Torres Strait Islander people working at the university and progressed towards an Indigenous Workforce Target of 3 per cent?
  - increased the number of Aboriginal and Torres Strait Islander academics and supported their professional development and career advancement?
- Does the university employ one or more Indigenous senior academics, if so what is their position or positions, if not what is the strategy to fill this position and the expected timeframe?
- Is the strategy current or being redeveloped? If being redeveloped what is the process and timeframe for completion?
- Include the current link to the university's website outlining the strategy.

The Blueprint in conjunction with the Universities Australia Indigenous Strategy 2022-2025, lay the foundations for the University of Southern Queensland's developing a First Nations Workforce Strategy 2023-2025. Leveraging the key themes, the University undertook extensive consultation with First Nation's employees to ensure the new UniSQ's First Nations Workforce Strategy met both local and systemic aspirations and objectives. The University continues to operate and report against First Nations People's Workforce Strategy 2018-2020. However, the new Leadership Team in 2023 will map to the renewed Universities Australia Indigenous Workforce Strategy 2022 – 2025 to align with national strategy trends. In 2022, UniSQ did not reach the intended target of 3.5% staff who identify as Aboriginal and/or Torres Strait Islander, peaking at 2.94% in the second quarter. This is a 0.51% increase from the 2021.

The following captures the present University's intentions of growing and retaining a talented and sustainable cohort of First Nations academic, research, professional and senior employees while providing criteria for success and outlining key deliverables. UniSQ's efforts align to the following five key goals:

## UniSQ First Nations Peoples Workforce Strategy:

**ATTRACT and RETAIN Goal 1:** Enrich UniSQ's employer of choice status to attract top First Nations talent across all career streams.

**2022 Progress:** The development and refinement of a First Nations Recruitment Guideline, which all stakeholders across the University may utilise in their development and recruitment for First Nations staff along with First Nations Recruitment Resources designed to support hiring managers with establishing Identified positions in their work areas.

Other activities included:

- A recruitment drive to fill 10 First Nations positions across UniSQ was commenced, with no positions filled.
- Recruitment for an identified First Nations Associate Evaluation Officer appointed in the Academic Quality Unit.

**Goal 2:** Develop, expand and enhance employment and career pathway opportunities for First Nations peoples that embrace a contemporary 'grow your own' approach.

**2022 Progress:** Establishment of an identified Head of College position and establishment of an Identified Director (First Nations Research Alliance) position. Establishment of a First Nations Engagement Team with a Team Leader.

A targeted First Nations Coaching Program to develop the skills and professional capabilities of Aboriginal and/or Torres Strait Islander staff.

UniSQ and the People Portfolio continue to provide financial support for two UniSQ First Nations PhD Scholarships for students to build an academic career pipeline. Additionally, mainstream schools and faculties continue to explore the possibilities of advertising Identified roles within their work and teaching areas including:

- 1 x Level A/B Lecturer (First Nations Ecology and Environmental Knowledge)
- 1 x Level A/B Lecturer (First Nations Legal Studies – currently being advertised)
- 1 x Senior Lecturer (First Nations Nursing)

**ENGAGE and SUPPORT Goal 3:** Enhance and elevate cultural sensitivity, safety, and inclusion to enable genuine engagement and contribute to effective cross-cultural working relationships, wellbeing and positive behaviours in the University community.

**2022 Progress:** The People Portfolio has launched a UniSQ Cultural Capabilities Program in 2022 which features a learning module that is mandatory for all staff and must be completed by all current staff as part of annual refresher training and by all incoming staff within six months of commencement. Over 85% of all staff had completed the module by the end of 2022 (2025 staff members).

The UTS Microcredentials in 'Supervising Indigenous Higher Degree Research' was offered by People Portfolio and attracted 15 participants, including 8 Level B/C staff and 7 Level D/E staff.

**DEVELOP and ADVANCE Goal 4:** Leverage the UNISQ People Capability Framework as a platform for implementing innovative professional development and contemporary career development strategies and activities for and by First Nations peoples.

**2022 Progress:** The restructuring of the First Nations Education and Research Portfolio allowed the expansion of identified positions. **Both** Education and the Research Alliance expanded positions to include in each stream:

- 1 x Senior Lecturer (First Nations)
- 2 x Level A/B Lecturers (First Nations)
- 1 x Level A Research Associate (Climate Change)
- 1 x Level A Research Associate (Cultural Heritage)

**PLAN and ALIGN Goal 5:** Build institutional accountability, transparency and commitment to ensure action, reporting and monitoring of progress, outcomes and recognition of achievements in supporting First Nations employment and career development.

**2022 Progress:** UniSQ actively monitors its Workforce Plan against set targets within the plan. The progress in 2022 is evidence of active implementation to support the growth of a capable First Nations Workforce.

The following table indicates an increase of First Nations staff of 47% since 2021.

**Table 5.2 First Nations workforce data (2022 breakdown) <sup>xii</sup>**

Level/position	Permanent/Fixed term		Casual	
	Academic	Non-academic	Academic	Non-academic
Executive	1			
Level E	1			
Level C	2			
Level B	6			
Level A	2			
Level 10		1		
Level 8		3		
Level 7		6		
Level 6		8		
Level 5		8		
Level 4		3		
Level 3		1		
Casuals Total			21	12
Academic Total	12	30		
<b>Total</b>	<b>42</b>		<b>33</b>	

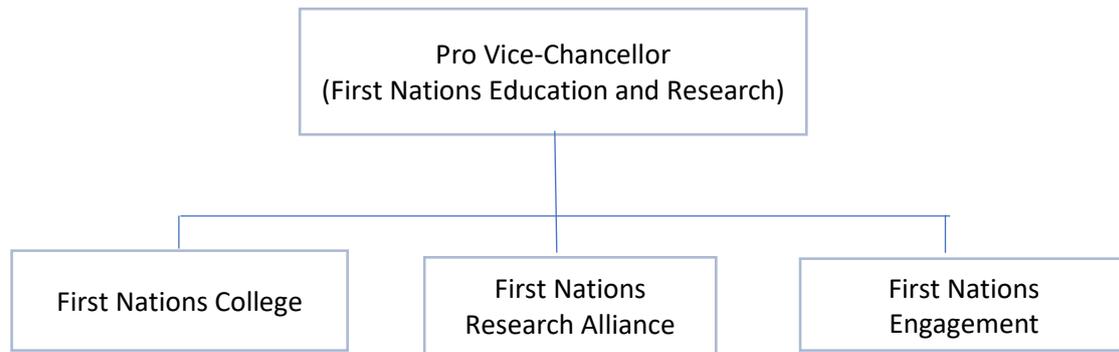
<sup>1</sup> While universities report on the number of Indigenous staff through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce. Record all Indigenous staff employed by the university, including those not working on ISSP-related activities. The numbers recorded here should be a headcount of staff and not the full-time equivalent.

### 5.3. Indigenous Governance Mechanism

How has the university implemented its Indigenous Governance Mechanism under Section 11 of the ISSP Guidelines?

- Please describe the mechanism and how it works,
  - o who are the two Indigenous persons and their positions within the university? or
  - o how does the committee operate (number of members, are the majority Indigenous persons with relevant skills and experience, how frequently does the committee meet, what are some of the key issues the committee has resolved in 2022)? and
  - o does the governance mechanism have responsibility and authority for advising, recommending and monitoring the use of ISSP grant funding? and
  - o is there a charter for the Governance Mechanism in accordance with Section 11 (d) of the ISSP Guidelines? Could a link to the charter be provided?
- What other activities involve Aboriginal and Torres Strait Islander people in the decisions of the university?

In 2022, UniSQ established the First Nations Education and Research Portfolio as part of its aspiration to be, '...renowned as a place of learning and inter-cultural exchange, truth-telling and embracing 'country'. It further pledges, 'to empower First Nations peoples to take their rightful place and reach their full potential at UniSQ'. A Pro Vice-Chancellor was appointed as well as a Director (First Nations Research Alliance).



## Authority

1. The Pro Vice-Chancellor (First Nations Education and Research) (PVC, FNER) authorises the Working party under the Chair, Head of College, to perform those functions and responsibilities as outlined in the Terms of Reference.

The PVC (FNER) provides ongoing oversight and leadership direction with the ISSP Committee and listens to advice and recommendations on the utilisation of ISSP Funding which is then escalated to the PVC for approval.

The PVC (FNER) is a member of the university upper-level governance committees such as the Vice-Chancellor's Executive Committee, peak Academic Committees and represents First Nations perspectives and concerns in the senior forums and with the University Executive.

There is also an Elder in Residence supported by the Vice-Chancellor's Office to contribute advice from a cultural lens as well as escalate community concerns on issues to the highest Executive level within the University.

2. The second Indigenous governance Mechanism is the UniSQ ISSP Committee. The Committee met three times in 2022. The PVC (FNER) chaired each meeting as there was not an appointed Head of College.

The Committee's membership comprises four First Nations staff members - Professor Dreise (PVC, FNER); Manager, College for First Nations; a Senior First Nations Professional employee; and a First Nations Professional Employee - and includes the Dean (Students), and the Director (People Strategy and Partnerships). Observers include the UniSQ Lead Business Advisor and the PVC (FNER) Business Manager. Membership also includes one elected First Nation student elected by and from the students at the University. A new Terms of Reference was endorsed at the 16 August 2022 meeting.

## Function

The functions of the Indigenous Student Success Program (ISSP) Committee are to:

- a. Provide advice on, review, make recommendations and monitor the allocation and use of ISSP grant funding, including:
  - i. Indigenous Commonwealth Scholarships
  - ii. Academic support
  - iii. Pastoral care
  - iv. Cultural competency
  - v. Engagement strategies
  - vi. Student support.

- b. Provide input into the development of the annual ISSP Performance Report, and
- c. Through the Head of College, via the PVC (FNER), report annually on ISSP grant outcomes to the Vice-Chancellor's Executive and advise on ISSP matters

#### 5.4. Statement by the Indigenous Governance Mechanism

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Program as set out in the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2022 Indigenous Student Success Program Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve First Nations student and staff outcomes: and
- (iii) the 2022 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2022 under the Indigenous Student Success Program: and
- (iv) Indigenous Student Success Program funds, and any interest earned or royalties/income derived from these funds, was expended on activities consistent with the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*.

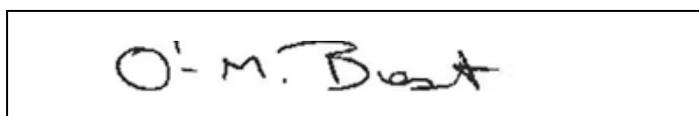
I understand that:

- (i) the Minister or the Minister's delegate may seek further information to support this certification; and
- (ii) the information contain in this report may be shared with Universities Australia; and
- (iii) 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
- (iv) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Name: Professor Odette Best

Title: PVC First Nations Education and Research, University of Southern Queensland

Signed:



Date:

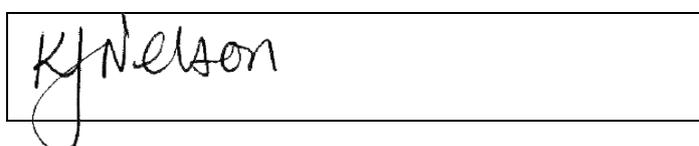
02/06/2023

Certification made by Vice-Chancellor or equivalent delegate<sup>xiii</sup>:

Name: Professor Karen Nelson

Title: Provost, University of Southern Queensland

Signed:



Date:

07/06/2023

<sup>i</sup> This information provides for the number of students and cost of the scholarships expended in 2022. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should

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include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2022 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

<sup>ii</sup> Figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.

<sup>iii</sup> Includes payments to all enabling students, including remote and regional students.

<sup>iv</sup> Includes payments to all undergraduate students, including remote and regional students.

<sup>v</sup> Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).

<sup>vi</sup> Total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).

<sup>vii</sup> Hours of instruction received by the students (does not include staff planning or organising time).

<sup>viii</sup> Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

<sup>ix</sup> Only record amounts which required payment during the 2022 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year. Note the data in this table is a subset of the scholarship data provided in Table 1.

<sup>x</sup> Record all verbal and written scholarship offers for the 2022 calendar year, including those offers that were not accepted by the student. Record the 2022 component of new scholarship offers and the planned 2021 value of previously awarded scholarships (including continuing scholarships).

<sup>xi</sup> This data confirms the university's compliance with Section 21(3) of the Guidelines.

<sup>xii</sup> While universities report on the number of Indigenous staff through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce. Record all Indigenous staff employed by the university, including those not working on ISSP-related activities. The numbers recorded here should be a headcount of staff and not the full-time equivalent. Insert additional lines as needed

<sup>xiii</sup> For the purposes of this certification, an equivalent delegate is either the Acting Vice Chancellor, a Deputy Vice-Chancellor, a Provost, or a relevant senior executive who reports directly to the Vice-Chancellor.

## **Organisation**

University of Southern Queensland (UniSQ)

## **Contact Person**

Professor Ben Wilson

Head of College (College for First Nations)

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