

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Performance Report

Organisation	Southern Cross University		
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1. Enrolments (Access)

In 2016 543 Indigenous students enrolled in units at Southern Cross University. In 2017 this number rose by 74 to 617, an increase of 11% over 12 months.

Table 1: Domestic Student Count, by Indigenous Status 2016 - 2017

Indigenous Status	2016	2017
Aboriginal	501	573
Torres Strait Islander	14	19
Aboriginal and Torres Strait Islander	28	25
Non-indigenous	7706	8333
Unknown	4820	4716
Total	13069	13666
% indigenous of total	4.2%	4.5%

Source: MIS Govt. Student Enrolments Cube 17/05/18

In 2017 the percentage of Indigenous students making up our domestic student population is 4.5, up by 0.3% on 2016 figures, as per Table 1 below.

Table 2: Percentage of Indigenous students of the total Domestic Student Count 2016 - 2017

% Indigenous of total, by School	2016	2017
School of Arts and Social Sciences	4.4%	4.7%
School of Business and Tourism	2.4%	2.5%
School of Education	3.4%	3.8%
School of Environment, Science and Engineering	2.5%	3.7%
School of Health and Human Sciences	3.5%	4.0%
School of Law and Justice	4.3%	4.9%
Gnibi College of Indigenous Australian Peoples	39.3%	56.9%
SCU College	8.5%	8.6%
Southern Cross Geo-Science	0.0%	0.0%
Southern Cross Plant-Science	0.0%	0.0%
Other School (Misc. etc.)	5.4%	0.7%
Total	4.2%	4.5%

Source: MIS Govt. Student Enrolments Cube 17/05/18

Table 2 shows that the percentage of Indigenous student in the domestic population is consistently rising across the University, with the best performance in 2017 coming from Gnibi Wandarahn (as their Indigenous population rose sharply as their non-indigenous population declined somewhat).

Table 3: Number of Enrolled Units, by School and Indigenous Status - 2017

School	Indigenous status	no. enr. Units 2017
School of Arts and Social Sciences	Indigenous	95
	Non-indigenous	157
School of Business and Tourism	Indigenous	95
	Non-indigenous	206
School of Education	Indigenous	76
	Non-indigenous	141
School of Environment, Science and Engineering	Indigenous	49
	Non-indigenous	142
School of Health and Human Sciences	Indigenous	155
	Non-indigenous	221
School of Law and Justice	Indigenous	49
	Non-indigenous	63
Gnibi College of Indigenous Australian Peoples	Indigenous	16
	Non-indigenous	18
SCU College	Indigenous	11
	Non-indigenous	12
Southern Cross GeoScience	Indigenous	0
	Non-indigenous	2
Southern Cross Plant Science	Indigenous	0
	Non-indigenous	2
Total	Indigenous	546
	Non-indigenous	964

Source: MIS Student Load (S1) cube, 29 May 2018

Table 4: Domestic Indigenous Student Load, by Region 2016 – 2017

Region	2016	2017	% change 2016-17
Major Cities of Australia/Other	117.6	126.9	7.9%
Regional	214.4	215.7	0.6%
Remote	6.5	5.6	-13.5%
Total	338.4	348.2	2.9%

Source: MIS Govt. Load and Success Cube, 26 June 2018

Equivalent full-time student load (EFTSL) rose in 2017 for Indigenous students from major cities and regional areas of Australia by 7.9% and 0.6% respectively. This is a very positive sign in an environment where EFTSL is falling across the University for commencing and continuing domestic students. However, EFTSL fell slightly for Indigenous students from remote areas of Australia.

Table 5: Domestic Student Load by School and Indigenous Status 2016 – 2017

School		2016	2017	% change 2016-17
School of Arts and Social Sciences	Indigenous	50.4	45.4	-9.9%
	Non-Indigenous	995.5	918.7	-7.7%
	Total	1,045.9	964.1	-7.8%
School of Business and Tourism	Indigenous	36.6	35.4	-3.3%
	Non-Indigenous	1,233.9	1,263.7	2.4%
	Total	1,270.5	1,299.1	2.2%
School of Education	Indigenous	47.1	49.4	4.8%
	Non-Indigenous	1,324.4	1,311.0	-1.0%
	Total	1,371.5	1,360.4	-0.8%
School of Environment, Science and Engineering	Indigenous	13.4	17.5	30.8%
	Non-Indigenous	462.5	480.7	3.9%
	Total	475.9	498.2	4.7%
School of Health and Human Sciences	Indigenous	81.9	89.9	9.8%
	Non-Indigenous	2,055.5	2,224.8	8.2%
	Total	2,137.4	2,314.7	8.3%
School of Law and Justice	Indigenous	35.9	32.0	-10.8%
	Non-Indigenous	757.4	737.0	-2.7%
	Total	793.3	769.0	-3.1%
Gnibi College of Indigenous Australian Peoples	Indigenous	26.9	35.4	31.6%
	Non-Indigenous	130.5	105.0	-19.6%
	Total	157.4	140.4	-10.8%
SCU College	Indigenous	46.4	43.4	-6.5%
	Non-Indigenous	468.3	475.4	1.5%
	Total	514.6	518.8	0.8%
Southern Cross GeoScience	Indigenous	0.0	0.0	
	Non-Indigenous	2.0	1.3	-32.9%
	Total	2.0	1.3	-32.9%
Southern Cross Plant Science	Indigenous	0.0	0.0	
	Non-Indigenous	3.2	7.5	132.7%
	Total	3.2	7.5	132.7%
Total	Indigenous	338.4	348.2	2.9%
	Non-Indigenous	7,433.3	7,525.1	1.2%
	Total	7,771.7	7,873.3	1.3%

Source: MIS Govt. Load and Success Cube, 26 June 2018

Domestic Indigenous EFTSL rose across the University in 2017 at more than double the rate of Non-Indigenous students, thanks to strong increases in Indigenous student load for the Schools of Health and Human Sciences; Environmental, Science and Engineering; Education and Gnibi Wandarahh.

Greater support may need to be provided for recruitment of Indigenous students to the Schools of Arts and Social Sciences; Business and Tourism; Law and Justice; and SCU College to raise Indigenous EFTSL across these departments in 2018. This could occur in partnership with IASS, Indigenous pathways Testing and Assessment Program and the new Domestic Recruitment Manager Laura Chatwin.

To improve access to university for Aboriginal and Torres Strait Islander students in 2017, we reviewed and improved the alternate admission pathway through testing and assessment targeted solely to ATSI students. This pathway does not solely rely on previous academic achievements. Rather its focus is about aptitude and readiness with targeted transitional support and progression at undergraduate and postgraduate levels.

In 2017, Scholarship criteria and assessment was improved to include input from Indigenous Australian Student Services (IASS) regarding low socio economic applicants and students who are potentially at risk, in order boost enrolment by providing a separation of benefits that can target technology bursaries and book bursaries independently.

New Scholarships or rewards were also developed and awarded in 2017, named after local Aboriginal Elders. These rewards recognising GPA achievement were popular with students due to the cultural significance of Elder involvement, encouragement and pride.

Enrolments were also boosted by refining and improving bridging/enabling support for Indigenous students studying in the Preparing for Success Program (PSP). Study Support Officers (SSO's) were positioned across the 3 campuses offering academic and social and emotional support.

New outreach PSP support activities in session 1, 2017 targeted the Maclean and Grafton communities with group and single face to face sessions on a fortnightly basis. This included School and community visits from Lismore to the Nambucca regions and attendance at university events in Lismore for the Maclean and Grafton communities.

All of these initiatives and events were directly resourced through ISSP Grant funds.

1a Scholarships (2017 breakdown)

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
From Regional/ Remote	\$143,370.50	92	\$176,548.00	41	\$22,500.00	39	\$342,418.50	143
Undergraduate	\$191,344.00	116	\$194,278.00	45	\$35000.00	62	\$420,622.00	164
Post-graduate	\$3500.00	3	\$5000.00	2	\$2,000.00	4	\$10,500.00	9
Other (Foundation Students)	\$8,811	13	\$27,684.00	5	0	0	\$36,495.00	13
Total	\$204,555.00	132	\$226,962	52	\$37,000	66	\$468,517.00	186

Value of Scholarships awarded by the university to remote or regional Indigenous students in the 2016 academic year is	\$293,344.00
Value of Scholarships offered by the university to remote or regional Indigenous students in the 2017 academic year is	\$342,418.50

To show the supplementary way that ISSP Grant funds are used by Southern Cross University, below is a breakdown of other types of scholarships and bursaries provided to Indigenous students, which were not resourced through ISSP Grant funds.

Value of Scholarships and Bursaries awarded by the university to Indigenous students in the 2017 academic year, not funded by ISSP Grant funds is	\$69,610.00
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Reward Name	Total value	2017 Amount	Reward Benefit Type	Total Students Assisted
ANZ Indigenous Undergraduate Scholarship	\$1,250.00	\$5,000.00	DONOR	1
The Coffs Harbour Rotary Club Prize	\$250.00	\$250.00	Donor plus Trophy	1
Fuji Xerox Business Centre Environmental Science Scholarship	\$1,250.00	\$1,250.00	DONOR	1
Richmond Valley Council Scholarship	Total Cost of Course	\$2,600.00	DONOR	1
SCU Strengthening Participation Scholarship	\$8,000.00	\$1,500.00	HEPP	1
SCU Strengthening Participation Scholarship	\$8,000.00	\$2,000.00	HEPP	1
Summerland Credit Union Scholarship	\$ 15,000.00	\$5,000.00	DONOR	1
The Lord's Taverners (Northern NSW) University Scholarship	\$ 15,000.00	\$5,000.00	DONOR	1
Mayor of Lismore Scholarship for Outstanding Academic Achievement (1Yr -2nd Yr)	\$5,000.00	\$5,000.00	DONOR	1
New Columbo Plan Short Term - Vietnam 2017	\$2,250.00	\$2,250.00	New Colombo Plan	1
SCU Equity Book Bursary 17 vouchers to 12 students.		\$8,500.00	HEPP	12

Southern Cross University Equity Scholarship. Issued to 9 students.		\$14,000.00	HEPP	9
The Gnibi Indigenous Community Engagement Prize	\$500.00	\$500.00	University Funded	1
The Gnibi Indigenous Support Prize	\$500.00	\$500.00	University Funded	1
The Gnibi School Prize	\$500.00	\$500.00	University Funded	1
Overseas Help Loan - For outbound exchange students	\$7,880.00	\$15,760.00	OS Help Loan	2
Total		\$69,610.00		

2. Progression (access and outcomes)

In 2017 the following numbers of Indigenous students receiving ITAS tutoring progressed from:

- Preparing for Success to an Undergraduate course 14
 - Undergraduate course to a Postgraduate course 3
- Total** **17**

Table 6: Domestic Success Rates in 2016-2017, by Course Level and Indigenous Status

Course Level		2016	2017
Undergraduate	Indigenous	66.2%	64.0%
	Non-indigenous	77.9%	78.7%
	All students	77.4%	78.0%
Postgraduate	Indigenous	78.8%	69.4%
	Non-indigenous	85.1%	87.6%
	All students	84.9%	87.3%
Non Award	Indigenous	33.4%	47.1%
	Non-indigenous	52.6%	55.8%
	All students	50.8%	55.2%
Total	Indigenous	62.0%	62.1%
	Non-indigenous	76.9%	78.1%
	All students	76.2%	77.4%

Source: Govt. Student Load and Success Cube, 31 May 2018 Success rate is based on the method used by DET (i.e. completed EFTSL as a proportion of attempted EFTSL)

Table 7: Domestic Success Rates in 2016-2017 by School and Indigenous Status

School		2016	2017
School of Arts and Social Sciences	Indigenous	63.4%	61.7%
	Non-indigenous	75.4%	76.0%
	All students	74.8%	75.3%
School of Business and Tourism	Indigenous	54.8%	47.9%
	Non-indigenous	75.7%	77.3%
	All students	75.1%	76.5%
School of Education	Indigenous	81.5%	82.9%
	Non-indigenous	82.4%	84.3%
	All students	82.4%	84.2%
School of Environment, Science and Engineering	Indigenous	74.0%	62.0%
	Non-indigenous	82.0%	82.7%
	All students	81.7%	82.0%
School of Health and Human Sciences	Indigenous	72.6%	72.4%
	Non-indigenous	80.9%	82.1%
	All students	80.5%	81.7%
School of Law and Justice	Indigenous	58.6%	57.0%
	Non-indigenous	75.3%	73.4%
	All students	74.6%	72.7%
Gnibi College of Indigenous Australian Peoples	Indigenous	56.0%	43.8%
	Non-indigenous	76.7%	79.1%
	All students	73.3%	70.4%
SCU College	Indigenous	31.6%	46.4%
	Non-indigenous	50.2%	53.5%
	All students	48.5%	52.9%
Southern Cross Plant Science	Indigenous		
	Non-indigenous		50.0%
	All students		50.0%
Total	Indigenous	62.0%	62.1%
	Non-indigenous	76.9%	78.1%
	All students	76.2%	77.4%

Source: Govt. Student Load and Success Cube, 31 May 2018 Success rate is based on the method used by DET (i.e. completed EFTSL as a proportion of attempted EFTSL)

Regarding the size/capacities of the Indigenous Australian Student Services (IASS) and Indigenous Tutorial Assistance Scheme (ITAS) units, IASS have five fulltime staff, which includes administration of ITAS. Three casual staff are also contracted for the PSP Study Support Officer positions.

To improve unit success rates of Aboriginal and Torres Strait Islander students in 2017, we employed 57 ITAS tutors who provided individual assistance, face to face and online to 204 Indigenous students, across the full range of university unit offerings.

The number of Aboriginal and Torres Strait Islander students that received tutorial assistance at different course levels in 2017 is detailed below at 2a.

2a Tutorial and other assistance provided (2017 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Indigenous Tutorial Assistance Scheme	Undergraduate	202	8 514.75	\$392 510.02
	Post graduate	2	39	\$3 204.24
	total	204	8 553.75	\$395 714.26
Work unit	Assistance type	Numbers of students assisted	Hours of assistance	\$
Indigenous Australian Student Services (IASS) support activities	Preparing for Success	109	2 350	\$116 226.72
Other Indigenous Student Support Activities	Indigenous University Games sponsorship	16	n/a	\$10,000
	total			\$521 940.98

3. Retention and Completions (outcomes)

Table 8: Domestic Retention Rates in 2016 by School and Indigenous Status

2017 retention figures are not available until all 2018 Sessions are complete.

School		2016
School of Arts and Social Sciences	Indigenous	63.3%
	All Students	63.2%
School of Business and Tourism	Indigenous	64.0%
	All Students	66.6%
School of Education	Indigenous	78.6%
	All Students	73.7%
School of Environment, Science and Engineering	Indigenous	100.0%
	All Students	75.9%
School of Health and Human Sciences	Indigenous	63.8%
	All Students	72.6%
School of Law and Justice	Indigenous	70.4%
	All Students	70.8%
Gnibi College of Indigenous Australian Peoples	Indigenous	73.3%
	All Students	59.6%
SCU College	Indigenous	66.7%
	All Students	59.4%
Southern Cross Plant Science	Indigenous	
	All Students	100.0%
Total	Indigenous	69.2%
	All Students	70.1%

Source: Govt. Student Retention Cube, 17/05/18

To improve retention of Aboriginal and Torres Strait Islander students in 2017, a dedicated counsellor was provided within the culturally safe space to improve access to the wellbeing services. Targeted orientation activities also occurred to link together new and current Aboriginal and Torres Strait Islander students.

Dedicated safe and culturally appropriate Indigenous spaces were used across all three campuses to offer a culturally safe and enriching environment. The Gumbaynggirr Indigenous space at the Coffs Harbour Campus was refurbished and upgraded at the end of 2017 and a dedicated Indigenous space was also enhanced at the Gold Coast Campus.

These spaces now include computer labs, tutorial and study support spaces, social and common areas and kitchen facilities, with 24 hour access. Here students have direct access to Indigenous support staff for administrative, academic and social and emotional support.

All of these initiatives were directly resourced through ISSP Grant funds.

Gnibi College has Aboriginal academic staff and Aboriginal community Elders spaces and Elders in Residence at all campus locations. These cultural support facilities are provided by the University.

In 2017 the following numbers of Indigenous students receiving ITAS tutoring successfully completed their course:

- Preparing for Success 35
- Undergraduate course 60
- Postgraduate course 9
- Total 104

Table 9: Domestic Completion Rates in 2016-2017 by School and Indigenous Status

School	Indigenous Status	2016	2017
School of Arts and Social Sciences	Indigenous	9	12
	Non-indigenous	164	178
	Unknown	92	82
	Total	265	272
	% indigenous of total	3.4%	4.4%
School of Business and Tourism	Indigenous	7	5
	Non-indigenous	288	324
	Unknown	166	201
	Total	461	530
	% indigenous of total	1.5%	0.9%
School of Education	Indigenous	4	8
	Non-indigenous	167	198
	Unknown	147	188
	Total	318	394
	% indigenous of total	1.3%	2.0%
School of Environment, Science and Engineering	Indigenous	2	1
	Non-indigenous	78	95
	Unknown	40	45
	Total	120	141
	% indigenous of total	1.7%	0.7%
School of Health and Human Sciences	Indigenous	17	17
	Non-indigenous	231	284
	Unknown	229	266
	Total	477	567
	% indigenous of total	3.6%	3.0%
School of Law and Justice	Indigenous	4	5
	Non-indigenous	107	96
	Unknown	32	37
	Total	143	138
	% indigenous of total	2.8%	3.6%
Gnibi College of Indigenous Australian Peoples	Indigenous	3	7
	Non-indigenous	7	7
	Unknown	1	9
	Total	11	23
	% indigenous of total	27.3%	30.4%
SCU College	Indigenous		
	Non-indigenous	5	11
	Unknown	5	7
	Total	10	18
	% indigenous of total	0.0%	0.0%
Total	Aboriginal and Torres Strait Islander	46	55
	Non-indigenous	1048	1193
	Unknown	712	836
	Total	1806	2084
	% indigenous of total	2.5%	2.6%

Source: MIS Govt. Course Completions Cube 17/05/18

Retention, Completion and Success Strategies Implemented and in Planning

In addition to the normative student support, ITAS and mentoring activities and programs provided by the university Gnibi Wandarahn and Indigenous Australian Student Services are collaborating in the development of the following initiatives.

Retention

- Unit / Session Completion Awards (ISSP and University Funding)
- Student Pathways Program online forum (In development ISSP and University Funding).
- Indigenous Scholarship Academic Skills Program (Developed University Funded)
- Cultural Connection and Cultural Safety Program (Proposed Gnibi Wandarahn and ISSP Funding)

Course Completion

- Achievement awards for students entering final year of program (ISSP Funding).
- Mentoring and academic support (AIME and University Funding).
- Pathways program to Honours and Postgraduate studies (In development ISSP and University Funding).
- Connection online forum program for student success (In planning)

Graduate Employment and Support

- Community Placement Units (Final Year BIK University Funded)
- Aboriginal Community Professional Association Engagement Links and Contacts (University Funded)
- Aboriginal Employment Register and Promotions (University and NSW Government Funded)
- Indigenous Enterprise Hub (Commencing 2019 University Funded)
- Pathways Program to Honours and Postgraduate studies (University Funded)
- Academic pathways program for PhD Doctoral students to university employment (ISSP and University Funding).
- Indigenous Alumni Association (In development University Funded)
- Alumnus Awards and Professional Development programs (In development University Funded)

4. Indigenous Education Strategy accessible by public

In November, 2017 Southern Cross University launched its [Gnibi Wandarahn Reconciliation Action Plan 2017-2020](#) (RAP) and [Aboriginal and Torres Strait Islander Education Strategy 2017-2020](#) (Education Strategy), published at <https://www.scu.edu.au/about/locations/reconciliation-action-plan/>;

To meet the requirements under section 13 of the ISSP Guidelines, the Education Strategy includes Principles in Action informed by the Gnibi Elders that provide a framework for improving Aboriginal and Torres Strait Islander engagement, access, participation, support, wellbeing and success in all aspects of university life. It also features key performance indicators. So how have we fared?

(a) Key performance indicators for improving access and participation:

Access and Participation Goal	2016 Performance	2017 Performance
Increase the number of Indigenous Australian students enrolled to 5% by 2020	4.2%	4.5%

In 2017 the University:

- i. Partnered with industry and Aboriginal and Torres Strait Islander communities develop the Indigenous Academic Pathways Program (IAPP) to train PhD students to be employed as academics three initial contracts were approved for implementation in February 2018;
- ii. Improved the Testing and Assessment (T&A) admission pathway for Aboriginal and Torres Strait Islander students resulting in 21 new aptly prepared Indigenous students commencing in Session 3, 2017, compared to just 3 students in Sessions 2 and Session 1. This is a 700% increase;
- iii. Discussed employing Aboriginal or Torres Strait Islander people to undertake outbound call campaigns to better support Aboriginal and Torres Strait Islander applicants through the admission, enrolment and early engagement phases of study; and

(b) Key performance indicators for improving early engagement, retention and success:

Retention and Success Goals	2016 Performance	2017 Performance
Achieve retention rates commensurate or higher than those of all other Australians	Indigenous students 69.2% Non-Indigenous domestic students 70.1%	2017 retention figures are not available until all 2018 Sessions are complete.
Achieve success rates commensurate or higher than those of all other Australians	Indigenous students 62% Non-Indigenous domestic students 76.9%	Indigenous students 62.1% Non-Indigenous domestic students 78.1%
Increase the number of Indigenous Australian students completing annually.	Indigenous Students 46 % of total domestic completions 2.5%	Indigenous Students 55 % of total domestic completions 2.6%

In 2017 the University:

- iv. Sustained growth rates in Aboriginal and Torres Strait Islander student numbers at 50% greater than total domestic enrolment growth; and
- v. Improved student recognition, satisfaction and through introducing Aboriginal and Torres Strait Islander Student Achievement Awards in December 2017.

Developments for Aboriginal and Torres Strait Islander people are also broadly supported through the goals of the university Strategic Plan, specifically:

- (a) **Goal one:** We equip our students for diverse futures and global careers that enrich society. Through studying the Bachelor of Indigenous Knowledge and Indigenous Knowledge University-wide Elective, students engage with Traditional Custodians and Elders to explore Indigenous Knowledge development through a relationship with Country. Students come to an understanding of being and acting in the world, from an Indigenous Knowledge framework that recognises and respects Indigenous cosmologies, philosophies, knowledge and relational systems.
- (b) **Goal two:** We will strategically grow our research profile, building a sustainable culture of research excellence, underpinned by the Gnibi Research Principles, to showcase Indigenous Knowledge across all disciplines by collaborating with the Deputy Vice Chancellor (Research) to draft the Aboriginal and Torres Strait Islander Research Strategy in 2018.
- (c) **Goal three:** We will pursue targeted growth to ensure a sustainable future in line with the requirements under section 13 of the ISSP Guidelines and Aboriginal and Torres Strait Islander Education Strategy.
- (d) **Goal four:** We will create distinctive opportunities for engaged learning and research in Indigenous Knowledge where learning experiences involve local Aboriginal people and their community aspiration, values, Indigenous ontologies and respect for their languages and perspectives, as a hallmark of the Southern Cross experience. The planned Graduate Diploma of Indigenous Knowledge will also include Indigenous Research methods and methodology and in-depth research training specific to Indigenous knowledge systems with a PhD pathway by research through the Doctor of Indigenous Philosophies.
- (e) **Goal five:** We will transform our service delivery, building a culture among our professional and academic staff of providing the highest level of flexible support for Aboriginal and Torres Strait Islander students across five key aspects:
 - i. Targeted engagement with local Aboriginal communities to build aspirations for university study and success;
 - ii. Building new admission, credit and employment pathways into and through university;
 - iii. Reviewing and improving scholarships and bursary options and criteria;
 - iv. Rationalising and improving learner development through the Indigenous Tutorial Assistance Scheme (ITAS); and
 - v. Recommending changes to the structure for support between Indigenous Australian Student Support and GNIBI Wandarahnn across all university Schools and Colleges.

5. Indigenous Workforce Strategy accessible by public

In 2016 Southern Cross University launched its [Aboriginal and Torres Strait Islander Employment Strategy 2016-2020](https://www.scu.edu.au/about/locations/reconciliation-action-plan/) (Employment Strategy), published at <https://www.scu.edu.au/about/locations/reconciliation-action-plan/>

To meet the requirements under section 12 of the ISSP Guidelines, the Employment Strategy includes guiding principles informed by the Gnibi Elders and a strategic framework for improving Aboriginal and Torres Strait Islander employment, training and career progression, participation in decision making, support, wellbeing and success in all aspects of university life.

It also features key performance indicators for

1. Cultural competence and safety;
2. Recruitment of Aboriginal and Torres Strait Islander staff; and
3. Career development and success Aboriginal and Torres Strait Islander staff.

So how have we fared?

Priority 1 Cultural Competency, Safety and Respect	Responsibility	2017 Performance Indicators
Mandatory cultural competency training for new staff as part of the induction program.	HR Services by December 2017	Staff undertake cultural competency and awareness training as part of the University's induction program. This is an online program facilitated by Interactive Ochre.
Collaborate with the Aboriginal Elders Council to develop and implement an Aboriginal and Torres Strait Islander cultural competency course for Supervisors and Managers.	HR Services by December 2017	Engagement with Elders is yet to plan this project. The University will look to progress this in the second half of 2018. Project support will be required from the Vice Chancellor's office as part of the University's IES, which was supported by the VC's office.
All applicable staff encouraged to participate in the planning of and attendance at Indigenous events.	Vice Chancellor and Heads of Work Units	The University is set to review its strategies to allow all staff to attend Indigenous events in the second half of 2018.

Priority 2 Recruitment	Responsibility	2017 Performance Indicators
Promote and increase Aboriginal and Torres Strait Islander employment through pathway programs	HR Services	The University's HR Business Partners actively promote Aboriginal and Torres Strait Islander employment and traineeships as part of recruitment discussions.
Review of current designated positions, with a particular focus on opportunities for Aboriginal and Torres Strait Islander targeted positions	HR Services Review by September 2017	The University recently applied, and has received approval, from the Anti-Discrimination Commission to enable the University to target any position as a designated position, in line with the Employment Strategy.
Report on Aboriginal and Torres Strait Islander employment within individual work units to encourage accountability and focus.	HR Services annually	View Table 10 below.
Southern Cross University to participate in Aboriginal and Torres Strait Islander community events as a means of promoting the University as an employer of choice.	Marketing and Indigenous Events Coordinating Committee	The University is yet to attend community events to specifically promote itself as an employer of choice.
Achieve Aboriginal and Torres Strait Islander employment rate of 3% of total domestic employees.	Vice Chancellor and HR Services	Please view table 10 below.

Table 10: Numbers of indigenous staff as % of total staff employed on permanent or contract basis (excluding casuals)

Staff Head Count	2017	% of Total (2017)
Aboriginal and Torres Strait Islander	22	2.4%
Non- Aboriginal and Torres Strait Islander	576	63.9%
No Information	304	33.7%
Total	902	100.0%

Source: Govt. Staff Cube 9/07/2018

5a Indigenous workforce data (2017 breakdown)

While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information below provides enhanced monitoring of the university's efforts in building its Indigenous workforce.

Table 11: Indigenous employment on permanent or contract basis (excluding casuals), by Work Unit in 2017

School	Level/Position	Perm/ >1yr		
		Academic	Non Academic	Total
Gnibi College of Indigenous Australian Peoples	██████	3		3
	██████	2		2
	██████	1		1
School of Business and Tourism	██████		1	1
School of Health and Human Sciences	██████████████			
	██████		1	1
	██████		1	1
	██████			
School of Arts and Social Sciences	██████████████			
	██████			
Student Success Unit	██████		1	1
HR Services	██████		1	1
Office of Vice Chancellor	██████		1	1
Property Services	██████		1	1
	██████			
Student Administration Services	██████		2	2
	██████		1	1
	██████		6	6
Indigenous Australian Student Experience Team	██████			
Coffs Harbour Campus Administration	██████			
Total		6	16	22

Additionally, the University had 10 Aboriginal and Torres Strait Islander casual employees in 2017.

Priority 3 Career Development and Progression	Responsibility	2017 Performance Indicators
<p>Prioritise access to development opportunities for professional staff through secondments and support to apply for the Professional Staff Career Development Scheme.</p>	<p>HR Services annually</p>	<p>The University's Enterprise Agreement includes a commitment to identifying development opportunities for Aboriginal and Torres Strait Islander staff. The Professional Staff Development Scheme and Scholarship both allow for the targeting of Aboriginal and Torres Strait Islander staff. The two recipients of the 2017 scholarship were both Aboriginal.</p>
<p>Development of a mentoring program targeted at new Aboriginal and Torres Strait Islander staff.</p>	<p>HR Services and Equity and Diversity by July 2018</p>	<p>Planning is yet to begin and will be progressed in the second half of 2018.</p>
<p>Development of an Aboriginal and Torres Strait Islander staff network as an opportunity to discuss issues relevant to employment at Southern Cross University.</p>	<p>HR Services</p>	<p>Planning is yet to begin and will be progressed in the second half of 2018.</p>
<p>Exit interviews offered upon cessation for Aboriginal and Torres Strait Islander staff to gauge their experience at Southern Cross University and reasons for leaving.</p>	<p>HR Services by December 2017</p>	<p>The opportunity to participate in exit interviews has been rolled out across the University in 2018.</p>

6. Indigenous involvement in decision-making

Under the requirements of section 11 of the ISSP guidelines, the University's current Indigenous Governance Mechanism is the Indigenous Student Success Program Grants Committee (ISSPGC), established in July 2017 to meet the requirements of the Indigenous Student Assistance Grants Guidelines 2017.

The ISSPGC Charter sets out the criteria for appointment, membership, responsibilities, authority and operations of the Committee as being responsible for:

- (a) preparing advice, reviewing and making recommendations to the Vice Chancellor about the use of ISSP grants; and
- (b) monitoring the use of ISSP grants.

This Charter may be amended, varied or modified in writing after consultation and agreement by the Committee members and with the approval of the Vice Chancellor.

The Chair of the Committee is appointed by the Vice Chancellor and must be an appropriately qualified senior Indigenous academic or Indigenous senior executive employee of Southern Cross University. Through its Chair, Professor Norm Sheehan, Director of Gnibi College of Indigenous Australian Peoples, the Committee reviews program expenditure, makes recommendations and reports in relation to the above responsibilities to the Vice Chancellor of Southern Cross University.

The Indigenous Student Success Program Grants Committee is constituted by a majority of Indigenous persons, each of whom has skills and experience relevant to the role.

2017 annual membership consists of:

[REDACTED]	Director, GNIBI College of Indigenous Australian Peoples (GNIBI)
[REDACTED]	Nicole Cooper, Project Officer, Office of the Vice Chancellor
Jan Bah	Pro Vice Chancellor (Students), Dean and Head of School off Education
[REDACTED]	Team Leader, Indigenous Australian Student Services (IASS)
[REDACTED]	Deputy Director, GNIBI College of Indigenous Australian Peoples
[REDACTED]	Management Accountant, Management Accounting
[REDACTED]	Senior Manager, Client Services, Student Administration Services
[REDACTED]	Senior Student Management Officer, Student Administration Services
[REDACTED]	Manager, Workplace Relations, HR Services
[REDACTED]	Academic, GNIBI College of Indigenous Australian Peoples
[REDACTED]	Administrative Officer, GNIBI College of Indigenous Australian Peoples
[REDACTED]	Indigenous Student and Co-founder of Baylin's Gift

*Australian Indigenous persons**

The minimum quorum for a Committee meeting is the Chair and 3 other members. Meeting agendas, minutes, support documents and reports are prepared, circulated and maintained by [REDACTED], Project Coordinator, Office of the Vice-Chancellor on the MySCU ISSPGC Workgroup site and emailed to the Vice Chancellor.

The Committee meets at least 4 times a year. In 2017 the Committee met 3 times, commencing in August 2017: 24/08/2017 | 12/10/2017 | 18/12/2017. Agenda items included:

- ISSPGC resources, membership, Charter and place in University Governance Structure
- ISSP grants funds administration and responsibilities under the Guidelines, eligible expenditures framework, gap analysis and recommendations for improvement;
- IASS, ITAS and Indigenous Scholarships Financial Report (2014 – YTD 2017)
- Indigenous Employment, Education and Research Strategies

- Compliance with the Indigenous Senior Executive position requirement, the supplementary nature of grant funds for Indigenous student support services
- Scholarship and bursary administration
Increasing in the numbers of Indigenous students enrolling in, progressing through and successfully completing course awards
- Facilitating, monitoring and improving the inclusion of Indigenous knowledge in curricula, graduate attributes and teaching
- Fostering culturally safe/welcoming learning environments, including activities promoting cultural competency, wellbeing and safety
- Providing pastoral care and other support activities to Indigenous students, including maintaining cultural safety, advocacy and referral services
- Not using an ISSP grant for activities not provided for in the Act or the Guidelines
- Ensuring all receipts and expenditure of an ISSP grant are clearly identifiable
- Indigenous metrics/student evaluations
- KPI's relevant to 2020 objectives
- ISSP grant funds underspent in 2017
- Indigenous Student Achievement Awards
- Indigenous Academic Pathways Program
- Preventing the use of ISSP grant funds to administer any aspect of University business not specified in the Guidelines, including: permanent employee or contractor costs incurred through administration of activities other than those specified in the Guidelines, such as general administration costs, permanent employee and contractor costs or corporate overheads

6a. Statement by the Indigenous Governance Mechanism

Consistent with subsection 17(2)(b) of the guidelines, please see the statement below from the Chair of the Southern Cross University ISSPG Committee Professor Norm Sheehan regarding the performance and the acquittal report provided herein:

The ISSPG Committee commenced in October 2017. At this date as reflected in my appointment as Dean of Gnibi College in February 2018, I undertook the university wide responsibilities for the implementation of the Indigenous Employment Strategy, the Indigenous Education Strategy and the administration of the ISSP program. The new guidelines for ISSP funding to the university has presented many challenges. The Aboriginal and Torres Strait Islander workforce in this university are a very dedicated and committed group focused on important roles in diverse areas and this implementation has added to that workload.

Overall the Committee affirms that the new guidelines are an incredible advancement in Aboriginal and Torres Strait Islander Higher Education. The focus of the Guidelines on Aboriginal and Torres Strait Islander Program development is greatly appreciated and welcomed by Indigenous staff and students. These changes make our commitment to developing the most culturally safe, supportive and opportunity generating places for our students possible. We are fully committed to this initiative and welcome the challenges and opportunities presented by this policy shift.

Name: Professor Norm Sheehan

Position: Chair, Southern Cross University ISSPG Committee

Signature: 

Date: 26/06/2017

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Financial Acquittal

Organisation

Southern Cross University

The following tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2017 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 2017	2,053,223.09		2,053,223.09
Rollover of funds from previous years			
Interest earned/ royalties			
Sale of assets			
(include other categories as appropriate e.g. HEPP for other funds)			
Unused Preserved funding Returned	(27,688.50)		(27,688.50)
A. Total Income 2017	\$2,025,534.59		\$2,025,534.59

2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	1,120,676.16	49,771.99	1,170,448.15
Administration	25,378.74	13,175.00	38,553.74
Travel – domestic	16,734.48		16,734.48
Travel – international	-		
ISSP Asset purchases	-		
Conference fees and related costs			
Scholarships & Bursaries	468,517.00		468,517.00
Ceremonies, entertainment, Publicity and Sponsorship	11,305.70	59,970.90	71,276.60
Office Equipment, furniture and Stationery	35,921.94	57,669.54	93,591.48
B. Total Expenditure 2017	\$1,678,534.02	\$180,587.43	\$1,859,121.45
<i>C. Unexpended funds PM&C agreed to rollover</i>	250,000.00		
<i>D. Unexpended Funds to be returned to PM&C</i>	97,000.57		
E. TOTAL ISSP Funding use (B+C+D)	2,025,534.59		

Note: A-E must equal zero

Financial Acquittal

1

.....initials

3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2017

- 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 2017 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).		\$0.00
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)		\$
Amount remitted: \$1,004,409.54 Date remitted: 24/02/2017	Amount remitted: \$1,048,813.55 Date remitted: 31/07 /2017	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:

Travis Walker  30/5/18.
(Print name of relevant officer)
 Vice President (Finance)
(Print position title)

(Signature and date)

Telephone contact: 02 6620 3731 E-mail: travis.walker@scu.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.

Vice Chancellor Endorsement

Name: Professor Adam Shoemaker

Position: Vice Chancellor and President, Southern Cross University

Signature:  _____ **Date:** 26/07/2017
