INDIGENOUS STUDENT SUCCESS PROGRAMME
2018 Performance Report

Organisation	Southern Cross University
Contact Person	Chair of ISSPG Committee Professor Norm Sheehan
Phone	██████ ████████████████

1. Enrolments (Access)

In 2017, 617 Indigenous students enrolled in units at Southern Cross University. In 2018 this number rose by 21 to 638, an increase of 0.97% over 12 months.

Table 1: Comparable Domestic Student Count, by Indigenous Status 2016 - 2018

Indigenous Status	2016	2017	2018
Aboriginal	501	573	583
Torres Strait Islander	14	19	22
Aboriginal and Torres Strait Islander	28	25	33
Non-Indigenous	7706	8333	9197
Unknown	4820	4716	3964
Total	**13069**	**13666**	**13799**
% Indigenous of total	*4.2%*	*4.5%*	*4.6%*

Source: MIS Student Demographics (S1) Cube queried 01/04/2019

In 2018 the percentage of Indigenous students making up our domestic student population was 4.6%, up by 0.1% on 2017 figures, as per Table 2, below.

**Table 2: Comparable Percentage of Indigenous students of total Domestic Students 2016 - 2018**

% Indigenous of total, by School	2016	2017	2018
School of Arts and Social Sciences	*4.4%*	*4.7%*	*4.9%*
School of Business and Tourism	*2.4%*	*2.5%*	*2.3%*
School of Education	*3.4%*	*3.8%*	*4.4%*
School of Environment, Science and Engineering	*2.5%*	*3.7%*	*3.9%*
School of Health and Human Sciences	*3.5%*	*4.0%*	*4.4%*
School of Law and Justice	*4.3%*	*4.9%*	*4.3%*
Gnibi Wandarahn College of Indigenous Australian Peoples	*39.3%*	*56.9%*	*59.3%*
SCU College	*8.5%*	*8.6%*	*8.2%*
Southern Cross Geo-Science	*0.0%*	*0.0%*	*0.0%*
Southern Cross Plant-Science	*0.0%*	*0.0%*	*0.0%*
Other School (Misc. etc.)	*5.4%*	*0.7%*	*2.8%*
Total	*4.2%*	*4.5%*	*4.6%*

Source: MIS Student Demographics (S1) Cube queried 01/04/2019

Table 2 shows that the percentage of Indigenous students in the domestic population is rising across the University, with the best performance in 2018 coming from Gnibi Wandarahn College of Indigenous Australian Peoples, reporting 59.3%. This is a 2.4% increase over the past 12 months. When compared to 2017 figures, the percentage of Indigenous students also rose for the Schools of Arts and Social Sciences; Education; Environment, Science and Engineering, and Health and Human Sciences.

The National Centre for Student Equity in Higher Education's *Equity Data Tool* helps to monitor undergraduate equity data by enrolment share, for Indigenous commencing student access across our footprint. Heading into 2018, Southern Cross University was the top performing institute in New South Wales and second only to James Cook University in Queensland.

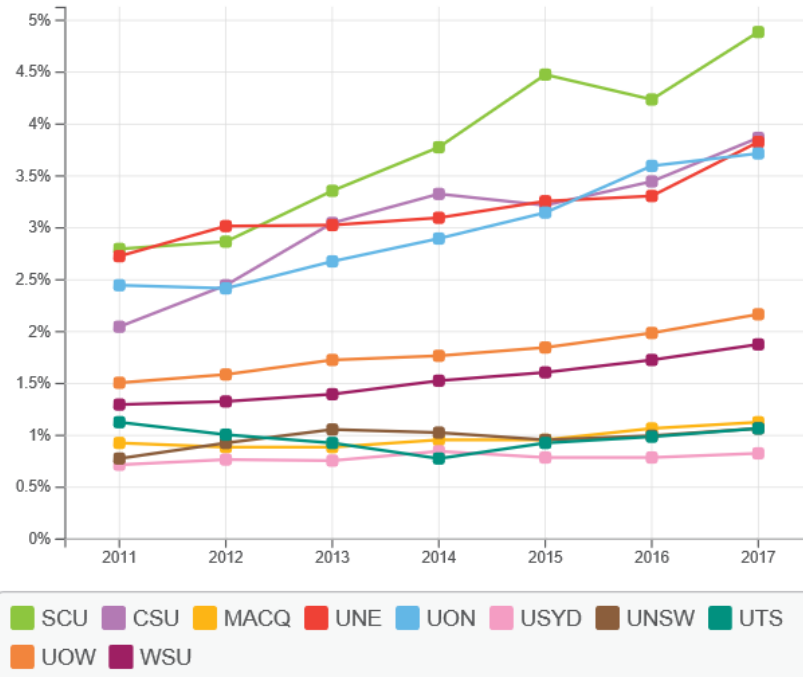Southern Cross University and New South Wales - Indigenous Students - Enrolment Share
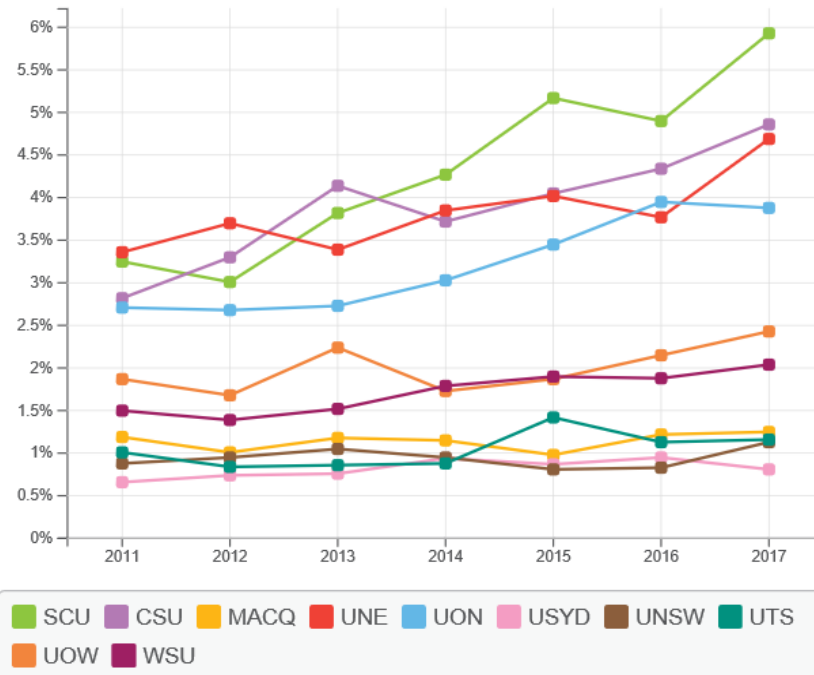
Southern Cross University and Queensland - Indigenous Students - Enrolment Share
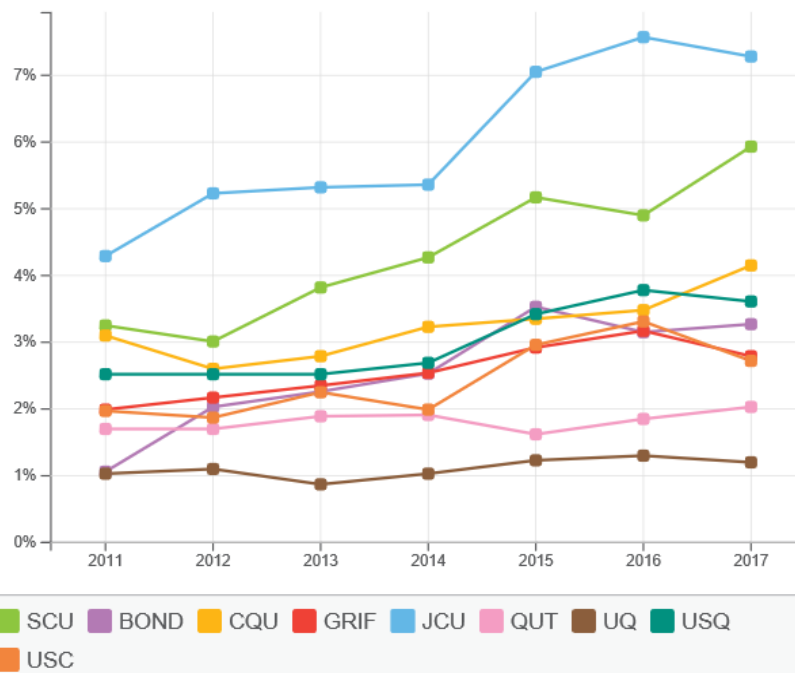
The University will also observe trends in undergraduate comparative equity data by enrolment share for Indigenous continuing student participation across our footprint. In this regard Southern Cross University was the top performing institute in New South Wales and second only to James Cook University in Queensland heading into 2018.

Southern Cross University and New South Wales - Indigenous Students - Enrolment Share

Legend: SCU, CSU, MACQ, UNE, UON, USYD, UNSW, UTS, UOW, WSU

Southern Cross University and Queensland - Indigenous Students - Enrolment Share

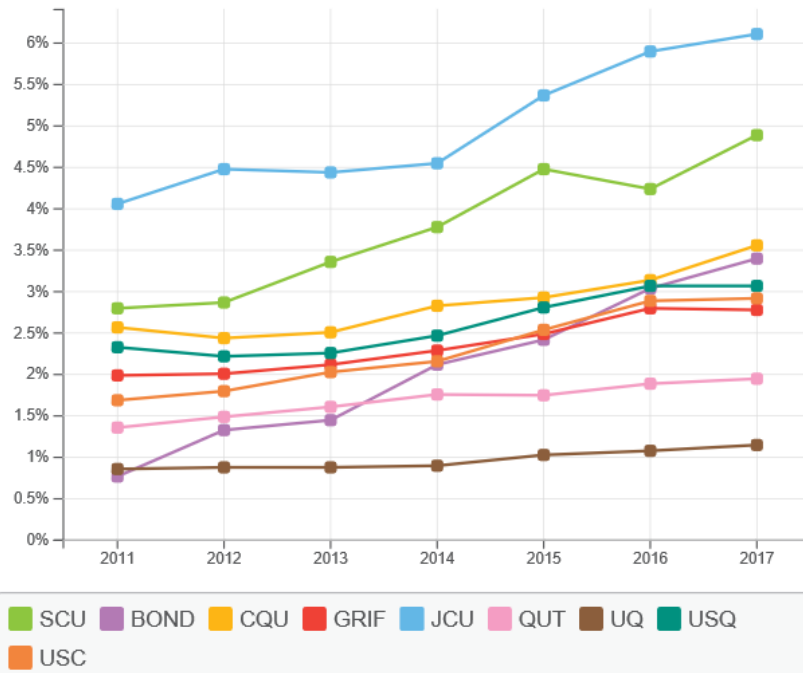Legend: SCU, BOND, CQU, GRIF, JCU, QUT, UQ, USQ, USC

Table 3: Comparative Number of Enrolled Units, by School and Indigenous Status 2017 - 2018

School	Indigenous status	no. enr. Units 2017	no. enr. Units 2018
School of Arts and Social Sciences	Indigenous	95	96
	Non-Indigenous	157	151
School of Business and Tourism	Indigenous	95	81
	Non-Indigenous	206	189
School of Education	Indigenous	76	64
	Non-Indigenous	141	127
School of Environment, Science and Engineering	Indigenous	49	45
	Non-Indigenous	142	145
School of Health and Human Sciences	Indigenous	155	166
	Non-Indigenous	221	229
School of Law and Justice	Indigenous	49	51
	Non-Indigenous	63	64
Gnibi Wandarahn College of Indigenous Australian Peoples	Indigenous	16	33
	Non-Indigenous	18	40
SCU College	Indigenous	11	11
	Non-Indigenous	12	12
Southern Cross GeoScience	Indigenous	0	0
	Non-Indigenous	2	1
Southern Cross Plant Science	Indigenous	0	0
	Non-Indigenous	2	2
Total	**Indigenous**	**546**	**547**
	Non-Indigenous	**964**	**960**

Source: MIS Student Load (S1) cube, 1 April 2019

Table 3 shows that the number of Enrolled Units by Indigenous Status rose by 1 unit from 2017 to 2018, while the number of Enrolled Units by Non-Indigenous Status fell by 4 units over the same period. The best performer in 2018 was Gnibi Wandarahn College of Indigenous Australian Peoples, where the number of Enrolled Units by Indigenous Status rose by 17 units and the number of Enrolled Units by Non-Indigenous Status rose by 22 units. This means the College is also providing education in Indigenous Knowledge, perspectives and worldviews to non-Indigenous students, supporting increased awareness and understanding across the student body. The School of Health and Human Sciences also performed well across the board as the number of Enrolled Units by Indigenous Status rose by 10 units compared to the number of Enrolled Units by Non-Indigenous Status, which rose by 8 units.

Table 4: Comparative Domestic Indigenous Student Load, by Region 2016 – 2018

Region	2016	2017	2018	% change 2017-2018
Major Cities of Australia/Other	117.6	126.9	156.9	16.9%
Regional	214.4	215.7	220.0	2.1%
Remote	6.5	5.6	5.3	-4.5%
Total	**338.4**	**348.2**	**382.1**	**7.6%**

Source: MIS Student Load Cube (S1) queried 1 April 2019

Equivalent full-time student load (EFTSL) rose in 2018 for Indigenous students from major cities and regional areas of Australia by 16.9% and 2.1% respectively. However, EFTSL continued to fall for Indigenous students from remote areas of Australia.

Table 5: Comparable Domestic Student Load by School and Indigenous Status 2016 – 2018

School		2016	2017	2018	% change 2016-2018
School of Arts and Social Sciences	Indigenous	50.4	45.4	50.6	8.9%
	Non-Indigenous	995.5	918.7	855.9	-6.6%
	Total	**1,045.9**	**964.1**	**906.5**	**-5.8%**
School of Business and Tourism	Indigenous	36.6	35.4	35.2	8.2%
	Non-Indigenous	1,233.9	1,263.7	1,245.5	1.5%
	Total	**1,270.5**	**1,299.1**	**1,280.6**	**1.6%**
School of Education	Indigenous	47.1	49.4	66.8	27.8%
	Non-Indigenous	1,324.4	1,311.0	1,387.9	6.1%
	Total	**1,371.5**	**1,360.4**	**1,454.7**	**7.0%**
School of Environment, Science and Engineering	Indigenous	13.4	17.5	19.1	5.9%
	Non-Indigenous	462.5	480.7	445.1	-6.0%
	Total	**475.9**	**498.2**	**464.1**	**-5.6%**
School of Health and Human Sciences	Indigenous	81.9	89.9	109.3	18.1%
	Non-Indigenous	2,055.5	2,224.8	2,336.7	6.1%
	Total	**2,137.4**	**2,314.7**	**2,445.9**	**6.6%**
School of Law and Justice	Indigenous	35.9	32.0	31.8	-0.2%
	Non-Indigenous	757.4	737.0	746.8	2.2%
	Total	**793.3**	**769.0**	**778.6**	**2.1%**
Gnibi Wandarahn College of Indigenous Australian Peoples	Indigenous	26.9	35.4	34.0	-10.8%
	Non-Indigenous	130.5	105.0	96.1	-9.1%
	Total	**157.4**	**140.4**	**130.1**	**-9.6%**
SCU College	Indigenous	46.4	43.4	35.5	-18.4%
	Non-Indigenous	468.3	475.4	455.8	-4.1%
	Total	**514.6**	**518.8**	**491.3**	**-5.3%**
Southern Cross GeoScience	Indigenous	0.0	0.0	0.0	-
	Non-Indigenous	2.0	1.3	1.0	-25.3%
	Total	**2.0**	**1.3**	**1.0**	**-25.3%**
Southern Cross Plant Science	Indigenous	0.0	0.0	0.0	-
	Non-Indigenous	3.2	7.5	7.3	5.3%
	Total	**3.2**	**7.5**	**7.3**	**5.3%**
Total	Indigenous	338.4	348.2	382.1	7.6%
	Non-Indigenous	7,433.3	7,525.1	7,578.0	1.7%
	Total	**7,771.7**	**7,873.3**	**7,960.2**	**2.0%**

Source: MIS Student Load Cube (S1) queried 1 April 2019

Domestic Indigenous EFTSL rose across the University in 2018 at more than four times the rate of Non-Indigenous students, thanks to strong increases in Indigenous student load for the Schools of Education; Health and Human Science; and Arts and Social Sciences.

During 2018 Indigenous Australian Student Services (IASS) instigated a rolling testing and assessment process that opened the capacity to take on more applicants and be more flexible with their enrolments. IASS also identified people who could be transitioned into degrees through Testing and Assessment (T&A) rather than completing the Preparing for Success Programme (PSP). This also addresses the attrition rate noted in the PSP.

In 2018, a plan was developed to implement regional homework centres in association with local Aboriginal organisations, at Beenleigh in SE Qld and Grafton in NNSW. This increased the University's regional presence. Gnibi College also employed an Aboriginal man under the ISSP Pathways programme who has extensive experience in youth support and development. This employee has designed a programme to engage high school students. ISSP funds have also been used to employ an Aboriginal man in Coffs Harbour on the pathways programme to develop and support language and community engagement.

The University, through Gnibi College, has increased its presence with schools, for instance though the coordination and running of a Schools and Culture Day in November 2018, which engaged Indigenous students from the local high schools.

All these strategies and actions were funded directly by ISSP supported by the university through Gnibi Wandarahn partnership with IASS and practical input of other university work units.

1a Scholarships (2018 breakdown)

Student category	Education Costs		Accommodation Costs		Reward		Incidentals		ISSP Total/ Students Assisted (headcount)		Other Source of Funding Support	
	$	No.	$	No.	$	No.	$	No.	$	No.	$	No.
From Regional/ Remote- undergraduate	$136,721.73*	64	$117,116.82	25	**$15,000.00**	33	**$13,800**	**38**	$282,638.55	108		
From Regional/ Remote- postgraduate	$7,676.56**	5	$10,000.00	3	**$500**	1	**$750.00**	**2**	$18,926.56	5		
From Regional/ Remote- Foundation	$9,367.96	5	$15,531.71	3	**n/A**	n/a	**$3,300.00**	**7**	$28,199.67	10	0	0
Undergraduate (non-regional/remote students)	$53,712.82	14	$36,242.99	10	**$7,000**	13	**$8,100**	**11**	$105,055.81	55		
Post-graduate (non-regional/remote students)	0	0	0	0	**$1,000**	2	**$1,050.00**	**3**	$2,050.00	5		
Foundation Level (non-regional/remote students)	$2,676.56	2	$2,500.00	1	**N/a**	N/a	**$600**	**1**	$5,776.56	4	0	0
TOTAL	$210,155.63	91	$181,391.52	42	**$23,500.00**	49	**$27,600.00**	**62**	$442,647.15	185		

Value of Scholarships <u>awarded</u> by the university to **remote or regional students** in the **2017** academic year (Section 21(3) in the Guidelines refers)	**$349,831.00**

Value of Scholarships offered by the university to **remote or regional students** in the **2018** academic year (Section 21(3) in the Guidelines refers)		**$427,866.00***

*Includes $6,188.25 in cashed out Endowment Funds for 4 individuals.
** Includes $711.30 in cashed out Endowment Funds for 1 individual.
*** Includes $105,000.77 in unclaimed offers but excludes the $6,899.55 in cashed out Endowment Fund.

Student category	HEPPP*		Private Donors		University		Exchange (OS-Help and other mobility programs)		Total Other Source of Funding Support	
	$	No.	$	No.	$	No.	$	No.	$	No.
From Regional/ Remote-undergraduate	$27,500.00	26	11,750.00	11	**$3000.00**	2	**$31,969.80**	6	$74,219.80	35
From Regional/ Remote-postgraduate	0	0	0	0	**0**	0	**$7,998.00**	1	**$7,998.00**	1
From Regional/ Remote-Foundation	0	0	0	0	**0**	0	**0**	0	0	0
Undergraduate (non-regional/remote students)	$7,500.00	8	$500.00	1	**$2,500.00**	1	**$15,689.80**	2	26,189.80	12
Post-graduate (non-regional/remote students)	0	0	0	0	**0**	0	**0**	0	0	0
Foundation Level (non-regional/remote students)	0	0	0	0	**0**	0	**0**	0	0	0
TOTAL	$35,000.00	34	$12,250.00	12	**$5,500.00**	3	**$55,657.60**	9	$108,407.60	47

*No student received HEPPP funding concurrently with ISSP support

The Endowment Fund received a further $27,069.00 in grants and disbursed $27,029.40 to 18 eligible students, mostly as fee sponsorship direct to students or taken off tuition.

There were no major changes to the Scholarship programs at Southern Cross University in 2018.

There was a review of the IASS Scholarship application process. IASS Scholarship and Bursary Program offers a range of support to any current Australian Indigenous student at Southern Cross University. Applicants are ranked based on their description of financial need for assistance as determined by a selection committee of three. Support is in the form of one off Cash Scholarships - $2500.00 for a full time student (reported as Accommodation scholarships) or $1,250.00 for part time students reported as Education costs scholarships. Additionally students may receive incidental help through the program in the form of $150.00 in either cash or as a voucher for book bursaries or $600.00 reimbursement on technology costs.

 As a consequence of the review images were made more representative of Southern Cross University's Australian Indigenous students. The questions were made more relevant and a focus given to positive messaging. That is, instead of seeking information about a student's community involvement, students are encouraged to reflect on a moment that has made them feel good about themselves. The social engagement question had been problematic as many of the students who are challenged financially do not the time, money or other resources to engage in a meaningful way with community groups. Also the new question is designed to counteract the preceding question on the application form which seeks information about a student's financial situation. This can involve students relaying information about quite difficult situations. This new question allows students to finish on a positive and reminds, reinforces students' feelings of purpose and sense of self. This is an optional question. Most students choose to complete this optional question and we receive positive comments from students who appear to appreciate the opportunity to talk positively about themselves.

There was little take up of the Endowment Fund as a cash payment. Students generally struggled in providing evidence up front of educational expenses.

We issue a variety of reward payments.

The Uncle Greg Harrington reward is the most frequently awarded reward. This recognises achievement of credit average over the last 7 units of enrolment at an undergraduate level.

There is also the Aunty Hazel Rhodes Scholarship which offers a reward to students who have achieved a distinction average over the first 16 units of their degree.

We have received positive feedback from students at both the award and recognition of locally significant Aboriginal Elders.

The university does have a Recognition of Academic Achievement but these generic awards to the top students in a degree have no monetary reward. Eleven regional Australian Indigenous students and 8 Australian Indigenous students from a major city of Australia were recognised in this way in 2018. 836 places were issued in total by the university (2.27%).

In addition in 2018 there was one place issued as an Uncle Charles Moran Thesis Award. This recognises an Aboriginal or Torres Strait Islander man who successfully completes doctoral level studies.

2. Progression (access and outcomes)

Table 6: Comparative Domestic Success Rates in 2016-2018, by Course Level and Indigenous Status

Course Level		2016	2017	2018
Undergraduate	Indigenous	66.2%	64.0%	66.6%
	Non-Indigenous	77.9%	78.7%	79.1%
	All students	**77.4%**	**78.0%**	**78.4%**
Postgraduate	Indigenous	78.8%	69.4%	71.2%
	Non-Indigenous	85.1%	87.6%	88.0%
	All students	**84.9%**	**87.3%**	**87.6%**
Non Award	Indigenous	33.4%	47.1%	27.4%
	Non-Indigenous	52.6%	55.8%	55.6%
	All students	**50.8%**	**55.2%**	**53.6%**
Total	**Indigenous**	**62.0%**	**62.1%**	**63.2%**
	Non-Indigenous	**76.9%**	**78.1%**	**78.8%**
	All students	**76.2%**	**77.4%**	**78.0%**

Source: Student Performance Cube (S1) queried 01 April 2019
Success rate is based on the method used by DET (i.e. completed EFTSL as a proportion of attempted EFTSL)

Completed EFTSL as a proportion of attempted EFTSL has improved across undergraduate and postgraduate qualifications. Undergraduate domestic Indigenous success rates rose by 2.6% from 2017 figures to 66.6% in 2018. Whereas, undergraduate domestic non-Indigenous success rates rose by just 0.4% in 2018. The gap is closing between Indigenous and non-Indigenous success as undergraduate success rates for Indigenous students improved at 6 times the rate of non-Indigenous success rates in 2018. It is promising also see that postgraduate domestic Indigenous completions of attempted EFTSL rose by 1.8% in 2018, based on 2017 outcomes. However, this still falls short of the 2016 comparative outcomes by 7.6%. Data shows that domestic Indigenous completion rates for non-award courses, such as Preparing for Success (PSP), have been unstable over the past three years rising from 33.4% in 2016 to 47.1% in 2017 and then falling back to near 2016 levels of 27.4% in 2018. Over the same period non-Indigenous success rates have remained relatively stable.

We have drilled down into this situation and identified a pattern. Domestic Indigenous completion rates for non-award courses are determined according to statistics generated centrally. These statistics do not differentiate students who enrol and engage from those who enrol but do not engage. The relatively small number of actual students exacerbates any variance in these statistics, tending to suggest a significant difference where none may actually exist. Internal Preparing for Success (PSP) programme data reveals that across all campuses and sessions in 2018, students who enrolled in PSP and engaged in the programme and passed units, or were made an offer to commence a degree, constituted an average of 38%. However students who enrolled but did not engage and either failed or withdrew constituted an average of 42.35%. It is important to note that programmes such as PSP are by their nature designed to offer students the opportunity to try in a new environment, and that if people decide not to continue, they often do not formally withdraw, leading to the generation of a fail or absent fail grade. The inclusion of these instances in the overall metrics for the programme negatively skews the "progression and success" data. Contrasting this were students who enrolled, engaged sporadically and failed. These students constituted an average of only 11.8%. It is these students whose outcomes are of most interest in considering improvements in the programme.

To improve unit success rates of Aboriginal and Torres Strait Islander students in 2018, we employed 70 ITAS tutors who provided individual assistance, face-to-face and online, to 238 Indigenous students, across the full range of university unit offerings and three campuses.

During 2018 we increased positive actions in support of cultural safety and wellness including supporting and promoting the recommendations of the Reconciliation Action Plan which was accepted by Reconciliation Australia in 2018 and described as a ground-breaking example of the potential of the RAP process. Culturally specific tutorial and academic counselling support has been officially and unofficially provided through Gnibi College of Indigenous Australian Peoples which maintains a close relationship with Indigenous Australian Student Services. In addition, the Bachelor of Indigenous Knowledge, as Australia's first degree in the discipline of Indigenous Knowledge, embodies and models culturally safe practices through its use of an Indigenous Australian pedagogical approach. The residential component of this degree brings students together for 5 days each session to engage with Elders and the wider community, learning with and from each other on Country. Elders have also been increasingly involved in the teaching and other activities of Gnibi and the wider university during 2018, contributing to special events, to residentials, to symposia and to scheduled classes. The University, in association with Gnibi and IASS, has also put on cultural events throughout the year across all campuses. Finally, the university itself has developed a safety policy and convened a Safety Committee. However, currently there is no mechanism to capture qualitative outcomes such as the impact of these actions on student experience and success rates. We anticipate working on this in 2019

Table 7: Comparative Domestic Success Rates in 2016-2018 by School and Indigenous Status

School		2016	2017	2018
School of Arts and Social Sciences	Indigenous	63.4%	61.7%	63.1%
	Non-Indigenous	75.4%	76.0%	77.2%
	All students	**74.8%**	**75.3%**	**76.4%**
School of Business and Tourism	Indigenous	54.8%	47.9%	50.5%
	Non-Indigenous	75.7%	77.3%	76.8%
	All students	**75.1%**	**76.5%**	**76.1%**
School of Education	Indigenous	81.5%	82.9%	74.5%
	Non-Indigenous	82.4%	84.3%	83.2%
	All students	**82.4%**	**84.2%**	**82.8%**
School of Environment, Science and Engineering	Indigenous	74.0%	62.0%	68.6%
	Non-Indigenous	82.0%	82.7%	81.9%
	All students	**81.7%**	**82.0%**	**81.3%**
School of Health and Human Sciences	Indigenous	72.6%	72.4%	75.2%
	Non-Indigenous	80.9%	82.1%	84.2%
	All students	**80.5%**	**81.7%**	**83.8%**
School of Law and Justice	Indigenous	58.6%	57.0%	54.2%
	Non-Indigenous	75.3%	73.4%	72.8%
	All students	**74.6%**	**72.7%**	**72.1%**
Gnibi College of Indigenous Australian Peoples	Indigenous	56.0%	43.8%	59.6%
	Non-Indigenous	76.7%	79.1%	78.9%
	All students	**73.3%**	**70.4%**	**74.1%**
SCU College	Indigenous	31.6%	46.4%	26.4%
	Non-Indigenous	50.2%	53.5%	53.0%
	All students	**48.5%**	**52.9%**	**51.1%**
Southern Cross Plant Science	Indigenous			
	Non-Indigenous		50.0%	
	All students		**50.0%**	
Total	Indigenous	62.0%	62.1%	63.2%
	Non-Indigenous	76.9%	78.1%	78.8%
	All students	**76.2%**	**77.4%**	**78.0%**

Source: Student Performance Cube (S1) queried 01 April 2019
Success rate is based on the method used by DET (i.e. completed EFTSL as a proportion of attempted EFTSL)

Whilse students engaged in ITAS are not eligible for the University's Preparing for Success Programme (PSP), IASS does provide PSP-style student support to ITAS students via a bulk delivery model and employs 3 casual academics across the three campuses to deliver this support. IASS also supports the PSP, using ISSP funding to employ casual academics in this programme.

It is important to note that the Preparing for Success Programme is not funded by ISSP, and academic support for these students is separate to the ITAS programme. The former is a bridging programme of the University, the latter a programme of the federal government. Students in the PSP programme do not receive tutorial assistance under the ITAS programme.

Indigenous Australian Student Services (IASS) have five (5) fulltime staff, which includes those responsible for the administration of the Indigenous Tutorial Assistance Scheme (ITAS) ITAS. A further three (3) casual staff are also contracted for the PSP Study Support Officer positions.

2a Tutorial and other assistance provided (2018 breakdown)

Assistance type	Level of study	No. Students assisted	Hours of assistance	$
ITAS tutorial assistance	Undergraduate	**238**	**5795.2**	**419,572.00**
	Post graduate			
	Other			
	Total			

Work Unit	Assistance Type	No. Students Assisted	Hours of assistance	$
Indigenous Australian Student Support Services (IASS)	PSP	**51**	**1055 + 150 = 1205**	Based on contracts for two casual employees plus time devoted by one ISSP-pathways scholarship **87,084.00**
	Testing and assessment	**47**	**164.5**	***5,724.60**
Other (e.g. SCUIECC, Gnibi Wandarahn)	Ceremonies, entertaining publicity, sponsorships (e.g. Indigenous Student Games)			**34,573.00**
	Total			**$ 127,381.60**

*In previous years IASS have paid an academic to specifically undertake Tutorial and Assistance (T&A). In 2018 T&A was delivered in-kind by a Gnibi academic in addition to their contracted duties. Before 2017 there were two blocks of T&A per year. These were for 2-days at a time and were funded AbStudy's Away From Base funding. This was all paid for up-front and covered meals, accommodation and all non-salary items, transport etc.. Costs were then reimbursed by AbStudy. As a result the costs were easy to measure. In 2018 IASS moved away from this model to adopt a rolling, flexible offering of T&A, which does not incur costs apart from the assessment costs themselves Therefore the exact cost is difficult to assess as it is not separated out from the total expenditure. This amount is calculated against the hourly rate of the staff member involved. IASS receives no payment from ISSP to this.

To show the supplementary way that ISSP Grant funds are used at Southern Cross University for Indigenous student services and support, such as tutorial support, a breakdown of funds and other resources provided to IASS is listed below. These activities were not resourced through ISSP Grant funds.

Name of the resource	Total value	2018 Amount	Resource Type or Benefit	Total Students Assisted
SCU Student Administration Services		**$23,529.30**	30% of salary position specifically devoted to Indigenous students	
		$22,256.25	25% of salary position specifically devoted to Indigenous students	
Total				

The University has an ISSP committee but no staff are employed to operationalise the decision making. Action occurs through collegial relationships as a result of good will and incurs additional time and effort from University staff. The residual unexpended money that remains unaccounted for could be used to support these activities.

3. Completions (outcomes)

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

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

School		2016	2017
School of Arts and Social Sciences	Indigenous	63.3%	43.3%
	All Students	**63.2%**	62.7%
School of Business and Tourism	Indigenous	64.0%	51.5%
	All Students	**66.6%**	69.5%
School of Education	Indigenous	78.6%	61.9%
	All Students	**73.7%**	77.0%
School of Environment, Science and Engineering	Indigenous	**100.0%**	56.3%
	All Students	**75.9%**	71.9%
School of Health and Human Sciences	Indigenous	63.8%	64.6%
	All Students	**72.6%**	68.6%
School of Law and Justice	Indigenous	70.4%	64.7%
	All Students	**70.8%**	68.1%
Gnibi College of Indigenous Australian Peoples	Indigenous	73.3%	53.3%
	All Students	**59.6%**	55.2%
SCU College	Indigenous	66.7%	60.0%
	All Students	**59.4%**	47.4%
Southern Cross Plant Science	Indigenous		
	All Students	**100.0%**	
Total	**Indigenous**	**69.2%**	**57.3%**
	All Students	**70.1%**	**69.4%**

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

Student retention rates have declined for all domestic students in 2017. The retention gap between domestic Indigenous and Non-Indigenous students in 2017 was stark. Indigenous student retention rates fell by 11.9% in 2017, based on 2016 achievements. Comparatively, the fall for non-Indigenous student retention rates was just 0.7%.

To improve retention of Aboriginal and Torres Strait Islander students in 2018, the University developed:
- Unit / Session Indigenous student completion awards (ISSP and University Funding)
- An Indigenous scholarship academic skills program (University Funded)

To improve retention of Aboriginal and Torres Strait Islander students in 2019, the University aims to:
- Develop the Student Pathways Program online forum (ISSP and University Funding).
- Implement the Cultural Connection and Cultural Safety Program (Gnibi College and ISSP Funding)

Additional proposals include:
- Conducting a genuine student interview with every Indigenous student before they commence, similar to those conducted for International students. This sets up better expectations of success and ensures the building of relationships to ensure targeted assistance for students supporting their progress. This could be added to entry pathways.
- Reducing the number of units a student is advised to undertake in any one session, assisting student to manage study plans, load, time and work/life, mediating overload and increasing success
- Conducting exit interviews to determine the reason for exit (whether graduation or other) allowing for a determination of the patterns.

Table 9: Comparative Domestic Completion Rates in 2016-2018 by School and Indigenous Status

School	Indigenous Status	2016	2017	2018
School of Arts and Social Sciences	Aboriginal	9	9	9
	Torres Strait Islander		1	1
	Aboriginal and Torres Strait Islander		2	
	Non-Indigenous	164	178	169
	Unknown	92	82	75
	Total	**265**	**272**	**254**
	% Indigenous of total	*3.4%*	*4.4%*	*3.9%*
School of Business and Tourism	Aboriginal	6	4	6
	Torres Strait Islander			
	Aboriginal and Torres Strait Islander	1	1	
	Non-Indigenous	288	324	345
	Unknown	166	201	152
	Total	**461**	**530**	**503**
	% Indigenous of total	*1.5%*	*0.9%*	*1.2%*
School of Education	Aboriginal	4	6	12
	Torres Strait Islander		1	1
	Aboriginal and Torres Strait Islander		1	
	Non-Indigenous	167	198	185
	Unknown	147	188	141
	Total	**318**	**394**	**339**
	% Indigenous of total	*1.3%*	*2.0%*	*3.8%*
School of Environment, Science and Engineering	Aboriginal	2		4
	Torres Strait Islander		1	
	Aboriginal and Torres Strait Islander			
	Non-Indigenous	78	95	98
	Unknown	40	45	54
	Total	**120**	**141**	**156**
	% Indigenous of total	*1.7%*	*0.7%*	*2.6%*
School of Health and Human Sciences	Aboriginal	16	15	18
	Torres Strait Islander			2
	Aboriginal and Torres Strait Islander	1	2	2
	Non-Indigenous	231	284	381
	Unknown	229	266	289
	Total	**477**	**567**	**692**
	% Indigenous of total	*3.6%*	*3.0%*	*3.2%*
School of Law and Justice	Aboriginal	3	5	7
	Torres Strait Islander	1		
	Aboriginal and Torres Strait Islander			
	Non-Indigenous	107	96	120
	Unknown	32	37	31
	Total	**143**	**138**	**158**
	% Indigenous of total	*2.8%*	*3.6%*	*4.4%*

Table 9: Continued

School	Indigenous Status	2016	2017	2018
Gnibi Wandarahn College of Indigenous Australian Peoples	Aboriginal	3	7	3
	Torres Strait Islander			
	Aboriginal and Torres Strait Islander			
	Non-Indigenous	7	7	6
	Unknown	1	9	2
	Total	**11**	**23**	**11**
	% Indigenous of total	*27.3%*	*30.4%*	*27.3%*
SCU College	Aboriginal			2
	Torres Strait Islander			
	Aboriginal and Torres Strait Islander			
	Non-Indigenous	5	11	9
	Unknown	5	7	8
	Total	**10**	**18**	**19**
	%IIndigenous of total	*0.0%*	*0.0%*	*10.5%*
Southern Cross GeoScience	Aboriginal			
	Torres Strait Islander			
	Aboriginal and Torres Strait Islander			
	Non-Indigenous			
	Unknown			1
	Total			**1**
	% Indigenous of total	*0.0%*	*0.0%*	*0.0%*
Southern Cross Plant Science	Aboriginal			
	Torres Strait Islander			
	Aboriginal and Torres Strait Islander			
	Non-Indigenous	1		
	Unknown		1	2
	Total	**1**	**1**	**2**
	% Indigenous of total	*0.0%*	*0.0%*	*0.0%*
Total	**Aboriginal**	43	46	61
	Torres Strait Islander	**1**	**3**	**4**
	Aboriginal and Torres Strait Islander	**2**	**6**	**2**
	Non-Indigenous	**1048**	**1193**	**1313**
	Unknown	**712**	**836**	**755**
	Total	**1806**	**2084**	**2135**
	% Indigenous of total	*2.5%*	*2.6%*	*3.1%*

Source: MIS Govt. Course Completions files 16/04/2019

The comparative domestic Indigenous student completion rates as a percentage of all domestic students has steadily improved from 2016 to 2018. The rise between 2017 and 2018 slowed somewhat to 0.5%.

In addition to the normative student support provided by the University and the ITAS and mentoring activities and programs funded through ISSP, Gnibi College of Indigenous Australian Peoples and IASS are collaborating to plan, develop and implement the following initiatives.

In 2018 we implemented the plans from 2017…
- Achievement awards for students entering final year of program (ISSP Funding).
- Mentoring and academic support (AIME Mentoring and University Funding).
- Pathways program to Honours and Postgraduate studies (continuing ISSP and University Funding).
- Connection online forum program for student success (In planning)

Graduate Employment and Support
- Indigenous Enterprise Hub
- Pathways program to Honours and Postgraduate studies (ISSP and University Funded)
- Early Career pathways providing academic employment for Postgraduate students (ISSP funded)
- Community Placement Units (Final Year Bachelor of Indigenous Knowledge (University funded)
- Aboriginal Community Professional Association Engagement Links and Contacts (University funded)
- Aboriginal Employment Register and Promotions (University and NSW Government funded)
- Academic pathways program for PhD Doctoral students to university employment (ISSP 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 faired?

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

Access and Participation Goal	2016 Performance	2017 Performance	2018 Performance
Increase the number of Indigenous Australian students enrolled to 5% by 2020	4.2%	4.5%	4.6%

In 2018:

- PhD students were actively recruited into the Indigenous Academic Pathways Program (IAPP) training to be employed as academics at Southern Cross University. Three (4) initial contracts were approved for implementation in February 2018: 2 x PhD students and 2 x Hons students 2x health 1 x language and culture 1x recruitment, education and retention.
- The University continued to improve the Testing and Assessment (T&A) admission pathway for Aboriginal and Torres Strait Islander students resulting in 47 students, a 50% increase on 2017

(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%	Indigenous students 57.3% Non-Indigenous domestic students 69.4%
Achieve success rates commensurate or higher than those of all other Australians	Indigenous students 62% Non-Indigenous domestic students 76.9%	Indigenous students 63.2% Non-Indigenous domestic students 78.8%
Increase the number of Indigenous Australian students completing annually.	Indigenous Students 46 % of total domestic completions 2.5%	Indigenous Students 67 % of total domestic completions 3.1%

Please note: 2018 data only becomes available when all 2018 sessions are complete in 2019.

In 2018 Indigenous Knowledge was established as a discipline area for Southern Cross University with both undergraduate and postgraduate courses available. A whole of university approach for implementing Aboriginal and Torres Strait Islander engagement, entry, credit and employments pathways began. Further, staff were provided with appropriate resources to undertake an Acknowledgement of Country to open University meetings and teaching learning/ research experiences through the Acknowledgement of Country website and Information Guide.

Progress will be formally reviewed against all strategies within the Gnibi Wandarahn Reconciliation Action Plan 2017-2020 (RAP) and Aboriginal and Torres Strait Islander Education Strategy 2017-2020 by the end of 2019. 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).

5. **Indigenous Workforce Strategy accessible by public**

In 2016 Southern Cross University launched its Aboriginal and Torres Strait Islander Employment Strategy 2016-2020, 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, wellbeing and success in all aspects of university life. It also features key performance indicators for

   (a) Cultural competence and safety;
   (b) Recruitment of Aboriginal and Torres Strait Islander staff; and
   (c) Career development and success Aboriginal and Torres Strait Islander staff.

So how have we faired?

Priority 1 Cultural Competency, Safety and Respect	Responsibility	2017 Performance Indicators	2018 Performance Indicators
Mandatory cultural competency training for new staff as part of the induction program.	HR Services implement 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.	No changes. Cultural competency training continues to be provided.
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 implement 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.	Not yet commenced.
All 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.	The University regularly promotes Indigenous events to all staff to encourage participation.

Priority 2 Recruitment	Responsibility	2017 Performance Indicators	2018 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.	Gnibi College has employed 3 Indigenous Early Careers Academics as part of an academic pathways program. Other opportunities for Indigenous employment are systematically explored as part of all recruitment processes.
Review of current designated positions, with a particular focus on opportunities for Aboriginal and Torres Strait Islander targeted positions	HR Services Review complete 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.	HR Services continue to promote Aboriginal and Torres Strait Islander employment to work units and Managers as part of its commitment to the Aboriginal and Torres Strait Islander Employment Strategy, and in accordance with the Anti-Discrimination Commission's exemption.
Report on Aboriginal and Torres Strait Islander employment within individual work units to encourage accountability and focus.	HR Services annually	View Table 11 below.	View Table 11. A more granular focus on Aboriginal and Torres Strait Islander employment in work units will be rolled out in 2019 as part of HR Services' Workforce Planning program.
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.	Yet to commence.
Achieve Aboriginal and Torres Strait Islander employment rate of 3% of total domestic employees.	Vice Chancellor and HR Services	Please view table 10 below.	View Table 10. Aboriginal and Torres Strait Islander employment has increased in 2018, but has not reached the 3% target at this time.

Table 10: Numbers of Indigenous staff as % of total staff employed (permanent or contract basis)

Staff Head Count	2017	% of Total (2017)	2018	% of Total (2018)
ATSI	22	2.4%	25	2.8%
Non-ATSI	576	63.9%	597	66%
No Information	304	33.7%	283	31.3%
Total	**902**	**100.0%**	**905**	**100.0%**

Source: Govt. Staff Cube 17/04/2019

** Please note that Table 10 figures are considered by HR to be more accurate than those in the Table 11. It is therefore more likely that permanent or contracted employees total 25 not 26 **

5a Indigenous workforce data (2018 breakdown)

Table 11: Indigenous employment on permanent or contract basis (excluding casuals), by Work Unit in 2018

Please be advised that this table *includes* casual employees
data provided by HR Services

Faculty	Level/position	Permanent Academic	Permanent Non-academic	Casual/Contract Academic	Casual/Contract Non-academic
Gnibi CIAP Lismore	Assoc Lecturer (Teaching Scholar)	X			
Gnibi CIAP Lismore	Lecturer	X			
Gnibi CIAP Coffs	Lecturer	X			
Gnibi CIAP Gold Coast	Lecturer	X			
Gnibi CIAP Lismore	Prof of Indigenous Knowledge & Dean	X			
Gnibi CIAP Lismore	Lecturer (Teaching Scholar)	X			
Gnibi CIAP Lismore	Academic Student Support	X			
National Marine Science C	Postdoctoral Researcher	X			
Gnibi CIAP Gold Coast	Indigenous Research Academic	X			
Gnibi CIAP Gold Coast	Indigenous Research Academic	X			
Business & Tourism - Lis	Administration Support Officer		X		
Health & Human Sci GCoast	Professional Exp Admin Assistant		X		
HR Services	Manager, HR Partnerships		X		
Indigenous Aust Stu Exp	Team Leader - IASS		X		
Indigenous Aust Stu Exp	Student Management Officer		X		
Indigenous Aust Stu Exp	Student Management Off - IASS		X		
Indigenous Aust Stu Exp	Student Services Officer		X		
Property Services	Gardener		X		
SCU Health Clinic	Student Counsellor		X		
Shared Services Hub GC	Shared Services Hub Adviser		X		
Student Admin Services	Student Liaison Officer		X		
Student Admin Services	Project Coordinator		X		
Student Admin Services	Senior Student Management Officer		X		

Department	Position				
Student Admin Services	Student Liaison Officer		X		
Student Success Unit	Student Eng & Ret Advisor		X		
Student Admin Services	Student Management Officer		X		
Indigenous Aust Stu Exp	Study Support Officer (Indiv)			X	
Indigenous Aust Stu Exp	Study Support Officer (Indiv)			X	
Indigenous Aust Stu Exp	Study Support Officer (Indiv)			X	
Indigenous Aust Stu Exp	Study Support Officer (Indiv)			X	
Arts & Social Sci G Coast	Casual Academic (Teaching)			X	
Gnibi CIAP Gold Coast	Associate Professor			X	
Gnibi CIAP Lismore	Casual Academic (Teaching)			X	
Equity & Diversity-Lis	Equity and Diversity Mentor				X
Equity & Diversity-Lis	Equity and Diversity Mentor				X
Gnibi CIAP Lismore	Administration Assistant				X
Gnibi CIAP Lismore	Research Assistant				X
Property Services	Grounds Gardner				X
Student Admin Services	Student Ambassador - Recruitment				X
Student Admin Services	Student Advisor				X
Student Success Unit	Student Success Advisor				X

According to this data, the University employed 41 Indigenous Australian people in a range of positions under various terms of employment in 2018.

26 persons were described as being employed on permanent contracts, 10 in academic positions. A further 15 were employed on fixed term or casual contracts, 7 in academic positions.

This data suggests that of the total positions at the University held by Indigenous persons, 41.46% are academic positions, and 38.46% of the academic positions were held on a permanent basis compared to 61.54% on a fixed term contract or casual basis.

From data provided it appears that casual positions held by Indigenous persons at the University rose from 10 in 2017 to 15 in 2018.

Priority 3 Career Development and Progression	Responsibility	2017 Performance Indicators	2018 Performance Indicators
Prioritise access to development opportunities for professional staff through secondments and support to apply for the Professional Staff Career Development Scheme.	HR Services annually	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.	The University continues to prioritise 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 recipient of the 2018 scholarship is Aboriginal.
Development of a mentoring program targeted at new Aboriginal and Torres Strait Islander staff.	HR Services and Equity and Diversity by July 2018	Planning is yet to begin and will be progressed in the second half of 2018.	HR Services is rolling out a University mentoring program in the first half of 2019. The program will include the ability to identify Indigenous mentors and mentees, and where possible, partner Indigenous participants together.
Development of an Aboriginal and Torres Strait Islander staff network as an opportunity to discuss issues relevant to employment at Southern Cross University.	HR Services commence September 2017	Planning is yet to begin and will be progressed in the second half of 2018.	The Aboriginal and Torres Strait Islander staff network is yet to be established.
Exit interviews offered upon cessation for Aboriginal and Torres Strait Islander staff to gauge their experience at Southern Cross University and reasons for leaving.	HR Services by December 2017	The opportunity to participate in exit interviews has been rolled out across the University in 2018.	Complete, as per 2017 report.

6. Indigenous involvement in decision-making

Under the requirements of section 11 of the ISSP guidelines, the Indigenous Student Success Program Grants Committee (ISSPGC) is the Indigenous Governance Mechanism of Southern Cross University, established to meet the requirements of the Indigenous Student Assistance Grants Guidelines 2017. ISSPGC has authority within the governance structure of Southern Cross University for:

    a. developing, monitoring, reviewing and improving the Southern Cross University Indigenous workforce, education and research strategies goals and objectives;

    b. advising on, reviewing, making recommendations about and monitoring the use of ISSP grants and ensuring that all receipts and expenditure of an ISSP grant are clearly identifiable and ascertainable at all times; and

    c. having a charter that outlines:

        i. criteria for appointment; and
        ii. roles and responsibilities; and
        iii. decision-making processes.

Through its Chair, Professor Norm Sheehan, Dean of Gnibi College of Indigenous Australian Peoples, the Committee the ISSPG committee reviews program expenditure, makes recommendations and reports in relation to the above responsibilities to the Vice Chancellor after each meeting, or as appropriate.

The ISSPGC shall consist of not more than 15 standing committee members who have voting privileges, constituted by a majority of Indigenous persons, each of whom has skills and experience relevant to the role. 2018 annual membership consists of:

███████████	Director, GNIBI College of Indigenous Australian Peoples (GNIBI)
██████████	Project Coordinator, Office of the Vice Chancellor
███████	Deputy Head, GNIBI
████████████	Director of Teaching and Leaning, GNIBI
█████	Pro Vice Chancellor (Students), Dean of School of Education
█████████	Team Leader, Indigenous Australian Student Services (IASS)
█████████	Coordinator, Admissions and Scholarships, Student Admin Services
███████	Student Engagement & Retention Advisor
██████	Management Accountant, Management Accounting
█████████	Senior Manager, Client Services, Student Administration Services
███████	Senior Student Management Officer, Student Administration Services
██████	Acting Head, Equity and Diversity
███████	Academic, GNIBI
█████████	Administrative Officer, GNIBI
█████████	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 documents and reports are prepared, circulated and maintained by ISSPG Secretary Nicole Cooper on the MySCU ISSPGC Workgroup site.

The Committee meets monthly.

In 2018 ISSPG Committee agenda items included:

- ISSP Grants 2017 underspend;
- Reporting and acquittal for ISSPGC Actuals, 2017
- Schedule for proposed 2018 meetings;
- ISSP Grants 2018 Budget forward planning;
- IASS revised budget and service list;
- Gordon Peter Jurd Memorial Scholarship Proposal
- Sponsorship of the Indigenous University Games Team and The Indigenous Multicultural Exchange (TIME);
- ISSPGC resources, membership, Charter and place in University Governance Structure;
- ISSP grants funds administration and responsibilities under the Guidelines, eligible expenditures framework;
- ISSP Grants Financial Summary tracking;
- Review and critical analysis of Indigenous Student Success Program data – 2017;
- Commbox quote – Interactive White Boards;
- Indigenous Careers and Employability Consultant position description;
- Indigenous Academic Pathways Program implementation/obstacles;
- IASS, ITAS and Indigenous Scholarships Financial Report (YTD 2018);
- IASS Scholarships Session 3 budget allocation;
- ISSP Pathways Project;
- Indigenous Employment, Education and Research Strategies;
- 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;
- Indigenous Academic Pathways Program recruitment – (1 STEM Education Research and 1 Language Research);
- ISSP Pathways allocation of spend against the 2018 budget;
- Indigenous Knowledge Community Education Program;
- Grassroots Community Health;
- Aboriginal Language Program;
- Inclusion of Indigenous knowledge in curricula, graduate attributes and teaching;
- Fostering culturally safe/welcoming learning environments, including activities promoting cultural competency, wellbeing and safety;
- Not using an ISSP grant for activities not provided for in the Act or the Guidelines;
- Difficulties in ensuring expenditure of an ISSP grant are clearly identifiable;
- Indigenous Student Achievement Awards;

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 of Indigenous Australian Peoples 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 numerous challenges, many of which were identified by the Department of the Prime Minister and Cabinet in the post-implementation review of the ISSP during 2018. The ISSPG Committee agree that a number of improvements have occurred to the program guidelines following the review including:

- Possibility of extending funding to a three year model;
- Requirement to maximise scholarship support for students from remote and regional areas;
- Strengthened 'working with vulnerable people' requirements;
- Greater involvement of Aboriginal and Torres Strait Islander people in ISSP decision making;
- Agreement to "stretch" Indigenous employment targets to higher than 3% if this baseline is about to be achieved; and
- A vision for more Indigenous Australians in the most senior university positions.

Overall the Committee affirms the value of the ISSP reforms and welcomes the new flexibilities through redesign of assistance for students through 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 in 2019 and beyond.

Name: Professor Norm Sheehan
Position: Chair, Southern Cross University ISSPG Committee

Signature: _____*Norm Sheehan*_____ Date: 17/5/2019

Organisation	Southern Cross University

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

1. Income (excluding GST)

Item	Actual ISSP ($)	Estimate other funds ($)	TOTAL ($)
ISSP Grant 2018	1,977,140		1,977,140
Rollover of funds from previous year Email approval date: 18/12/2017	250,000		250,000
Interest earned/ royalties			
Sale of assets			
(include other categories as appropriate e.g. HEPP for other funds)		25,000	25,000
A. Total Income 2018	$2,227,140	$25,000	$2,252,140

2. Expenditure (excluding GST)

Item	Actual ISSP ($)	Estimate other funds ($)	TOTAL ($)
Salaries	953,233	170,523	1,123,756
Administration		10,000	10,000
Travel – domestic	19,864		19,864
Travel – international			
ISSP Asset purchases	33,540		33,540
Conference fees and related costs			
Rollover of funds for approved activity ^	200,873		200,873
(other major expenditure categories ensuring breakdown sums to total at B below)	645,545	106,745	752,290
B. Total Expenditure 2018	$1,853,055	$287,268	$2,140,323
C. Unexpended funds PM&C agreed to rollover	374,085		
D. Unexpended Funds to be returned to PM&C			
E. TOTAL ISSP Funding use (B+C+D)	$2,227,140		

Note: A-E must equal zero

^ Approved rollover - Academic Pathways Program

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

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

1. If applicable, GST received by you in 2018 as part of the Indigenous Student Success Programme funding under the *Higher Education Support Act 2003*. 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)	$0.00

Amount remitted: $	Amount remitted: $	Amount remitted: $
Date remitted: / /	Date 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
Multimedia Equipment	$33,540	$33,540

4a ISSP Asset - acquisitions and disposals summary

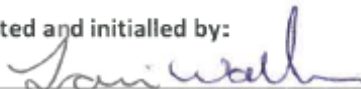| Asset Description/ category	Acquisitions Purchase Value	Disposals/ Sale Price	Disposals Average Age

5. Financial Acquittal supported and initialled by:

Travis Walker
(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.*

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 CERTIFICATION

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

I certify that:

(i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and

(ii) the 2018 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of programme funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and

(iii) the 2018 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2018 under the Indigenous Student Success Programme; and

(iv) Indigenous Student Success Programme Funds and any interest earned or royalties/income derived from these Funds was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

I understand that:

(i) the Minister or the Minister's delegate may seek further information to support this certification; and

(ii) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and

(iii) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Certification recommended by university's Indigenous Governance:

Name:	Norm Sheehan
Title:	Dean, Gnibi Wandarahn

Signed:	*Norm Sheehan*	Date:	16/05/2015

Certification made by Vice-Chancellor or equivalent delegate:

Name:	Adam Shoemaker
Title:	Vice Chancellor and President

Signed:	*Adam Shoemaker*	Date:	17/05/2019