Indigenous Student Success Program
2019 Performance Report

Organisation	Southern Cross University
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1. Enrolments (Access)

In 2018, 650 Indigenous students studied at Southern Cross University. In 2019 this number fell by 21 to 638. The percentage of Indigenous students making up the University's domestic student population fell from 4.7% in 2018 to 4.4% in 2019 a difference of -0.3%.

This fall is unusual as the numbers of Indigenous students rose consistently for 3 years prior. Further, the number of non-Indigenous students rose in 2019. In terms of Indigenous student numbers, the only Schools/Colleges to demonstrate positive growth in 2019 were the Schools of Health and Human Sciences, Arts and Social Sciences and SCU College.

Table 1: Domestic Student Count by School and Indigenous Status, 2017 to 2019

Student Count		2017	2018	2019
School of Arts and Social Sciences	Indigenous	73	77	79
	Non Indigenous	1,466	1,403	1,362
	Total	**1,539**	**1,480**	**1,441**
	% indigenous of total	*4.7%*	*5.2%*	*5.5%*
School of Business and Tourism	Indigenous	67	58	52
	Non Indigenous	2,487	2,429	2,258
	Total	**2,554**	**2,487**	**2,310**
	% indigenous of total	*2.6%*	*2.3%*	*2.3%*
School of Education	Indigenous	94	112	106
	Non Indigenous	2,276	2,390	2,571
	Total	**2,370**	**2,502**	**2,677**
	% indigenous of total	*4.0%*	*4.5%*	*4.0%*
School of Environment, Science and Engineering	Indigenous	35	33	26
	Non Indigenous	788	780	745
	Total	**823**	**813**	**771**
	% indigenous of total	*4.3%*	*4.1%*	*3.4%*
School of Health and Human Sciences	Indigenous	146	172	184
	Non Indigenous	3,423	3,656	4,186
	Total	**3,569**	**3,828**	**4,370**
	% indigenous of total	*4.1%*	*4.5%*	*4.2%*
School of Law and Justice	Indigenous	66	61	51

|				
	Non Indigenous	1,243	1,301	1,293
	Total	**1,309**	**1,362**	**1,344**
	% indigenous of total	*5.0%*	*4.5%*	*3.8%*
Gnibi College of Indigenous Australian Peoples	Indigenous	58	48	47
	Non Indigenous	44	33	31
	Total	**102**	**81**	**78**
	% indigenous of total	*56.9%*	*59.3%*	*60.3%*
SCU College	Indigenous	90	80	85
	Non Indigenous	968	895	1,054
	Total	**1,058**	**975**	**1,139**
	% indigenous of total	*8.5%*	*8.2%*	*7.5%*
Southern Cross GeoScience	Indigenous	0	0	0
	Non Indigenous	3	3	2
	Total	**3**	**3**	**2**
	% indigenous of total	*0.0%*	*0.0%*	*0.0%*
Southern Cross Plant Science	Indigenous	0	0	0
	Non Indigenous	9	13	13
	Total	**9**	**13**	**13**
	% indigenous of total	*0.0%*	*0.0%*	*0.0%*
Other School (Misc. etc.)	Indigenous	2	9	8
	Non Indigenous	277	245	237
	Total	**279**	**254**	**245**
	% indigenous of total	*0.7%*	*3.5%*	*3.3%*
University wide total	**Indigenous**	**631**	**650**	**638**
	Non Indigenous	**12,984**	**13,148**	**13,752**
	Total	**13,615**	**13,798**	**14,390**
	% indigenous of total	*4.6%*	*4.7%*	*4.4%*
	Source: MIS Student Demographics (S1) Cube, 16 March 2020			

The National Centre for Student Equity in Higher Education (NCSEHE) equity data tool monitors undergraduate participation (commencing and/or continuing students) for different equity groups, including Indigenous students. The following diagrams show the institutional enrolment share for commencing and continuing Indigenous students across the University's NSW and QLD footprint and by key institutional groupings.

Leading into 2019, Southern Cross University remained the top performing institute for enrolment share in New South Wales and second only to James Cook University in Queensland.

Diagram 1: Comparative domestic Indigenous Student enrolment share, NSW

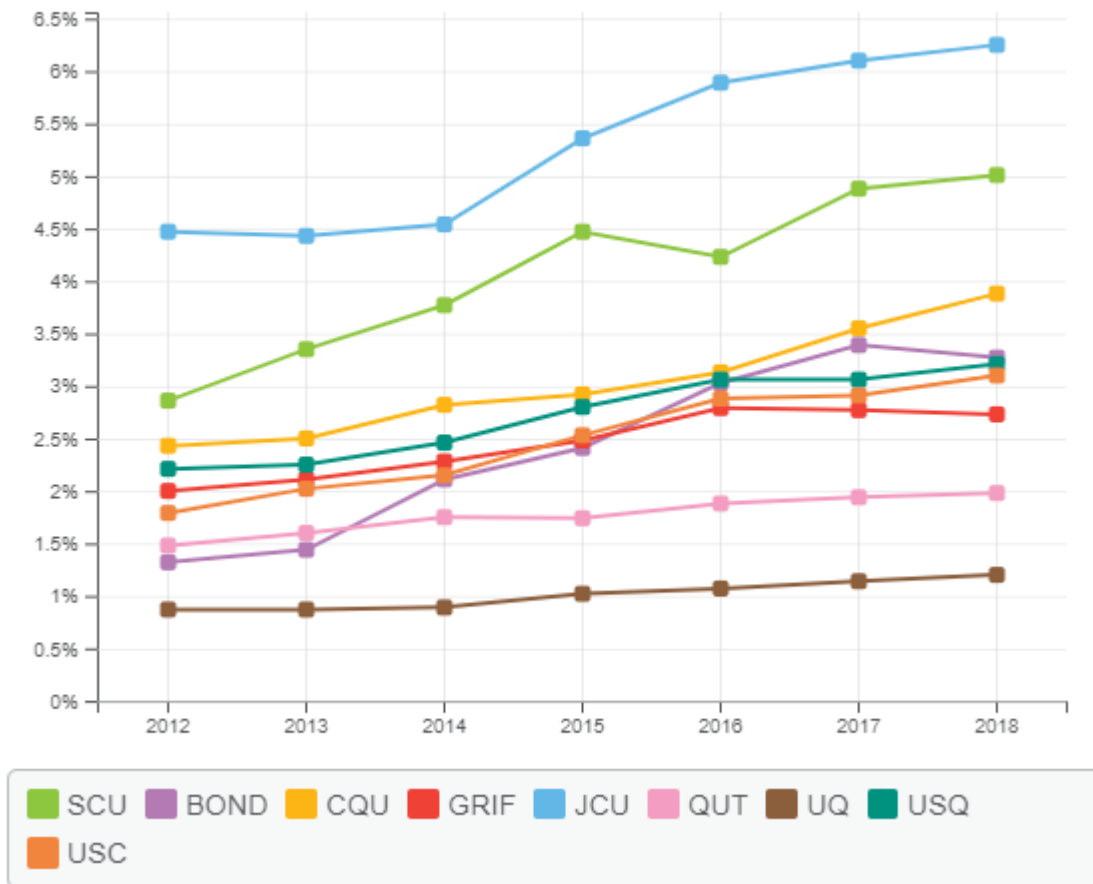Southern Cross University and New South Wales - Indigenous Students - Enrolment Share
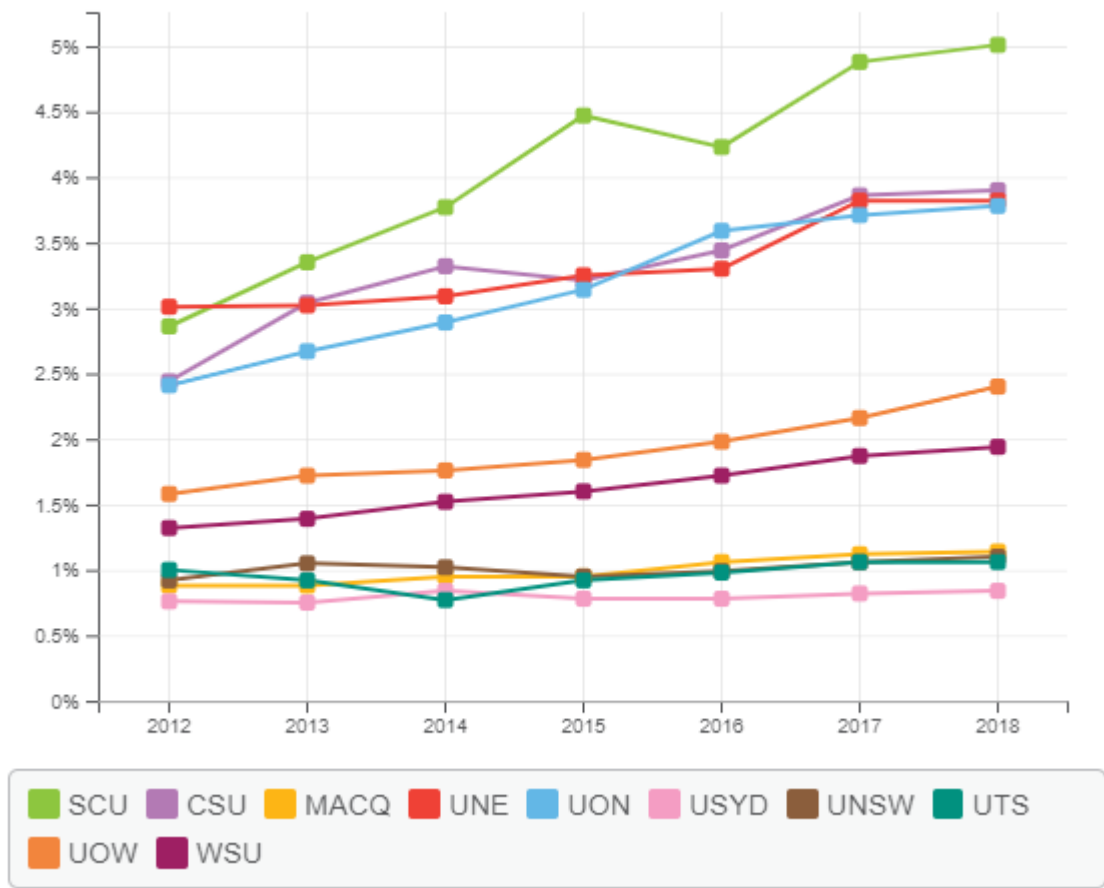
University	2012	2013	2014	2015	2016	2017	2018
Southern Cross University (SCU)	2.86%	3.35%	3.77%	4.47%	4.23%	4.88%	5.01%
Charles Sturt University (CSU)	2.44%	3.04%	3.32%	3.21%	3.44%	3.86%	3.90%
Macquarie University (MACQ)	0.88%	0.88%	0.95%	0.95%	1.06%	1.12%	1.14%
The University of New England (UNE)	3.01%	3.02%	3.09%	3.25%	3.30%	3.82%	3.82%
The University of Newcastle (UON)	2.41%	2.67%	2.89%	3.14%	3.59%	3.71%	3.78%
The University of Sydney (USYD)	0.76%	0.75%	0.84%	0.78%	0.78%	0.82%	0.84%
University of New South Wales (UNSW)	0.92%	1.05%	1.02%	0.95%	0.99%	1.06%	1.10%
University of Technology Sydney (UTS)	1.00%	0.92%	0.77%	0.92%	0.98%	1.06%	1.06%
University of Wollongong (UOW)	1.58%	1.72%	1.76%	1.84%	1.98%	2.16%	2.40%
Western Sydney University (WSU)	1.32%	1.39%	1.52%	1.60%	1.72%	1.87%	1.94%
New South Wales	1.56%	1.7%	1.78%	1.84%	1.94%	2.12%	2.18%
National	1.42%	1.47%	1.55%	1.63%	1.73%	1.83%	1.87%

Source: National Centre for Student Equity in Higher Education Enrolment Share – New South Wales (NSW)

**Diagram 1: Comparative domestic Indigenous Student enrolment share, QLD**

Southern Cross University and Queensland - Indigenous Students - Enrolment Share

University	2012	2013	2014	2015	2016	2017	2018
Southern Cross University (SCU)	2.86%	3.35%	3.77%	4.47%	4.23%	4.88%	5.01%
Bond University (BOND)	1.32%	1.44%	2.11%	2.41%	3.03%	3.39%	3.27%
CQUniversity (CQU)	2.43%	2.50%	2.82%	2.92%	3.13%	3.55%	3.88%
Griffith University (GRIF)	2.00%	2.11%	2.28%	2.48%	2.79%	2.77%	2.73%
James Cook University (JCU)	4.47%	4.43%	4.54%	5.36%	5.89%	6.10%	6.25%
Queensland University of Technology (QUT)	1.48%	1.60%	1.75%	1.74%	1.88%	1.94%	1.98%
The University of Queensland (UQ)	0.87%	0.87%	0.89%	1.02%	1.07%	1.14%	1.20%
University of Southern Queensland (USQ)	2.21%	2.25%	2.46%	2.80%	3.06%	3.06%	3.21%
University of the Sunshine Coast (USC)	1.79%	2.02%	2.15%	2.53%	2.88%	2.91%	3.10%
Queensland	1.89%	1.97%	2.12%	2.34%	2.59%	2.67%	2.75%
National	1.42%	1.47%	1.55%	1.63%	1.73%	1.83%	1.87%

Source: National Centre for Student Equity in Higher Education Enrolment Share – Queensland (QLD)

Diagram 3: Comparative domestic Indigenous Student enrolments and enrolment share by RUN institutional grouping

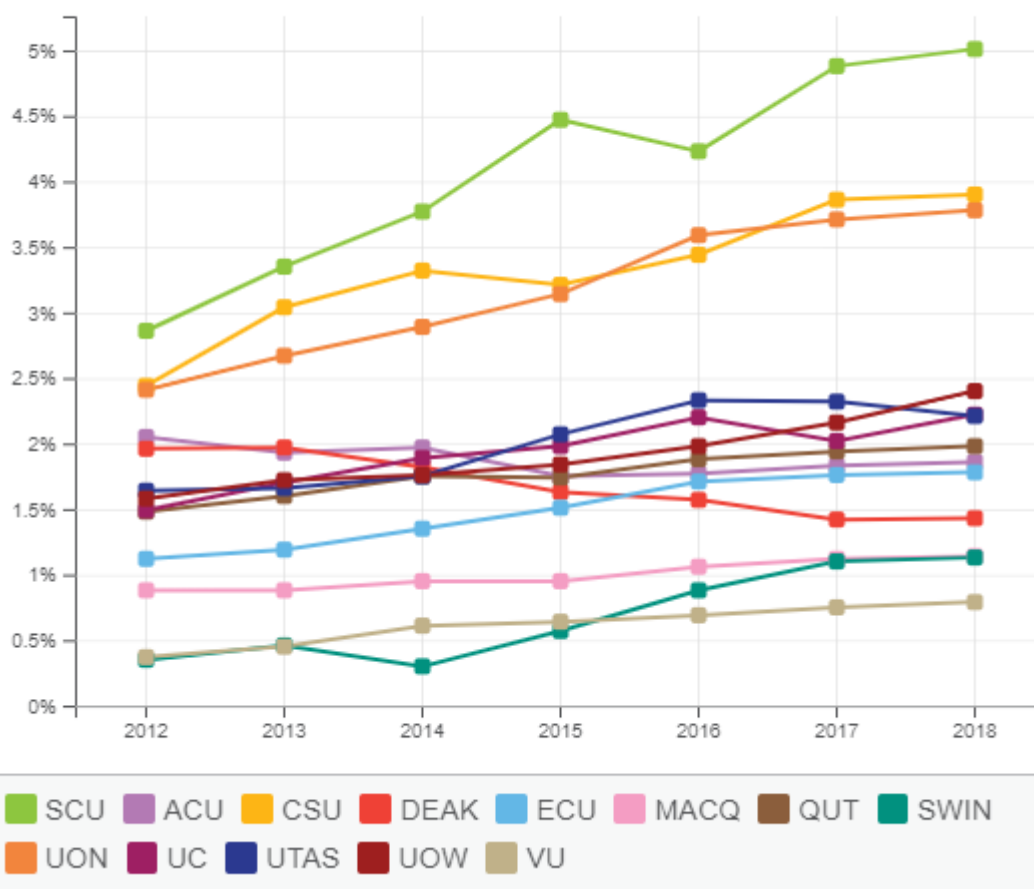Southern Cross University and Regional Universities Network - Indigenous Students - Enrolment Share
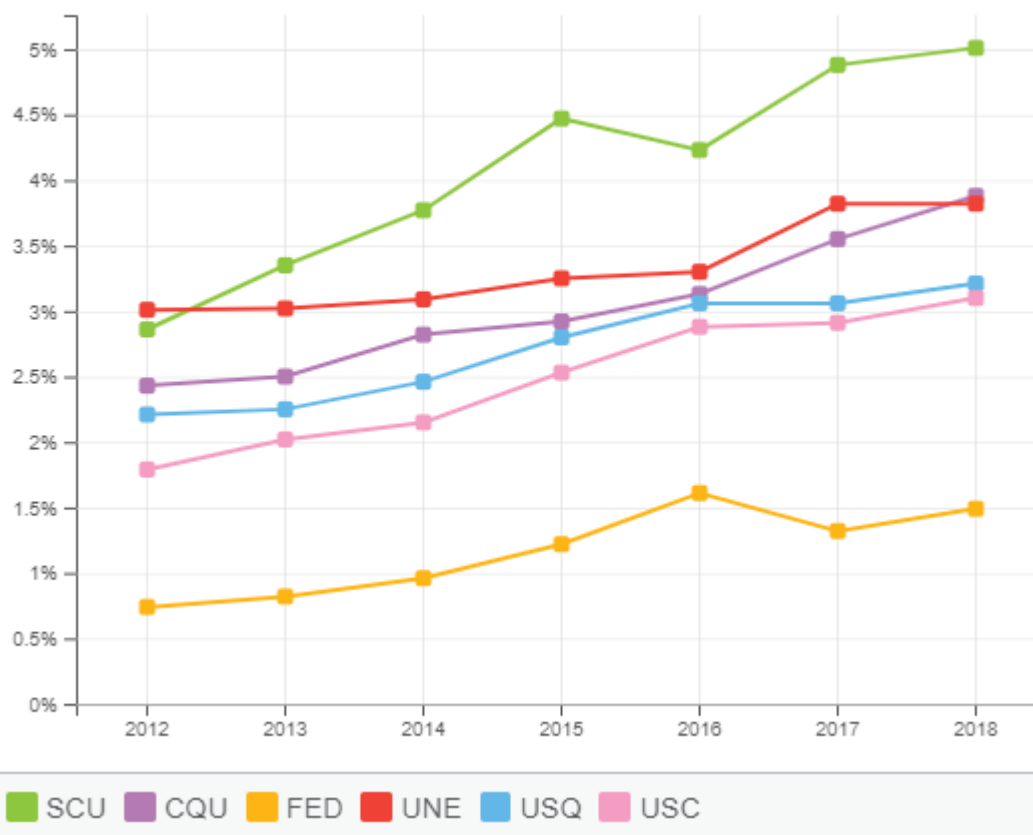
University	2012	2013	2014	2015	2016	2017	2018
Southern Cross University (SCU)	2.86%	3.35%	3.77%	4.47%	4.23%	4.88%	5.01%
CQUniversity (CQU)	2.43%	2.50%	2.82%	2.92%	3.13%	3.55%	3.88%
Federation University Australia (FED)	0.74%	0.82%	0.96%	1.22%	1.61%	1.32%	1.49%
The University of New England (UNE)	3.01%	3.02%	3.09%	3.25%	3.30%	3.82%	3.82%
University of Southern Queensland (USQ)	2.21%	2.25%	2.46%	2.80%	3.06%	3.06%	3.21%
University of the Sunshine Coast (USC)	1.79%	2.02%	2.15%	2.53%	2.88%	2.91%	3.10%
Regional Universities Network	2.35%	2.48%	2.68%	2.97%	3.12%	3.37%	3.51%
National	1.42%	1.47%	1.55%	1.63%	1.73%	1.83%	1.87%

Source: National Centre for Student Equity in Higher Education Enrolment Share – Regional Universities Network (RUN)

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Diagram 4: Comparative domestic Indigenous Student enrolments and enrolment share by Unaligned institutional grouping

Southern Cross University and Unaligned Universities - Indigenous Students - Enrolment Share

University	2012	2013	2014	2015	2016	2017	2018
Southern Cross University (SCU)	2.86%	3.35%	3.77%	4.47%	4.23%	4.88%	5.01%
Australian Catholic University (ACU)	2.05%	1.93%	1.97%	1.75%	1.77%	1.83%	1.86%
Charles Sturt University (CSU)	2.44%	3.04%	3.32%	3.21%	3.44%	3.86%	3.90%
Deakin University (DEAK)	1.96%	1.97%	1.82%	1.63%	1.57%	1.42%	1.43%
Edith Cowan University (ECU)	1.12%	1.19%	1.35%	1.51%	1.71%	1.76%	1.78%
Macquarie University (MACQ)	0.88%	0.88%	0.95%	0.95%	1.06%	1.12%	1.14%
Queensland University of Technology (QUT)	1.48%	1.60%	1.75%	1.74%	1.88%	1.94%	1.98%
Swinburne University of Technology (SWIN)	0.35%	0.46%	0.30%	0.57%	0.88%	1.10%	1.13%
The University of Newcastle (UON)	2.41%	2.67%	2.89%	3.14%	3.59%	3.71%	3.78%
University of Canberra (UC)	1.49%	1.70%	1.89%	1.98%	2.20%	2.02%	2.22%
University of Tasmania (UTAS)	1.64%	1.66%	1.75%	2.07%	2.33%	2.32%	2.21%
University of Wollongong (UOW)	1.58%	1.72%	1.76%	1.84%	1.98%	2.16%	2.40%
Victoria University (VU)	0.37%	0.45%	0.61%	0.64%	0.69%	0.75%	0.79%
Unaligned Universities	1.55%	1.67%	1.73%	1.75%	1.9%	1.96%	2%
National	1.42%	1.47%	1.55%	1.63%	1.73%	1.83%	1.87%

Source: National Centre for Student Equity in Higher Education Enrolment Share – Unaligned Universities

The total domestic Indigenous equivalent full-time student load (EFTSL) fell from 388.0 in 2018 to 370.3 in 2019, a percentage difference of -4.5%. Respectively, non-Indigenous load in the same period increased by 4.9%.

The 2018 to 2019 deficit in Indigenous EFTSL relates to falls recorded by the Schools of Business and Tourism (-20.3%), Education (-10.8%), Arts and Social Sciences (-10.3%), Law and Justice (-7.5%), and Environment, Science and Engineering (-2.3%); and Gnibi College of Indigenous Australian Peoples (-9.8%). The School of School of Health and Human Sciences (3.4%) and SCU College (14.2%) were successful in driving growth in Indigenous EFTSL against the overall downward trend in 2019.

Table 2: Domestic Student Load (EFTSL) by School and Indigenous Status, 2017 – 2019

Teaching School		2017	2018	2019	% change 2018-19
School of Arts and Social Sciences	Indigenous	47.1	53.3	47.8	-10.3%
	Non-indigenous	915.4	853.3	757.4	-11.2%
	Total	**962.6**	**906.5**	**805.1**	**-11.2%**
School of Business and Tourism	Indigenous	33.1	35.3	28.1	-20.3%
	Non-indigenous	1,230.2	1,247.6	1,161.3	-6.9%
	Total	**1,263.3**	**1,282.9**	**1,189.4**	**-7.3%**
School of Education	Indigenous	52.3	66.9	59.6	-10.8%
	Non-indigenous	1,307.8	1,387.5	1,497.6	7.9%
	Total	**1,360.1**	**1,454.4**	**1,557.2**	**7.1%**
School of Environment, Science and Engineering	Indigenous	18.0	19.2	18.8	-2.3%
	Non-indigenous	473.6	444.4	432.2	-2.8%
	Total	**491.6**	**463.6**	**450.9**	**-2.7%**
School of Health and Human Sciences	Indigenous	92.6	110.3	114.0	3.4%
	Non-indigenous	2,202.9	2,335.7	2,698.3	15.5%
	Total	**2,295.5**	**2,445.9**	**2,812.3**	**15.0%**
School of Law and Justice	Indigenous	33.5	32.9	30.4	-7.5%
	Non-indigenous	729.1	744.7	730.6	-1.9%
	Total	**762.6**	**777.6**	**761.1**	**-2.1%**
Gnibi College of Indigenous Australian Peoples	Indigenous	38.1	34.2	30.9	-9.8%
	Non-indigenous	105.8	95.9	108.8	13.5%
	Total	**143.8**	**130.1**	**139.7**	**7.4%**
SCU College	Indigenous	43.5	36.0	41.1	14.2%
	Non-indigenous	475.1	455.3	546.5	20.0%
	Total	**518.6**	**491.3**	**587.6**	**19.6%**
Southern Cross GeoScience	Indigenous				
	Non-indigenous	1.3	1.0	1.4	41.8%
	Total	**1.3**	**1.0**	**1.4**	**41.8%**
Southern Cross Plant Science	Indigenous				
	Non-indigenous	7.0	7.3	7.5	2.4%
	Total	**7.0**	**7.3**	**7.5**	**2.4%**

Total	Indigenous	358.2	388.0	370.7	*-4.5%*
	Non-indigenous	7,448.3	7,572.6	7,941.5	*4.9%*
	Total	7,806.5	7,960.6	8,312.2	*4.4%*
Source: MIS Student Load (S1) Cube, 16 March 2020					

While Indigenous EFTSL for city residents declined between 2018 and 2019 by -8.2% and regional residents by -2.6%, engagement and participation remote residents rose by 37.5%.

Table 3: Domestic Indigenous Student Load (EFTSL) by Region, 2017 – 2019

Region	2017	2018	2019	% change 2018-19
Major Cities of Australia/Other	142.3	164.4	151.0	*-8.2%*
Regional	210.7	218.6	212.9	*-2.6%*
Remote	5.3	5.0	6.9	*37.5%*
Total	**358.2**	**388.0**	**370.7**	***-4.5%***
Source: Student Load (S1) Cube, 16 March 2020				

Table 4: Number of enrolled units in 2019 by teaching school and Indigenous status

Teaching School	Indigenous status	no. enr. Units
School of Arts and Social Sciences	Indigenous	88
	Non-indigenous	149
	Total	**237**
School of Business and Tourism	Indigenous	69
	Non-indigenous	186
	Total	**255**
School of Education	Indigenous	88
	Non-indigenous	121
	Total	**209**
School of Environment, Science and Engineering	Indigenous	64
	Non-indigenous	157
	Total	**221**
School of Health and Human Sciences	Indigenous	154
	Non-indigenous	236
	Total	**390**
School of Law and Justice	Indigenous	53
	Non-indigenous	69
	Total	**122**
Gnibi College of Indigenous Australian Peoples	Indigenous	42
	Non-indigenous	37
	Total	**79**
SCU College	Indigenous	9
	Non-indigenous	12
	Total	**21**
Southern Cross GeoScience	Indigenous	0
	Non-indigenous	1

	Total		1
Southern Cross Plant Science	Indigenous		0
	Non-indigenous		2
	Total		**2**
Total	**Indigenous**		**567**
	Non-indigenous		**970**
	Total		**1537**
Source: MIS Unit Status (Cohort) cube, 16 March 2020			

Since December 2018, the following has occurred towards enrolments (access) for domestic Indigenous applicants/students:

Outreach activities and access to university

The Chair of ISSPG Committee Norm Sheehan led the initiative to establish Home Work centres with Logan, as the first of a series of planned drop in centres, with the purpose of engaging with community to raise educational aspirations towards university by establishing early place and face-based connections, build on Aboriginal strengths, to support success at school. Grafton was identified as the next location for a similar placed Home Work centre, but resourcing issues meant that this has not occurred yet.

Indigenous Australian Student Services (IASS) has had strong engagement with communities between the Lismore and Coffs Harbour campuses. Community engagement within Maclean, Grafton, Yamba and Ballina areas has facilitated collaboration towards promoting the university at school visits, cultural events, on campus tours, as well as remote study support for Preparation for Success at SCU (PSP) students at Maclean high school.

Strategies to improve bridging/enabling support

IASS established and maintained a Study Support Service, which delivers a range of academic and social support for Aboriginal and Torres Strait Islander students undertaking PSP. IASS also has a person providing support for ISSP students at each campus location and online for students studying online in cities, regional areas and remotely.

Culturally safe, social and study spaces were maintained in 2019 across all three primary University campuses. Students were able to use the spaces for tutoring, study and gathering 24/7.

Direct lines of communication and proactive liaison was maintained between the SCU College PSP Course Coordinator, Study Support Officers and Aboriginal and Torres Strait Islander PSP students, to advocate and support unit progression and success.

Further, alternative entry pathways were ongoing for 11 students in 2019, through the Aboriginal and Torres Strait Islander Testing and Assessment (T&A) program.

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

Table 5: ISSP Scholarships - breakdown of 2019 payments[1][2][3]

	Education Costs		Accommodation		Reward		TOTAL (of preceding columns)	
	$	No.	$	No.	$	No.	$	No.
Enabling[4]	3,977	3	5,000	2	3,750	10	12,727	15
Undergraduate[5]	185,210.50	85	241,620.00	64	74,950	140	507,780.50	289
Post-graduate[6]	5,000	4	-	-	5,450	8	10,450	12
Other	-	-	-	-	-	-	-	-
Total	194,187.50	92	246,620	66	84,150	158	524,957.50	316

5a)   Number of enabling Indigenous students that received any form of ISSP scholarship: There were 15 students who received a scholarship based off their enrolment into an enabling course in 2019.

5b)   Number of undergraduate Indigenous students that received any form of ISSP scholarship: There were 289 who received a scholarship based off their enrolment into an undergraduate course in 2019.

5c)   Number of post-graduate Indigenous students that received any form of ISSP scholarship: There were 12 who received a scholarship based off their enrolment into an postgraduate course in 2019.

5d)   Number of other students that received any form of ISSP scholarship: There were scholarships offered to students who were not in an enabling, undergraduate or post-graduate course with Southern Cross University.

5e)   Total number of Indigenous students that received any form of ISSP scholarship[7]: There were 316 students who received an ISSP scholarship in 2019.

A total of $524,957 was paid to Aboriginal and Torres Strait Islander students who received an offer in 2019.

There is a difference between the figures above in Table 5 and those in Table 1c within the Financial Acquittal for the following reasons:

- In Table 1c there is $7,499 worth of payments who were made to scholarship offers in 2018, but paid in 2019. These figures were included in the 2018 ISSP Report and so are not included above in Table 5.
- The endowment grant of $18,944.35 was paid in 2019 but this was actually paid by Student Services to students in 2018 and included in the 2018 ISSP Report.
- The Book bursaries were difficult to reconcile, due to a change of processes during 2019. From Session 3, 2019 all bursaries were directly paid to students. Prior, (Session 1 and 2, 2019) most students received their bursaries as a voucher through the Co-op Bookshop. It appears that the Co-op Bookshop only invoiced for the first half of the year and not second half. As the Co-op Bookshop is no longer, Student Services is unable to confirm if all bursaries were collected in Session 2, 2019.

Since December 2018, the following has occurred towards scholarships and bursaries support for domestic Indigenous students:

Strategies to improve scholarships and bursaries support and reward success

After evaluating demand across the sessions, the ISSPG Committee recommended to increase the budget and amounts for IASS scholarships, particularly for Session 1 where demand was highest. This allowed scholarship dollars to be spread further and support greater numbers of Aboriginal and Torres Strait Islander students, particularly those in great need. Rather than issue vouchers to students, which limit the ways students are able to utilise scholarship funds, scholarships were in real dollars, so students could use the money in areas that were most critical to their individual study needs.

The awards established to reward progression and high achievement for Aboriginal and Torres Strait Islander students were increased in 2019.

1. The Aunty Hazel Rhodes Recognition of Achievement Award (increased from $1000 to $2000 – rewarded 19 students who have successfully achieved a course GPA of Distinction or higher after completing a minimum of 16 units in their degree (Total cost of $38 000); and
2. The Uncle Greg Harrington Recognition of Achievement Award (increased from $500 to $1000) – rewarded 42 students who have successfully achieved an overall result of Credit or better in a particular year on completion of at least 6 units in the last 12 to 18 months and have re-enrolled for the following year by date of issue of the award or have recently graduated (Total cost of $42 000).

Students eligible for both awards received the Aunty Hazel Award only.
All of these initiatives were directly resourced through ISSP Grant funds.

Strategies to improve participation in internship and graduate placement through awards

No new strategies were implemented in 2019 to improve participation in or reward performance in internship and graduate placement.

2. Progression (access and outcomes)

Completed domestic Indigenous EFTSL as a proportion of attempted EFTSL has improved since December 2018 across non award and undergraduate courses, but has fallen across postgraduate courses:

	% change 2018-2019
Indigenous non Award	2.8%
Indigenous undergraduate	2.8%
Indigenous postgraduate	-1.5%

The overall gap between Indigenous and non-Indigenous success rates has closed by 2.2% in 2019 when compared to 2018 outcomes. 2019 Success rates for Indigenous students have improved at 3 times the rate of non-Indigenous success rates.

Table 6: Success Rate* by Course Level and Indigenous status, 2017 to 2019 (domestic only)

Course Level		2017	2018	2019
Undergraduate	Indigenous	64.4%	66.1%	68.9%

		2017	2018	2019
	Non-indigenous	78.6%	78.5%	79.6%
	All students	**77.9%**	**77.9%**	**79.1%**
Postgraduate	Indigenous	72.6%	71.5%	70.0%
	Non-indigenous	88.7%	87.9%	86.0%
	All students	**88.4%**	**87.6%**	**85.6%**
Non Award	Indigenous	47.3%	28.9%	31.7%
	Non-indigenous	56.0%	55.4%	56.5%
	All students	**55.3%**	**53.5%**	**54.8%**
Total	**Indigenous**	62.7%	62.9%	64.7%
	Non-indigenous	78.2%	78.3%	78.9%
	All students	**77.5%**	**77.6%**	**78.3%**

Source: Student Performance Cube, 16 March 2020
* Success rate is based on the method used by DET (i.e. completed EFTSL as a proportion of attempted EFTSL)

The Schools and Colleges requiring targeted cultural and pedagogic Aboriginal strength based interventions to improve Indigenous success rates and the gap between Indigenous and non-Indigenous success are:

	% Indigenous Success	% non-Indigenous Success	% Gap Between Indigenous and Non-Indigenous Success
School of Business and Tourism	49.5%	76.5%	-27.0% (4 x higher than the average)
SCU College	29.0%	54.2%	-25.2% (3.6 x higher than the average)
School of Law and Justice	58.1%	71.2%	-13.1%

Such intervention and support may include:

- Developing a School/College plan for Aboriginal Reconciliation in teaching and learning, with identified HR responsibilities for implementation, reporting and continual improvement;
- Participation in Aboriginal and Torres Strait Islander cultural workshops and working with vulnerable populations training for all professional and academic staff;
- Targeted Aboriginal employment and career development program in line with the Aboriginal and Torres Strait Islander Employment Strategy and ISSP Grant Guidelines;
- Partnering with Gnibi College to include Indigenous principles, business frameworks, Indigenous knowledge and ways of being and doing, including case studies within the content of all units.
- Implementing an Aboriginal led and strengths-based mentor program for teaching academics to develop competency in Aboriginal pedagogic strategies, methods and methodology to improve cultural competency, safety and success for Indigenous students; and
- Implementing an early intervention and support program for Indigenous and non- Indigenous students who may be vulnerable, in partnership with IASS.

Table 7 - Success Rate* by School and Indigenous status, 2017 to 2019 (domestic only)

Unit EFTSL		2017	2018	2019
School of Arts and Social Sciences	Indigenous	62.9%	63.4%	65.9%
	Non-indigenous	76.4%	77.0%	77.9%
	All students	**75.7%**	**76.1%**	**77.1%**

School of Business and Tourism	Indigenous	47.1%	49.8%	49.5%
	Non-indigenous	77.1%	76.2%	76.5%
	All students	**76.3%**	**75.4%**	**75.9%**
School of Education	Indigenous	83.0%	74.3%	77.2%
	Non-indigenous	84.0%	83.0%	83.8%
	All students	**84.0%**	**82.6%**	**83.5%**
School of Environment, Science and Engineering	Indigenous	61.0%	70.2%	76.2%
	Non-indigenous	83.1%	81.0%	83.1%
	All students	**82.3%**	**80.6%**	**82.8%**
School of Health and Human Sciences	Indigenous	74.2%	73.6%	74.4%
	Non-indigenous	82.2%	83.8%	84.1%
	All students	**81.9%**	**83.3%**	**83.7%**
School of Law and Justice	Indigenous	57.1%	55.3%	58.1%
	Non-indigenous	72.8%	72.1%	71.2%
	All students	**72.1%**	**71.4%**	**70.7%**
Gnibi College of Indigenous Australian Peoples	Indigenous	43.0%	59.7%	65.9%
	Non-indigenous	78.6%	79.0%	80.9%
	All students	**69.5%**	**74.1%**	**77.8%**
SCU College	Indigenous	46.6%	27.4%	29.0%
	Non-indigenous	53.5%	52.8%	54.2%
	All students	**52.9%**	**51.0%**	**52.4%**
Total	Indigenous	62.7%	62.9%	64.7%
	Non-indigenous	78.2%	78.3%	78.9%
	All students	**77.5%**	**77.6%**	**78.3%**

Source: Student Performance Cube, 16 March 2020
* Success rate is based on the method used by DET (i.e. completed EFTSL as a proportion of attempted EFTSL)

2019 retention figures are not available until all 2019 sessions/study periods are complete.

Student retention rates have increased for all domestic students from 69.4% in 2017 to 70.6% in 2018, up by 1.2%.

The 2018 Indigenous student retention rate has improved by 5.9% on 2017 achievements. However, the 2018 retention gap between domestic Indigenous and non-Indigenous students is 6.9%.

Table 8: Domestic Retention by School and Indigenous Status for Commencing students, 2016 to 2018

School		2016	2017	2018
School of Arts and Social Sciences	Indigenous	65.6%	48.4%	56.1%
	All Students	**63.4%**	**62.9%**	**65.3%**
School of Business and Tourism	Indigenous	61.5%	48.6%	63.0%
	All Students	**66.4%**	**69.5%**	**70.0%**
School of Education	Indigenous	79.6%	61.9%	72.6%
	All Students	**73.6%**	**77.0%**	**76.1%**
School of Environment, Science and Engineering	Indigenous	81.8%	56.3%	36.4%
	All Students	**74.4%**	**71.5%**	**67.5%**
School of Health and Human Sciences	Indigenous	65.6%	65.2%	67.5%
	All Students	**72.4%**	**68.6%**	**71.7%**
School of Law and Justice	Indigenous	70.4%	66.7%	55.6%
	All Students	**70.5%**	**67.9%**	**68.5%**
Gnibi College of Indigenous Australian Peoples	Indigenous	73.3%	53.3%	76.5%
	All Students	**60.9%**	**55.2%**	**75.0%**
SCU College	Indigenous	75.0%	60.0%	40.0%
	All Students	**59.3%**	**46.5%**	**46.5%**
Southern Cross Plant Science	Indigenous			
	All Students	**100.0%**	**100.0%**	**100.0%**
Total	**Indigenous**	70.0%	57.8%	63.7%
	All Students	**69.9%**	**69.4%**	**70.6%**
Source: S1 Student Retention Cube, 16 March 2020				

Since December 2018, the following has occurred towards improving cultural safety and unit success, progression and retention for domestic Indigenous students, including:

Strategies to improve cultural competence, safety, unit success, progression and retention

A workshop was held to discuss the Student Support Success Plan, involving staff from Student Administration Services, Office of the DVC (Students), Gnibi, IASS and Careers on 19 June 2019. The key themes discussed covered five questions around the theme 'what does Indigenous student success look like?'

Size of the Indigenous Support Unit or other Indigenous student support activities

IASS have 5 full-time continuing professional staff employed across the three primary University campuses:
- 1 x Team Leader;
- 1 x Senior Liaison Officer;
- 3 x Student Support Officers; and
- 3 x Sessional Study Support Officers for students studying PSP.

IASS and tutorial assistance is directly resourced through ISSP Grant funds.

Strategies to improve the cultural competency of staff and/or to ensure the university offers a culturally safe and enriching environment

No new strategies were implemented in 2019 to improve the cultural competency of staff in Australian Indigenous knowledge or culture and ensure the university offers a culturally safe and enriching environment.

Table 9a: Tutorial assistance provided in 2019

Level of study	Number of students assisted	Total hours of assistance[8]	Expenditure[9] ($)
Enabling	64	1800	$99 180.00
Undergraduate	19	6629	$360 575.71
Post graduate	1	81	$4 288.29
Other			
Total		6710	$464 044.00

Table 9b: Indigenous Support Activities provided in 2019[10]

Activity[11] [12]	Number of student participants	Expenditure ($)
Placement Support (for midwifery/Nursing)	2	$12 262.50
ISSP funds for 2019 Indigenous National Games	16	$31 430.00
Indigenous Events	All Students across all campuses	$36 223.00

3. Completions (outcomes)

The data shows that the overall domestic Indigenous completion count has declined by 5.88% from 68 in 2018 to 64 in 2019. Over the same period non-Indigenous success rates have increased by 13.65% from 3010 in 2018 to 3486 in 2019.

Table 10: Domestic Completions Count by School and Indigenous Status, 2017 to 2019 (preliminary)

Student Count		2017	2018	2019 (preliminary)
School of Arts and Social Sciences	Indigenous	12	10	5
	Non-indigenous	268	245	218
	Total	**280**	**255**	**223**
School of Business and Tourism	Indigenous	5	7	8
	Non-indigenous	1159	1229	1398
	Total	**1164**	**1236**	**1406**
School of Education	Indigenous	8	13	14
	Non-indigenous	389	316	366
	Total	**397**	**329**	**380**
School of Environment, Science and Engineering	Indigenous	1	4	1
	Non-indigenous	169	170	187
	Total	**170**	**174**	**188**
School of Health and Human Sciences	Indigenous	17	22	29
	Non-indigenous	578	807	1042
	Total	**595**	**829**	**1071**
School of Law and Justice	Indigenous	5	7	3
	Non-indigenous	134	152	203
	Total	**139**	**159**	**206**
Gnibi College of Indigenous Australian Peoples	Indigenous	7	3	4
	Non-indigenous	16	8	8
	Total	**23**	**11**	**12**
SCU College	Indigenous	0	2	0
	Non-indigenous	65	78	59
	Total	**65**	**80**	**59**
Southern Cross GeoScience	Indigenous	0	0	0
	Non-indigenous	3	2	1
	Total	**3**	**2**	**1**
Southern Cross Plant Science	Indigenous	0	0	0
	Non-indigenous	1	3	4
	Total	**1**	**3**	**4**
Total	Indigenous	55	68	64
	Non-indigenous	2782	3010	3486
	Total	**2837**	**3078**	**3550**
Source: MIS Govt. Course Completions cube, 16 March 2020				

Strategies to connect graduates with employment and to monitor outcomes after graduation

Since December 2018, there have been no new initiatives implemented to specifically target improving Aboriginal and Torres Strait Islander student course completion, connecting students and graduates with employment and monitoring outcomes beyond graduation.

Discussions occurred between the ISSPG Committee, IASS and the Office of the Pro Vice Chancellor (Students), regarding the option of developing a dedicated Indigenous position for employment of a Careers and Employability Consultant - Indigenous, reporting to the Manager, Careers and Employability.

Approval was not forthcoming. This initiative may be revisited in the future.

The position would have been responsible for developing and implementing programs for Southern Cross University Aboriginal and Torres Strait Islander Student Success Project in partnership with Careers and Employability.

The primary purpose of this position is to:

- Contribute to the design, delivery and successful outcomes of Aboriginal and Torres Strait Islander pathways and career and employability initiatives and strategies across the University.
- Contribute to the development and implementation of strategies aimed at preparing and connecting Aboriginal and Torres Strait Islander students to meaningful employment during and after university.
- Maintain effective internal and external relationships to ensure maximum exposure and relevance of Aboriginal and Torres Strait Islander career development and employability initiatives.
- Identify and implement strategies for an Indigenous Student Alumni and monitoring Aboriginal and Torres Strait Islander student career outcomes beyond graduation.

4. Regional and remote students

Since December 2018, the following has occurred towards improving support offered to regional and remote students, including:

Outreach providing information to potential students from regional/ remote areas

IASS have conducted school visits with Indigenous students from Year 7 to 12 across the University's footprint. These have included regional and remote communities like Bonalbo, Casino, Tabulam, Kyogle, Grafton, Maclean, Nambucca etc. Community event participation in these areas included NAIDOC and Close the Gap.

Strategies to improve access to university study

Discussions also occurred with the domestic Recruitment Team about the need for dedicated marketing, recruitment and transitional support strategies for Aboriginal and Torres Strait Islander students. This included the need for cultural competence training and mentoring of members of the domestic Recruitment Team mentoring by experienced Indigenous staff to deliver a strong Indigenous presence at school, community and career expo visits.

A strategic plan was also presented and approved by the Admissions and Future Students Senior Managers and the International Office, in consultation with the Director of Marketing to develop a multicultural domestic, Indigenous and international Registered Training Organisation pathways brochure featuring Aboriginal art that tells the pathways story. However, the work was not completed as the Director of Marketing withdrew financial support for the project and did not sign the Educational Cooperation and Cultural Agreement with the Artist. This project may be revisited in the future.

Activities to support students during their studies

In 2019 the University continued to support activities such as cultural Welcomes to Country, On Country tours within Gnibi units, National and local Indigenous events, Elder and community engagement, tutorial assistance and PSP study support.

Special measures to help students maintain connections with home

In 2019 there was no dedicated program in place to help students maintain connections with home.

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

Table 11: Scholarship data for remote and regional students[13] [14]

	Education Costs		Accommodation		Reward/ Incidentals		TOTAL (of preceding columns)[15]	
	$	No.	$	No.	$	No.	$	No.
A. 2018 Payments	210,155.63	91	181,391.52	42	51,100	111	442,647.15	144
B. 2019 Offers +continuing commitments[16]	221,457.50	104	262,532	70	104,100	164	582,089.50	338
C. Percentage[17] (C=B/A*100)	105.38%	114.29%	144.73%	166.67%	203.72%	147.75%	131.50%	138.52%
Total 2019 Payments	194,187.50	92	246,620	66	90,150	158	524,957.50	316

11a. Number of Remote and Regional students that received a scholarship in 2019[18]: There were 225 remote and regional students who received a scholarship in 2019. See below table for breakdown.

	Education Costs		Accommodation		Reward		TOTAL (of preceding columns)	
	$	No.	$	No.	$	No.	$	No.
Regional /Remote	151,236.50	72	192,752	52	48,550	101	398,488.50	225
Non-Regional	42,951	20	53,868	14	35,600	57	132,419	91
Total	194,187.50	92	246,620	66	84,150	158	530,957.50	316

5. Working with Vulnerable People Requirement[19]

	Yes/No
Has the provider completed a risk assessment?	No
Have staff involved in ISSP activity received training?	Some have, but not all. Further training is scheduled
Does the provider have a compliance process in place?	No

6. Eligibility requirements

6.1 Indigenous Education Strategy

In 2019 Reconciliation Australia fully endorsed the Gnibi Wandarahn Innovate Reconciliation Action Plan 2019-2021.This was a tremendous accomplishment, thanks to the Members of the Reconciliation Action Plan Committee, especially Professor Norman Sheehan, Ms Rachel Lynwood and Aunty Irene Harrington.

The related Southern Cross University Aboriginal and Torres Strait Islander Education Strategy 2017-2020 includes principles in Action informed by the Gnibi Aboriginal Elder's Council that provide a framework for improving Aboriginal and Torres Strait Islander student engagement, access, participation, retention, success and wellbeing, including monitoring and evaluation procedures, as per the requirements under section 13 of the ISSP Guidelines. 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	2017	2018	2019	% change 2018-19
Increase the number of Indigenous Australian students enrolled to 5% by 2020	4.2%	4.6%	4.7%	4.4%	**-0.3%**

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

Retention and Success Goals	2016	2017	2018	*2019
Achieve retention rates commensurate or higher than those of all other Australians	Indigenous students 70.0% Non-Indigenous students 69.9%	Indigenous students 57.8% Non-Indigenous students 69.4%	Indigenous students 63.7% Non-Indigenous students 70.6%	*Figures available in Session 2, 2020.*
Achieve success rates commensurate or higher than those of all other Australians	Indigenous students 62.0% Non-Indigenous students 76.9%	Indigenous students 62.7% Non-Indigenous students 78.2%	Indigenous students 62.9% Non-Indigenous students 78.3%	Indigenous students 64.7% Non-Indigenous students 78.9%
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 1.94%	Indigenous Students 68 % of total domestic completions 2.21%	Indigenous Students 64 % of total domestic completions 1.80%

*Please note: 2019 data is preliminary data. The data set is complete once all 2019 sessions are finalised.

Progress will be formally reviewed against all strategies within the Education Strategy by December 2020. Moving forward, developments for Aboriginal and Torres Strait Islander people will also be broadly supported through the goals and themes of the Southern Cross University Strategic Plan 2020 - 2026 .

6.2 Indigenous Workforce Strategy

Table 12: 2019 Indigenous permanent/contract workforce data, by work unit (including casuals)[20] [21] [22] [23]

Work unit	Level/position	Permanent/ >1yr		
		Academic	Non-academic	Total
Gnibi College of Indigenous Australian Peoples	Lecturer Indigenous Research Associate Lecturer (Teaching Scholar) Lecturer Academic Student Support Indigenous Research Academic Lecturer (Teaching Scholar) Indigenous Research Academic Indigenous Research Academic	9		9
HR Services	Manager, HR Partnerships		1	1
Indigenous Australian Student Experience Team	Team Leader - IASS Student Management Officer Student Services Officer Student Management Off - IASS Student Management Officer, IASS Student Management Off - IASS		6	6
National Marine Science Centre	Lecturer	1		1
Property Services	Grounds Supervisor		1	1
School of Business and Tourism	Administration Support Officer		1	1
School of Health & Human Sciences	Professional Experience Admin Officer		1	1
Shared Services Hub	Shared Services Hub Advisor		1	1
Student Administration Services	Senior Student Management Officer Student Liaison Officer Project Coordinator Student Liaison Officer Student Management Officer		5	5
DVC Students	Student Counsellor Student Eng & Ret Advisor		2	2
Continuing				19
Fixed				9
Casual				**20**

Indigenous staff		10	18	48
Percentage of Indigenous fixed-term/continuing staff (exc casuals)				2.8%
Source: HR Services – Aurion Staff headcounts taken at 30 November 2019				

12a. Number of Aboriginal and Torres Strait Islander casual employees in 2019: 20

The University employed 41 Indigenous Australian people in a range of positions under various terms of employment in 2018. In 2019 the comparative figure is 48. From data provided in 2018, casual positions held by Indigenous persons at the University rose from 10 in 2017 to 15 in 2018 and then to 20 in 2019. However, the casualisation of Indigenous employment is concerning as job security is not afforded. Continued work is required on increasing participation and career progression in underrepresented areas. Currently there are only 2 Schools/Colleges who employ academic staff who are Indigenous. There are no employees who are Indigenous within senior management or executive management roles.

The 2016 Census shows that New South Wales is home to the highest number of Aboriginal and/or Torres Strait Islander people, making up 6.1% of the population in Lismore, 5.6% of the population in Coffs Harbour and 2.4% in Tweed Heads. On average, Aboriginal and/or Torres Strait Islander people make up 4.7% of the population across the Southern Cross University footprint.

In 2019 the percentage of Aboriginal and/or Torres Strait Islander people making up the University's domestic student population is 4.4%, down -0.3% from 4.7% in 2018. However, the Indigenous population is growing rapidly, by nearly 18% from 2011 to 2016. This change in population is shown in the diagram below.

Source: https://theconversation.com/census-2016-whats-changed-for-indigenous-australians-79836
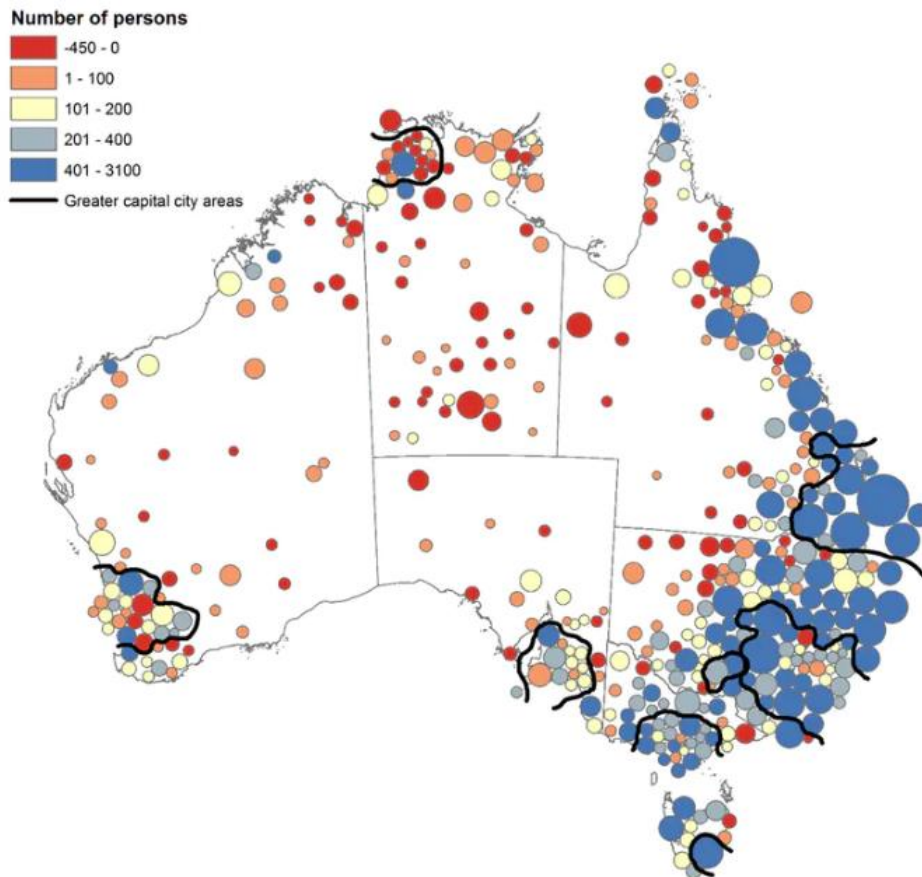
Each circle in the diagram represents an "Indigenous Area" and is sized in proportion to the area's Indigenous population count in 2011. The diagram shows that in 2011, the Indigenous population was already highly concentrated in coastal NSW and Queensland and has grown substantially everywhere in the greater Brisbane/Gold Coast region, in much of the NSW central and north coast, and around the fringes of Greater Sydney and Greater Melbourne. All of these areas make up the University's main campus and collaboration footprint.

This clear upward trend in the counts of Aboriginal and Torres Strait Islander people indicates that the University should aim to increase the number of employees who are Indigenous to at least 5% by 2024 to keep pace with the percentage of Aboriginal and Torres Strait Islander people who are living and studying within the SCU footprint.

Table 13: 2019 Indigenous permanent/contract workforce data as a % of total workforce (excluding casuals)

	2018 Staff head count	**% of Total (2018)**	**2019 Staff head count**	**% of Total (2019)**
Aboriginal and Torres Strait Islander	25	2.7%	28	2.8%
Non- Aboriginal and Torres Strait Islander	604	65.9%	689	69.4%
No Information	287	31.3%	276	27.8%
Total	**916**	**100.0%**	**993**	**100.0%**
Source: Non casual snapshot cube 08/04/2020 - Staff headcounts taken at 30 November 2019				

To meet the requirements under section 12 of the ISSP Guidelines, the Aboriginal and Torres Strait Islander Employment Strategy 2017-2020 includes guiding principles, informed by the Gnibi Aboriginal Elder's Council 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:

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

So how have we faired?

Priority 1 Cultural Competency, Safety and Respect	Responsibility	2019 Performance Indicators
Mandatory cultural competency training for new staff as part of the induction program	HR Services by December 2017	Staff continue to undertake cultural awareness training as part of the University's online induction program, facilitated by Interactive Ochre. This program is not interactive. It contains some stereotypical statements. It is also not face, place or Aboriginal strengths based. An employee can complete the induction without having developed any connection with a person who is Aboriginal.
Collaborate with the Aboriginal Elders Council to implement an Aboriginal and Torres Strait Islander cultural competency course for Supervisors and Managers.	HR Services by December 2017	The University indicated it would progress this in the second half of 2018. Engagement with Elders is yet to occur to plan this project.
All applicable staff encouraged to participate in the planning of and attendance at Indigenous events.	Vice Chancellor and Heads of Work Units by June 2018	This is yet to occur. The number of active members of the Indigenous Events Coordinating Committee has fallen since 2018 and participation at significant events for Aboriginal and Torres Strait Islander culture are rarely attended by executive members, managers and non-Indigenous staff.

Priority 2 Recruitment	Responsibility	2019 Performance Indicators
Promote and increase Aboriginal and Torres Strait Islander employment through pathway programs.	HR Services	There were no additional targeted Aboriginal and Torres Strait Islander employment pathway programs offered in 2019. There needs to be a focused effort in mentoring and recruiting Aboriginal and Torres Strait Islander graduates for employment at the University in academic and professional positions. For instance, by partnering with CareerTrackers who prepare students for success at university and in their professions and communities.
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	HR Services promote Aboriginal and Torres Strait Islander employment to work unit 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. Employment of Aboriginal and Torres Strait Islander staff, as a percentage of fixed-term and continuing staff, increased from 2.7% in 2018 to 2.8% in 2019. The University is yet to achieve the 3% minimum target within a footprint where the Indigenous population is high. More work is needed in creating targeted positions to increase participation in underrepresented work units where few or no employees are Indigenous and in academic, senior management and senior executive roles.
Report on Aboriginal and Torres Strait Islander employment within individual work units to encourage accountability and focus.	HR Services annually	In 2018, HR Services suggested a more granular focus on 2019 Aboriginal and Torres Strait Islander employment as part of HR Services' Workforce Planning program. Still, the data in Table 12 shows that Aboriginal and Torres Strait Islander staff participation is focused in the University's Indigenous work units – Gnibi and IASS. Further targeted work is required in growing employment across the University.
Southern Cross University to participate in Aboriginal and Torres Strait Islander community events to promote the University as an employer of choice.	Marketing and Indigenous Events Coordinating Committee by September 2018	Yet to commence.

Achieve Aboriginal and Torres Strait Islander employment rate of 3% of total domestic employees.	Vice Chancellor and HR Services	The data in Table 13 shows that employment of Aboriginal and Torres Strait Islander staff, as a percentage of fixed-term and continuing staff, increased from 2.7% in 2018 to 2.8% in 2019. However, remains below the 3% target.
Priority 3 Career Development and Progression	**Responsibility**	**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 continues to prioritise development opportunities for Aboriginal and Torres Strait Islander staff. 3 Aboriginal and Torres Strait Islander staff members continue to be supported to gain degree qualifications through the Professional Staff Scholarship.
Development of a mentoring program targeted at new Aboriginal and Torres Strait Islander staff.	HR Services and Equity and Diversity by July 2018	HR Services introduced a University mentoring program in the first half of 2019. 1 Indigenous staff member is participating in the program as a mentee. Further work to be conducted to review the effectiveness of the program and to encourage greater Aboriginal and Torres Strait Islander participation. Program aims 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	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	Complete, as per 2017 report. No data is available specific for Aboriginal and Torres Strait Islander staff, which requires review in 2020.

The ISSPG Committee recommends the University review current positions to include responsibility for implementing and reporting on work unit actions towards Reconciliation and achievement of the related Indigenous education and employment objectives.

Further, the University must collaborate with the RAP and ISSPG Committees to:

1. Provide a vision for employing more Indigenous Australians in underrepresented work units, and as academics, supervisors, senior managers and senior executive positions;

7. Agree to stretch Indigenous employment targets beyond 3% to 5% by 2024;

8. Partner with organisations in our regional footprint, such as Momentum Collective, to design and deliver Indigenous led cultural awareness training as part of the University's induction program, which is interactive and Aboriginal strengths, face and place based.

9. Partner with organisations such as [Career Trackers](#) and Momentum Collective to implement an Aboriginal and Torres Strait Islander cultural competency course for managers/supervisors and members of the executive, with a focus on the advantages for the University in creating Aboriginal and Torres Strait Islander targeted employment positions, scholarship, internship and employment pathways and targeted career progression programs;

10. Boost cultural competence, safety and wellness for all students and staff by:

    (a) Requiring all staff to be competent in 'working with vulnerable people' requirements; and

    (b) Including Indigenous Knowledge within all units, across all disciplines to Reconcile our curriculum so as to attract greater numbers of Aboriginal and Torres Strait Islander students and employees who are competent practitioners in Indigenous pedagogic and research methods and methodology.

6.3   Indigenous Governance Mechanism

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.

The ISSPGC consists 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. 2019 annual membership consists of:

███████████	Director, GNIBI College of Indigenous Australian Peoples (GNIBI)
███████████	Administrative Officer, GNIBI (Acting Minute Secretary from June 2019)
███████████	Project Coordinator, Student Administration Services (Former Minute Secretary)
███████████	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
███████████	Academic, GNIBI
███████████	Administrative Officer, GNIBI
███████████	Indigenous Student and Co-founder of Baylin's Gift

Australian Indigenous persons*

The minimum quorum is the Chair and 3 other members. Meeting documents and reports are prepared, circulated and maintained by the acting ISSPG Secretary ███████ on the MySCU ISSPGC Workgroup site. The Committee meets monthly.

In 2019 ISSPG Committee agenda items included:

Schedule for 2019 meetings	Need to increase Indigenous roles, employment and career progression	Directive not to rollover funds through application to PM&C
Incentive capacity through laptop and internet bursaries/vouchers	2018 budget and underpayment of $47,302 - University had overestimated its contribution	Employment of project workers for the RAP and ISSP
Indigenous Student Achievement awards/rewards	Aboriginal language program	Need for a dedicated ISSPG/RAP secretary/project officer and project consultancy positions
IASS budget and service list, including tutorial support	Sponsors and sponsorship	Indigenous Academic Pathways Program implementation obstacles
Review of scholarships/bursaries administration and sessional budget issues	Requirement for a complaints and grievances processes concerning the use of an ISSP Grant	ISSPG Committee resources, membership, review of Charter and lack of place in the Governance Framework
ISSP Grant eligible expenditures framework - not using and ISSP grant for activities not provided for in the Guidelines	Reporting and acquittal for ISSP actuals 2018	Fostering a culturally safe learning environment, including need for targeted cultural competency, safety and wellbeing programs
Need for central administration of all strategies (Education, Employment, Research, RAP and Indigenous Knowledge) under one office such as a DVC Indigenous, which is required under the Guidelines	Need for a University-wide and culturally safe approach for Indigenous student recruitment, support and success	Need for plan for administration of ISSP funds as the Committee does not have access to monitor use of an ISSP grant by ensuring that all receipts and expenditure of an ISSP grant are identifiable

6.3.1 Statement by the Indigenous Governance Mechanism

The ISSP Committee wishes to thank ███████, Project Coordinator, Student Administration Services for preparing this report in collaboration with other key members of the ISSPG Committee:

> Team Leader, Indigenous Australian Student Services (IASS)
> Coordinator, Admissions and Scholarships, Student Admin Services
> Management Accountant, Management Accounting
> Senior Manager, Client Services, Student Administration Services
> Administrative Officer, GNIBI

Consistent with subsection 17(2)(b) of the guidelines, please see the statement below from the 2019 Acting Chair of the Southern Cross University ISSPG Committee ███████ regarding the performance and the acquittal report provided herein:

The ISSPG Committee commenced in October 2017, under the leadership of ███████ . In October 2019, ███████ agreed to act as the interim Chair of ISSPG Committee meetings. In November, the ISSP Committee proposed amendments (in red text below) to the ISSPG Committee Charter to comply with the changes to the Indigenous Student Assistance Grants Guidelines, dated 18 December 2018.

Include the ISSPG Committee within the Governance Framework of Southern Cross University, with responsibility for:

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

b. advising the Vice-Chancellor on reviewing, making recommendations about and monitoring the use of ISSP grants by 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;

    ii. roles and responsibilities of members (including Chair and Secretary accountabilities);

    iii. decision-making processes (detailed in Appendix A - ISSPG Committee Decision-Making Processes):

    iv. communication and reporting processes (detailed in Appendix B – ISSPG Committee External Communication and Reporting Procedures); and

    v. complaints and grievances processes concerning the use of an ISSP grant (detailed in Appendix C – ISSPG Committee complaints and grievances processes).

Overall the Committee affirms the value of the ISSP reforms and welcomes the new flexibilities through redesign of assistance for students through targeted Aboriginal and Torres Strait Islander program development. This 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.

Indigenous Student Success Program
2019 Financial Acquittal

Organisation   Southern Cross University

1. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2019 (excluding GST)[1]

Item	($)
A. ISSP Grant	
ISSP Grant 2019 (flexible component)	1,962,687
ISSP Grant 2019 for preserved scholarships	55,912
Subtotal ISSP Grant	**2,018,599**
B. Other ISSP Related Income	
Rollover of ISSP funds from 2018	374,085
Interest earned/royalties from ISSP funding	
Sale of ISSP assets	
Subtotal other ISSP related income	374,085
Grand total	**2,392,684**

Table 1b Other funding available to support Indigenous students in 2019 (excluding GST)[2]

Item	($)
A. Other non-ISSP funds	
Other funding provided under HESA[3]	175,000
Other Commonwealth Government funding	2,905,166
Funds derived from external sources[4]	15,000
Total of other non-ISSP funds	**3,095,166**

Table 1c Expenditure on support for Indigenous students during 2019 (excluding GST)[5]

Item	Actual ISSP ($)[6]	Estimate other funds ($)[7]	TOTAL ($)[8]
Preserved scholarships	47,731		47,731
"New" scholarships from flexible ISSP funding	498,044	15,000	513,044
Teaching and learning[9]		2,561,267	2,561,267
Salaries for staff working on ISSP activities[10][11][12]	1,344,219	324,356	1,668,575
Administration for staff working on ISSP activities[13]	43,566	10,000	53,566
Travel – domestic (airfares, accommodation & meals)	58,974		58,974
Travel – international (airfares)			
Travel – international (accommodation and meals)			
Conference fees and related costs[14]			
ISSP Asset purchases made during 2019[15]			
Other	330,324	184,543	514,867
A. Total Expenditure 2019	$2,322,858	$3,095,166	$5,418,024
B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year			
2019 ISSP funding committed (A + B)	2,322,858		
D. Other unexpended 2019 ISSP Funds to be returned to PM&C[16]	61,645		
C. Unexpended 2019 preserved scholarships funds to be returned to PM&C	8,181		

2. Rollovers

Table 2 Rollovers agreed

	Rolled over ($) (A)	Expended/committed[17] ($) (B)	Excess to be returned to the Department[18] (C) (C = A – B)
2018 funds rolled over into 2019	374,085	312,440	61,645
2019 funds agreed for rollover into 2020	0	0	

Please provide details of rollovers outlined in Table 1d above:
- the expenditure of 2018 ISSP funds rolled over into 2019.
- progress towards expenditure of 2019 funds rolled over into 2020.

2018 Rollover – Academic Pathways Program: funds were not fully expended in 2019 as staff in this program commenced a teaching component during the year. The proportional teaching costs for these staff has not been included in ISSP expenditure for the 2019 Financial Acquittal.

3. Goods and Services Tax

Table 3   Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2019[19]

1. GST received by you in 2019 as part of the Indigenous Student Success Program funding under the *Higher Education Support Act 2003*[20]	$0.00
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)[21]	$0.00
Amount remitted: $ Date remitted: / /	Amount remitted: $ Date remitted: / /	Amount remitted: $ Date remitted: / /

4. ISSP Assets

Table 2a   ISSP Assets inventory[22]

Asset Description/ category	Adjustable Value[23]	ISSP contribution[24]
Multimedia Equipment	$26,832	$26,832

Table 2b   ISSP Assets - purchases during 2020

Asset Description/ category	Purchase Value	ISSP contribution
Nil		

Table 2c   ISSP Assets - disposals during 2020

Asset Description/ category	Adjustable value	Disposals/ Sale Price[25]	ISSP component[26]	Disposals Age[27]
Nil				

5. Endorsement of the Financial Acquittal[28]

Financial Acquittal supported and initialled by:

Travis Walker

(Print name of relevant officer)

Vice-President (Finance)

(Print position title)

[signature]

(Signature and date)

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

INDIGENOUS STUDENT SUCCESS PROGRAMME
2019 CERTIFICATION

Complete this certification after reading the completed 2019 Performance Report and 2019 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 2019 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and

(iii)   the 2019 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2017 under the Indigenous Student Success Programme; and

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

I understand that:

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

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

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

Certification recommended by university's Indigenous Governance Mechanism:

Name:	Stuart Barlo	Rachel Lynwood
Title:	Chair, ISSP Grant Committee (Term effective from 27 May 2020)	Interim Chair 2019
Signed:		Date: 01/06/2020

Certification made by Vice-Chancellor or equivalent delegate:

Name:	Adam Shoemaker
Title:	Vice Chancellor and President
Signed:	Date: 03/06/2020

Additional information for completing the template

[1] The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2019 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.
Please feel free to add additional "item" lines as required.

[2] Please estimate the funds available.

[3] Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.

[4] Examples of other funding are philanthropic donations, other student payments, business income etc.

[5] Where applicable, figures provided in this table must be consistent with the figure provided in the institution's 2019 Performance Report.

[6] List the expenditure of the income listed in Table 1a above.

[7] List the expenditure of the income listed in Table 1b above.

[8] Sum ISSP expenditure and other funds expenditure.

[9] Estimate expenditure on Indigenous students for teaching and learning across all faculties. This may be a pro-rata of CGS funding.

[10] If the staff member works on non-ISSP specific activities (for example, mainstream tutoring or lecturing), only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities.

[11] Include expenditure on salaries for staff that provide tutorial assistance.

[12] May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.

[13] If the staff member works on non-ISSP specific activities (for example, entering student data for non-Indigenous students), only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities.

[14] Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.

[15] Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of $5,000 or more.

[16] Include unspent 2018 funds that were rolled over into 2019 but were not expended during 2019 (i.e. the amount recorded in Table 2, column C).

[17] For 2018 funds rolled into 2019, the amount included here should be the amount expended in 2019. For 2019 funds agreed for rollover into 2020, the amount recorded here should be the amount of the funding that has been committed for expenditure in 2020.

[18] This amount should be included in the total unspent 2019 amount listed in Table 1c, Section D.

[19] If GST is not paid to you, do not complete the table in 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.

[20] This amount is stated on your Recipient Created Tax Invoices (RCTIs).

[21] This amount is stated on your Recipient Created Tax Invoices (RCTIs).

[22] Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.

[23] Adjustable value means the cost of an asset less its decline in value determined in accordance with the Australian Taxation Office Guide to Depreciating Assets 2014..

[24] The ISSP contribution should be recorded in the same ratio to the ISSP funds used to purchase the item (this includes any sale of an older asset trade in of old assets purchased with ISSP funding).

[25] Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.

[26] The ISSP component should be the proportion of the sale price in the same ratio as the proportion of ISSP funding that contributed to the purchase of the asset.

[27] Where groups of assets are disposed of, an average age can be provided.

[28] 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

Additional information for completing the report template

[1] Only payments made during 2019 can be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

[2] Record the number of students (head count) not EFTSL.

[3] Include both preserved and new ISSP scholarships.

[4] Include payments to all enabling students, including remote and regional students.

[5] Include payments to all undergraduate students, including remote and regional students.

[6] Include payments to all postgraduate students, including remote and regional students.

[7] Total of the four questions above.

[8] Record only hours of instruction received by the students (do not include staff planning or organising time).

[9] Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

[10] Add more rows if necessary.

[11] Include a brief description of the activity.

[12] Providers can either provide a breakdown of the major activities or a total for all the activities undertaken. Examples of activities may include mentoring, outreach activities, promotion of scholarships, events, elder-in-residence, career guidance etc.

[13] Only record amounts which would/did require payment during the 2019 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year.

[14] Note the data in this table is a subsection of the all student scholarship data provided in Table 1.

[15] This figures in this column should be the sum of the relevant row.

[16] Record the value of all verbal and written scholarship offers for the 2019 calendar year, including those offers that were not accepted by the student. Record the 2019 component of new scholarship offers and the planned 2019 value of previously awarded scholarships (including continuing scholarships and preserved scholarships). The recording of offers recognises provider efforts to support regional and remote students but also that universities cannot control whether students choose to accept offers of assistance.

[17] This data confirms the provider's compliance with Section 21(3) of the Guidelines.

[18] This question provides information on how many regional and remote students received scholarships rather than the total number of scholarships awarded or offered for 2019 (which is recorded in Table 4 above). This is required because a student can receive more than one scholarship in a year.

[19] This section confirms that the provider complies with Section 35A of the Guidelines.

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

[21] Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.

[22] The numbers recorded here should be a headcount of staff and not the full-time equivalent.

[23] There is no longer a requirement to break up these by faculty. Please group together results by level.