Indigenous Student Success Program
2022 Financial Acquittal

Organisation	Southern Cross University

1. Financials – Income and expenditure

Table 1a ISSP income available to support Indigenous students in 2022 (excluding GST) [1]

Item	($)
A. ISSP Grant 2022 [2]	1,933,879
B. Other ISSP Related Income	
Interest earned/royalties from ISSP funding [3]	0
If no interest has been earned briefly state why	
SCU does not accrue interest on the funding received	
Sale of ISSP assets	0
2022 ISSP Grant Income (excluding rollovers)	**$1,933,879**

Table 1b Other funding used to support Indigenous students in 2022 (excluding GST)[4]

Item	($)
A. Other non-ISSP funds [5]	
Other funding provided under HESA[6]	1,790,963
Other Commonwealth Government funding	0
Funds derived from external sources[7]	24,374
Total of other non-ISSP funds for 2022	**$1,815,337**

Table 1c ISSP Grant Expenditure on support for Indigenous students during 2022 (excluding GST) [8]

Item[9]	Actual ISSP ($)[10]
Scholarships from flexible ISSP funding	852,072
Salaries for staff working on ISSP activities[11]	840,201
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	219,644
Travel – domestic (airfares, accommodation & meals)	21,962
Travel – international (airfares)	0
Travel – international (accommodation and meals)	0
Conference fees and related costs[12]	0
ISSP Asset purchases made during 2022[13]	0
A. Total Expenditure of ISSP 2022 Grant (excluding expenditure from all rollovers into 2022)	**$1,933,879**
B. Unexpended 2022 ISSP funds *approved* for rollover into 2023 grant year[14]	*0*
C. Unexpended 2022 ISSP funding to be *returned* to the NIAA	*0*
2022 ISSP funding committed (A + B + C) [15]	**$1,933,879**

2. Rollovers
Table 2 Rollovers [16]

	Project Funds Rolled over ($)	Project Funds Expended/committed [17] ($)	The two options below should total unspent funds for that line	
			Excess Option 1: Unspent funds to be rolled into 2023[18] ($)	Excess Option 2: Unspent funds to be returned to the NIAA [19] ($)
2020 funds rolled over into 2022 - please complete column for Option 1 or 2 for any unspent funds	0	0	0	0
2021 funds rolled over into 2022 - please complete column for Option 1 or 2 for any unspent funds	0	0	0	0
Unexpended 2022 Funds (From Table 1c, Rows B and C)			0	0
Total funds approved for rollover into 2023 or to be returned[20]			0	0

3. Goods and Services Tax
Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2022[21]

1. GST received by you in 2022 as part of the Indigenous Student Success Program funding under the *Higher Education Support Act 2003* [22]	$0
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	$0

Amount remitted: $	Amount remitted: $	Amount remitted: $
Date remitted: / /	Date remitted: / /	Date remitted: / /

4. ISSP Assets
Table 4a ISSP Assets inventory [23]

Asset Description/ category	Adjustable Value[24]	ISSP contribution[25]
Multimedia Equipment	$6,708	$6,708

Table 4b ISSP Assets - purchases during 2022 [26]

Asset Description/ category	Purchase Value	ISSP contribution
Nil		

Table 4c ISSP Assets - disposals during 2022

Asset Description/ category	Adjustable value	Disposals/ Sale Price[27]	ISSP component[28]	Disposals Age[29]
Nil				

5. Endorsement of the Financial Acquittal[30]

2022 Financial Acquittal supported and initialled by authorised officer:

Name: Travis Walker

Title: Vice-President (Finance)

Phone: 02 6620 3737   Email: travis.walker@scu.edu.au

Signed: _[signature]_   Date: 17/4/23

INDIGENOUS STUDENT SUCCESS PROGRAM 2022 CERTIFICATION

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

I certify that:

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

(ii)   the 2022 Indigenous Student Success Program Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and

(iii)   the 2022 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2022 under the Indigenous Student Success Program; and

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

I understand that:

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

(ii)   the information contain in this report may be shared with Universities Australia; and

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

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

Certification recommended by the university's Indigenous Governance Mechanism:

Name:	
Title:	

Signed:		Date:	

Certification made by Vice-Chancellor or equivalent delegate[31]:

Name:	
Title:	

Signed:		Date:	

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 2022, as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. The information in tables 1a, 1b and 1c helps NIAA recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes. Please feel free to add additional "item" lines as required.

[2] Do not include rollovers in ISSP 2022 Grant amount. Prior year's rollover figures to be included in Table 2.

[3] Interest earned on ISSP is considered to be ISSP funding and must be used in accordance with the ISSP Guidelines.

[4] Please estimate the funds available if exact amounts are not known.

[5] Please insert additional lines if the listing below do not suit your university's arrangements.

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

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

[8] Where applicable, figures provided in this table must be consistent with the figures provided in the institution's 2022 Performance Report.

[9] Please insert additional lines if the listing below do not suit your university's arrangements.

[10] List the expenditure of the income listed in Table 1a, not including the funding rolled over from previous years (this is detailed in Table 2).

[11] If the staff member works on non-ISSP specific activities, only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities. Include expenditure on salaries for staff that provide tutorial assistance. May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.

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

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

[14] This should match the figure in Table 2.

[15] This figure should equal the Grand total in Table 1a

[16] All rollovers have to be agreed with the NIAA and listed in a relevant determination, check with NIAA if you are unsure of your rollover information.

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[20] Total funds in this row should equal the unspent ISSP balance in the Providers bank account at 31 Dec 2022.

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

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

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

[24] Adjustable value means the cost of an asset less its decline in value determined in accordance with the Australian Taxation Office Guide to Depreciating Assets 2022.

[25] 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).

[26] Include any assets purchased during 2022 using ISSP funding that are valued over $5,000. Any assets in this category should have been agreed with the NIAA prior to the item being purchased.

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

[28] 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.

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

[30] Appropriate endorsement/authorisation is required to ensure compliance with the ISSP Guidelines and the 2023 Outcome Letter. If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this endorsement must be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function (e.g. an internal auditor). If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.

[31] For the purposes of this certification, an equivalent delegate is either the Acting Vice Chancellor, a Deputy Vice-Chancellor, a Provost, or a relevant senior executive who reports directly to the Vice-Chancellor.

Indigenous Student Success Program
2022 Financial Acquittal

Organisation | Southern Cross University |

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Title: Vice-President (Finance)

Phone: 02 6620 3737   Email: travis.walker@scu.edu.au

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

Certification recommended by the university's Indigenous Governance Mechanism:

Name:	Stuart Barb
Title:	Dean Gaibi.

Signed:	*[signature]*	Date:	2/05/2023

Certification made by Vice-Chancellor or equivalent delegate[31]:

Name:	Tyrone Carlin
Title:	Vice-Chancellor

Signed:	*[signature]*	Date:	3/05/2023

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Indigenous Student Success Program
2022 Performance Report

Organisation	Southern Cross University
Contact Person	Dr Stuart Barlo

Phone	02 6620 3553	**E-mail**	stuart.barlo@scu.edu.au

1. Enrolments (Access)

In 2022, Southern Cross University enrolled 627 Indigenous students, comprising 4.5% of the University's domestic student cohort (up from 4.2% in 2021 – refer Table 1). A range of strategies and activities were implemented in 2022 – both within and beyond the auspices of the ISSP funding program – to increase Indigenous student enrolments and access, across the fields of recruitment, engagement, alternate entry pathways and scholarships.

Recruitment and Engagement

In 2022, Southern Cross University implemented an effective recruitment and engagement program geared towards maximising support for Indigenous students to enrol and succeed academically at the University. Across recruitment and engagement teams, the University increased the impact of its student interaction, outreach events and community engagements with a number of outbound and internal activities. These included:

- Greater engagement in targeted Career Markets, Education Fairs, and Employment Expos across SCU's footprint. Areas covered included Coffs Harbour, Port Macquarie, Lismore, Ballina, Maclean, Toowoomba and Gold Coast.

- Internal school engagements with focused targeted groups from Year 7 – 12 including Yr 7-8 campus Tours and information sessions, Year 9 "Taster Days", Year 10 "Master Classes" and Year 11-12 Pathway sessions.

- A targeted campaign to increase Indigenous Student Ambassadors, increasing its ATSI presence and engagement in current and future student activities including, Orientations, Open Days, Expos, Career Markets, Campus Tours and outbound engagements.

- Increased Indigenous Scholarship offerings and Donor Sponsored Scholarships

- Partnerships with schools and community organisations (Agency in Design, Northern United Football Club, Evans River K12 School, Maclean HS) to create designed pathways for Indigenous community and students into Higher Education.

Indigenous Australian Student Services (IASS) led a strong community engagement program within the Aboriginal communities of Maclean, Grafton, Yamba, Coffs Harbour, Casino, Tabulam, Ballina and Tweed areas towards promoting the universities pathways and entry programs, courses and Indigenous support services. These were delivered through school visits and workshops, cultural events and alternate methods of online and outreach engagement.

Southern Cross University's Gnibi Elders Council – comprising over 40 members of Elders, senior Indigenous community representatives and Gnibi/IASS staff across the University's campus footprint from the Gumbaynggirr, Bundjalung and Yugambeh Nations – also played a pivotal role in further the University's engagement activities. In addition to undertaking this important engagement and outreach role, during 2022 the Elders Council met face-to-face and online via zoom to provide advice and recommendations on matters

relevant to Indigenous issues that involved and impacted Indigenous students, staff and Indigenous communities.

A number of outreach activities and events were organised throughout the year to acknowledge and celebrate Aboriginal and Torres Strait Islander culture, heritage, histories and stories. Southern Cross University's Indigenous Events Coordinating Committee (SCUIECC) continued to provide information, organised guest speakers, workshops, and panel discussions with Elders, staff and community members through on campus events which were livestreamed and recorded for online viewing. Events included Welcome to Country, the Anniversary of the National Apology to the Stolen Generations, National Close the Gap Day, National Sorry Day, National Reconciliation Week and NAIDOC. All events focused on important Indigenous issues reflecting specific themes for each event which included Healing Country, the cultural knowledge and understanding of Country and its connection and relationship with Aboriginal and Torres Strait Islander people; Reconciliation and what actions we need to take towards a just and reconciled nation which included discussion panels and where to from here; discussions around Indigenous Health, cultural safety, education and social and cultural determinants of health and community programs to help Close the Gap; and listening to the stories and experiences from members of the Stolen Generation. Students, staff and the wider community were invited to listen, learn and hear the stories of our Elders and Aboriginal and Torres Strait Islander community members, to engage, build and strengthen links between the University and the wider community.

Alternative Entry and Enabling Pathways
The University continued to offer alternative entry pathways for Indigenous students in 2022, through the Aboriginal and Torres Strait Islander Testing and Assessment (T&A) program. Three (3) Indigenous students successfully sat the T&A program and were made direct offers into their chosen undergraduate courses in 2022.

SCU's enabling course, Preparing For Success (PSP), provided an excellent, supportive pathway for Indigenous students transition to tertiary level study. Key features included:

- No course costs associated with undertaking the PSP Program resulting in less financial impacts and increase access to higher education;

- Direct Pathways into Undergraduate study; and

- Delivery of the tools and skills to prepare Indigenous students for Undergraduate study through unit content including Managing Study, Communicating and Writing at University level, Math and Science based content as well as Arts and Science.

Although not specific to Indigenous student performance, research by Syme et al shows that SCU students who completed the University's enabling program had higher success rates, GPAs and retention rates than other cohorts of undergraduate students over six consecutive years (Transforming lives: the power of an Australian enabling education Syme, Roche, Goode, Crandon, 2022).

Scholarships
In 2022, SCU implemented the outcomes of a review it had conducted in 2021 assessing the effectiveness of its suite of Indigenous Student Success Program scholarships. The review found that the administrative efficiency and appeal of the scholarship's suite was low. In response, the University consolidated its 12 low-value, short duration Indigenous scholarships into 3 higher value, life of degree scholarships and introduced changes to the way scholarships were administered and accessed. While previously scholarships were offered as one off sessional based support at smaller amounts (ranging from $150 - $2500) – requiring students to reapply each semester for support - in 2022 scholarships were offered with a focus on increased support in cost (ranging from $4000 -$8000) and over the life span of the student's study (maximum 4 years). The University's Future Students Team successfully promoted the availability of these scholarships to prospective Indigenous students as a means to maximise Indigenous student enrolments, and the program allocation was fully subscribed in 2022.

In 2022, 102 Education costs scholarships and 29 Accommodation Costs scholarships were awarded for at a combined value of $481,072 (refer Table 1).

Non-ISSP Funded Activities

In respect of the Universities broader recruitment and engagement activities that were undertaken beyond the auspices of ISSP funding, the University embeded Indigenous specific messaging, marketing collateral, and support officers into all recruitment and engagement events. In 2022, there was a further strengthening of connections between the IASS and Future Student teams towards maximising information and perspective sharing. This included an information and training session led by the IASS team for all new Future Students Officer at all SCU campuses. Moreover, the Future Students Team worked closely with Indigenous Ambassadors providing key guidance on how best to approach particular events and opportunities. All Indigenous identifying students who applied through the University's Early Offer program were passed through to IASS to support towards enrolment, in addition to the general enrolment support work carried out by the Future Students Team.

Table A – SCU Enrolments by Student Count

Enrolment Count Domestic Student Count by Indigenous and Non-Indigenous indicators (Course Faculty)		2021	2022	% change from 2021 to 2022
Educational Partnerships Board	Indigenous	5	8	60.0%
	Non-Indigenous	276	230	-16.7%
	Faculty Total	281	238	-15.3%
	Proportion who identify as Indigenous	1.8%	3.4%	**1.6%**
Faculty of Business, Law and Arts	Indigenous	108	86	-20.4%
	Non-Indigenous	3,369	2,657	-21.1%
	Faculty Total	3,477	2,743	-21.1%
	Proportion who identify as Indigenous	3.1%	3.1%	**0.0%**
Faculty of Education	Indigenous	147	149	1.4%
	Non-Indigenous	3,161	3,102	-1.9%
	Faculty Total	3,308	3,251	-1.7%
	Proportion who identify as Indigenous	4.4%	4.6%	**0.1%**
Faculty of Health	Indigenous	240	219	-8.8%
	Non-Indigenous	5,676	5,191	-8.5%
	Faculty Total	5,916	5,410	-8.6%
	Proportion who identify as Indigenous	4.1%	4.0%	**0.0%**
Faculty of Science and Engineering	Indigenous	39	42	7.7%
	Non-Indigenous	1,266	1,169	-7.7%
	Faculty Total	1,305	1,211	-7.2%
	Proportion who identify as Indigenous	3.0%	3.5%	**0.5%**
Gnibi College of Indigenous Australian Peoples	Indigenous	30	23	-23.3%
	Non-Indigenous	26	17	-34.6%
	Faculty Total	56	40	-28.6%
	Proportion who identify as Indigenous	53.6%	57.5%	**3.9%**
SCU College	Indigenous	92	99	7.6%
	Non-Indigenous	959	881	-8.1%
	Faculty Total	1,051	980	-6.8%
	Proportion who identify as Indigenous	8.8%	10.1%	**1.3%**
Other School (Misc.etc.)	Indigenous	3	1	-66.7%
	Non-Indigenous	91	115	26.4%
	Faculty Total	94	116	23.4%
	Proportion who identify as Indigenous	3.2%	0.9%	**-2.3%**
SCU Total	**Indigenous**	**664**	**627**	**-5.6%**
	Non-Indigenous	**14,824**	**13,362**	**-9.9%**
	SCU Total	**15,488**	**13,989**	**-9.7%**
	Proportion who identify as Indigenous	**4.3%**	**4.5%**	**0.2%**

Table B – SCU Domestic Student Enrolments by EFTSL

EFTSL Domestic Student EFTSL by Indigenous and Non-Indigenous indicators		2021	2022	% change from 2021 to 2022
Educational Partnerships Board	Indigenous	3.0	6.0	100.0%
	Non-Indigenous	135.6	149.9	10.5%
	Total	138.6	155.9	12.4%
	Proportion who identify as Indigenous	2.2%	3.8%	1.7%
Faculty of Business, Law and Arts	Indigenous	69.0	45.4	-34.2%
	Non-Indigenous	1,906.9	1,396.2	-26.8%
	Total	1,975.9	1,441.6	-27.0%
	Proportion who identify as Indigenous	3.5%	3.1%	-0.3%
Faculty of Education	Indigenous	96.6	94.4	-2.3%
	Non-Indigenous	1,890.1	1,818.6	-3.8%
	Total	1,986.7	1,913.0	-3.7%
	Proportion who identify as Indigenous	4.9%	4.9%	0.1%
Faculty of Health	Indigenous	137.5	128.2	-6.8%
	Non-Indigenous	3,342.2	3,037.2	-9.1%
	Total	3,479.7	3,165.4	-9.0%
	Proportion who identify as Indigenous	4.0%	4.0%	0.1%
Faculty of Science and Engineering	Indigenous	20.1	28.0	39.2%
	Non-Indigenous	701.7	654.8	-6.7%
	Total	721.8	682.8	-5.4%
	Proportion who identify as Indigenous	2.8%	4.1%	1.3%
Gnibi College of Indigenous Australian Peoples	Indigenous	18.6	20.3	8.7%
	Non-Indigenous	128.7	168.7	31.0%
	Total	147.4	189.0	28.2%
	Proportion who identify as Indigenous	12.6%	10.7%	-1.9%
SCU College	Indigenous	32.6	34.8	6.5%
	Non-Indigenous	407.1	370.3	-9.1%
	Total	439.8	405.0	-7.9%
	Proportion who identify as Indigenous	7.4%	8.6%	1.2%
SCU Total	**Indigenous**	**377.5**	**356.9**	**-5.4%**
	Non-Indigenous	**8,512.3**	**7,595.7**	**-10.8%**
	Total	**8,889.8**	**7,952.6**	**-10.5%**
	Proportion who identify as Indigenous	**4.2%**	**4.5%**	**0.2%**

Table 1 ISSP Scholarships - breakdown of 2022 payments[1]

	Education Costs		Accommodation		Reward		Total [2]	
	$	No.	$	No.	$	No.	$	No.
Enabling[3]	3,416	2	4,000	1	9,000	9	16,416	9
Undergraduate[4]	311,320	95	135,336	26	331,000	222	777,656	251
Post-graduate[5]	22,000	6	5,000	2	31,000	20	58,000	23
Other								
Total	336,736	102	144,336	29	371,000	251	852,072	281

2. Progression (outcomes)

In 2022, Indigenous student progression (completed EFTSL as a proportion of attempted EFTSL) was 74.7% - up from 73.7% in 2021 (refer table C). A range of University services and activities supported Indigenous students to succeed academically during their studies in 2022, underpinned by the University's broad-based transition to the 6-week termed based, Southern Cross model.

Tutorial Support
IASS continued to deliver an effective Indigenous tutoring service (ITAS) in 2022, supporting 279 Indigenous students studying Undergraduate, Post Graduate and Enabling courses. A total of 2903 hours of tutoring support was delivered (refer to Table 2a). IASS maintained a casual tutor register with over 350 active and qualified tutors available to tutor across all disciplines at SCU, and restructured the tutoring program to align with the University's 6-week term 'Southern Cross Model'.

An ISSP funded review conducted at Southern Cross University by Dr John Mackenzie investigated outcomes for Indigenous and Domestic non-Indigenous students from 2008 to 2021. The aim was to understand and compare their patterns of failure/success and how these have trended over time. The review found that "outcomes for Active ITAS students are consistently and substantially better than for non ITAS students" (pp.26) and that "Any level of involvement with ITAS is associated with better outcomes (a lower rate of administrative failure, increased completion and increased pass rates on completion) (pp.3). While this analysis has not been extended to cover the 2022 cohort, the clear historical, and statistically significant link established between ITAS support and student success is expected to continue to apply.

Scholarships
As discussed above, in 2022 the University offered 131 Indigenous Commonwealth Education and Accommodation Costs scholarships funded under the ISSP program. The stronger 2022 academic performance of Indigenous students in receipt of scholarship support suggests the program is working effectively, with a Mean GPA of 4.77 compared with 3.16 for Indigenous students who were not.

Student Support
Throughout 2022, IASS delivered a range of academic, financial, social and emotional support for Aboriginal and Torres Strait Islander students undertaking Enabling, Undergraduate and Post Graduate courses including the Preparing for Success Program (PSP). Via dedicated Student Support Officers, IASS provided support for Indigenous students at each campus location and online for students studying in cities, regional areas and remotely. Engagements and touchpoints included weekly phone contacts and zoom sessions, pre-orientation online information sessions and daily access to support services. These were delivered through call campaigns, emails, facebook, blackboard sites and monthly newsletters. Weekend support sessions as well as out of hours contact points were also provided.

IASS worked in partnership with the University's key student support areas across the university including Equity and Inclusion (disability and medical support), Financial support, On campus and External Accommodation, SCU Health Clinic and Counselling and crisis support.

Other key IASS activities geared towards supporting student progression included:

- Development of short self-help online videos targeting specific areas of study and support. These centred around navigation of essential student learning sites, academic writing skills, assignment structure and referencing.

- Withdrawn Campaigns: Contacting and supporting Indigenous students back into study who had withdrawn from studies in the previous 12 months. Understanding their withdrawn reasons and structuring support to return to studies and progress.

- Job Ready Graduate Campaigns: Early Identification of Indigenous students who have failed 20-40% of enrolled units, providing structured and measured supports to progress and pass units.

Culturally Safe Spaces

Culturally safe, social and study spaces were maintained in 2022 across all three primary University campuses. Students were able to use the spaces for study and access 24/7. These spaces remained accessible and open during and after hours and weekends to ensure that Indigenous students were not disadvantaged through lack of access to computer and internet services. These strategies enabled Indigenous students' continuity and a consistent and reliable study space and access, negating any increases of withdrawals or deferments due to lack of services.

All new SCU staff were required to undertake broad cultural competency training as part of their onboarding to the University. In terms of supporting cultural competency for students, the University delivered an annual Diversity Calendar which includes National Close the Gap Day, Harmony Week, National Reconciliation Week, National Sorry Day, Naidoc Week. The University's dedicated SCU Indigenous Events Coordinating Committee remit is charged with developing the groundwork for cultural awareness across the University community.

Table C - Success Rate by Faculty and Indigenous Status (domestic only)

Success Rate by Faculty and Indigenous Status (domestic only)		2021	2022	Percentage point **change** from 2021 to 2022
Educational Partnerships Board	Indigenous	62.5%	45.7%	-16.8%
	Non Indigenous	81.9%	76.6%	-5.4%
	All Students	**81.5%**	**75.4%**	**-6.1%**
Faculty of Business, Law and Arts	Indigenous	65.0%	65.6%	0.5%
	Non Indigenous	77.6%	82.3%	4.8%
	All Students	**77.1%**	**81.8%**	**4.7%**
Faculty of Education	Indigenous	76.1%	76.9%	0.9%
	Non Indigenous	84.4%	85.6%	1.2%
	All Students	**84.0%**	**85.2%**	**1.2%**
Faculty of Health	Indigenous	83.5%	82.5%	-1.0%
	Non Indigenous	85.0%	87.2%	2.2%
	All Students	**85.0%**	**87.0%**	**2.1%**
Faculty of Science and Engineering	Indigenous	55.9%	70.6%	14.7%
	Non Indigenous	76.1%	82.9%	6.8%
	All Students	**75.6%**	**82.4%**	**6.8%**
Gnibi College of Indigenous Australian Peoples	Indigenous	59.7%	74.8%	15.1%
	Non Indigenous	76.2%	87.9%	11.8%
	All Students	**74.2%**	**86.6%**	**12.4%**
SCU College	Indigenous	61.7%	59.7%	-2.0%
	Non Indigenous	73.8%	74.1%	0.2%
	All Students	**72.9%**	**72.8%**	**-0.1%**
SCU Total	**Indigenous**	**73.7%**	**74.7%**	**1.0%**
	Non Indigenous	**81.8%**	**84.7%**	**2.9%**
	All Students	**81.4%**	**84.3%**	**2.8%**

Table D - Success Rate by Course Level and Indigenous Status (domestic only)

Success Rate by Course Level and Indigenous Status (domestic only)		2021	2022	Percentage point change from 2021 to 2022
Undergraduate	Indigenous	74.1%	75.6%	1.5%
	Non Indigenous	80.9%	83.9%	3.0%
	Total	**80.6%**	**83.5%**	**2.9%**
Postgraduate	Indigenous	80.2%	77.5%	-2.7%
	Non Indigenous	88.4%	90.9%	2.5%
	Total	**88.2%**	**90.5%**	**2.4%**
Non Award	Indigenous	61.5%	61.0%	-0.5%
	Non Indigenous	74.6%	76.8%	2.2%
	Total	**73.5%**	**75.3%**	**1.8%**
SCU Total	**Indigenous**	**73.7%**	**74.7%**	**1.0%**
	Non Indigenous	**81.8%**	**84.7%**	**2.9%**
	Total	**81.4%**	**84.3%**	**2.8%**

Table E - Commencing Domestic Retention by School and Indigenous Status for students

Calculated from Course Headcounts				Percentage-point change from 2020 to 2021
Commencing Domestic Retention by School and Indigenous Status for students		2020	2021	
Educational Partnerships Board	Indigenous	50.0%	50.0%	0.0%
	Non Indigenous	73.2%	60.6%	-12.7%
	All Students	**72.8%**	**60.2%**	**-12.6%**
Faculty of Business, Law and Arts	Indigenous	59.6%	52.8%	-6.8%
	Non Indigenous	68.2%	68.4%	0.1%
	All Students	**67.9%**	**67.8%**	**-0.1%**
Faculty of Education	Indigenous	71.9%	78.0%	6.0%
	Non Indigenous	77.9%	74.1%	-3.8%
	All Students	**77.6%**	**74.3%**	**-3.3%**
Faculty of Health	Indigenous	59.4%	70.1%	10.7%
	Non Indigenous	72.1%	68.4%	-3.7%
	All Students	**71.5%**	**68.5%**	**-3.0%**
Faculty of Science and Engineering	Indigenous	48.1%	61.1%	13.0%
	Non Indigenous	67.8%	64.6%	-3.2%
	All Students	**66.9%**	**64.5%**	**-2.4%**
Gnibi College of Indigenous Australian Peoples	Indigenous	83.3%	44.4%	-38.9%
	Non Indigenous	55.6%	18.2%	-37.4%

	All Students		**66.7%**	**30.0%**	-36.7%
SCU College	Indigenous		16.7%	68.8%	52.1%
	Non Indigenous		45.9%	54.7%	8.8%
	All Students		**44.3%**	**56.1%**	11.8%
SCU Total	**Indigenous**		**60.5%**	**67.2%**	6.7%
	Non Indigenous		**71.3%**	**68.5%**	-2.7%
	All Students		**70.8%**	**68.5%**	-2.3%

Table 2   Tutorial assistance provided in 2022

Level of study	*Number of unique students assisted[6]*	*Total number of tutorial sessions attended[7]*	*Total hours of assistance[8]*	*Expenditure[9]($)*
Enabling	*143*		*650*	*31,427.50*
Undergraduate	*125*	*336*	*2,117.60*	*89,955.42*
Post-graduate	*11*	*27*	*136*	*5,604.23*
Other				
Total	*279*	*363*	*2,903.60*	*126,987.15*

3. Completions (outcomes)

In 2022, 117 Indigenous students completed their Southern Cross University degree – below the 2021 result (145 completions) but remaining higher than that achieved in 2020 (98 completions).

The University's strategies to improve award course completions of Aboriginal and Torres Strait Islander students mirrored those used to promote unit success rates (outlined above).

Table F Domestic Student Completions by Indigenous and Non-Indigenous indicators

Domestic Student Completions by Indigenous and Non-Indigenous indicators		Year of completion			
Note: Includes non-award and enabling completions		2020	2021	2022	% change from 2021 to 2022
Educational Partnerships Board	Indigenous	0	0	0	0.0%
	Non-Indigenous	27	65	50	-23.1%
	Total	**27**	**65**	**50**	**-23.1%**
Faculty of Business, Law and Arts	Indigenous	13	20	14	-30.0%
	Non-Indigenous	646	863	816	-5.4%
	Total	**659**	**883**	**830**	**-6.0%**
Faculty of Education	Indigenous	10	21	19	-9.5%
	Non-Indigenous	383	506	570	12.6%
	Total	**393**	**527**	**588**	**11.6%**
Faculty of Health	Indigenous	26	44	43	-2.3%
	Non-Indigenous	750	1,072	1,181	10.2%
	Total	**776**	**1,116**	**1,224**	**9.7%**
Faculty of Science and Engineering	Indigenous	4	11	6	-45.5%
	Non-Indigenous	126	177	229	29.4%

	Total	130	188	235		25.0%
Gnibi College of Indigenous Australian Peoples	Indigenous	8	7	3		-57.1%
	Non-Indigenous	4	3	4		33.3%
	Total	12	10	7		-30.0%
SCU College	Indigenous	37	42	32		-23.8%
	Non-Indigenous	801	724	481		-33.6%
	Total	838	766	513		-33.0%
Other School (Misc. etc.)	Indigenous	0	0	0		0.0%
	Non-Indigenous	0	0	1		0.0%
	Total	0	0	1		0.0%
Office of Research	Indigenous	0	0	0		0.0%
	Non-Indigenous	1	2	0		-100.0%
	Total	1	2	0		-100.0%
Total	Indigenous	98	145	117		-19.3%
	Non-Indigenous	2738	3,412	3,332		-2.3%
	Total	2836	3,557	3,449		-3.0%

4. Regional and remote students

The principal means by which Indigenous students from regional and remote locations were supported through the ISSP scheme was via provision of the revised Indigenous Commonwealth Accommodation and Education Scholarships adverted to above. A critical condition for the scheme is that the University gives priority to:

(a) Indigenous students from remote areas or regional areas; and

(b) Indigenous students who are financially disadvantaged.

In selecting scholarship recipients, the University's admissions team continued to use UAC methodology and associated reporting for measuring financial disadvantage and regionality/remoteness scores – so as to produce a rank order of CIAS/CIECS scholarship applicants.

Table G Indigenous Student Load by Region - EFTSL

EFTSL Indigenous Student Load by Region - EFTSL	2021	2022	% change from 2021 to 2022
Inner Regional Australia	157.1	150.8	-4.0%
Major Cities of Australia	178.6	170.5	-4.5%
Outer Regional Australia	35.4	31.0	-12.5%
Remote Australia	5.1	4.4	-14.6%
Unknown	0.3		-100.0%
Very Remote Australia	1.0	0.3	-75.0%
Total	377.5	356.9	-5.4%

Table 4   ISSP Scholarship data for remote and regional students[10]

	Education Costs		Accommodation		Reward		Total	
	$	No.	$	No.	$	No.	$	No.
A. 2021 Payments	86,353.50	94	80,832.50	21	192,200.00	141	359,386.00	187
B. 2022 Offers[11]	35,966	96	65,611	21	198,100	146	299,677.00	191
C. Percentage[12] (C=B/A*100)							83.39	
2022 Payments	187,408	56	77,668	16	177,000	118	442,076	137

5. Eligibility criteria

5.1. Indigenous Education Strategy

Southern Cross University's Indigenous Education Strategy outlines the Key Performance Indicators by which the University measures success in relation to improving Indigenous student outcomes. The Key Performance Indicators and 2022 performance assessment are as follows:

Focus Area	Performance Indicator	2022 Performance Assessment
Indigenous student enrolments	Increase the number of appropriately academically-prepared Indigenous Australian students enrolled at Southern Cross University year on year from 2021 base.	Further progress required. The total number of appropriately prepared Indigenous Australian students was less in 2022 than in 2021. However, when taking into account the overall decline in all domestic enrolments during that period, the proportion of Indigenous enrolments compared to non-Indigenous enrolments increased from 4.3% to 4.5%.
Indigenous student progression rates	Improve rates of retention for Aboriginal and Torres Strait from 2021 base.	Met – strong positive trend. As shown in Table E, Indigenous student retention rose from significantly from 60.5% in 2020 to 67.2% in 2021. Highlighting the importance of this result, domestic non-Indigenous student retention declined during the same period from 71.3% to 68.5%.
Indigenous student completion rates	Improve completion rates of student's year-on-year from 2021 base.	Further progress required. In 2022, 117 Indigenous students completed their Southern Cross University degree – below the 2021 result (145 completions) but remaining higher than that

		achieved in 2020 (98 completions).
Indigenous scholarships	Improve the targeting and effectiveness of scholarships designed to support the progress of Indigenous students	Early positive indications – further evidence required as the scheme matures into years two and three.

The University continued to promote the inclusion of Indigenous knowledges in curricula, graduate attributes, and teaching practices.

The University's Curriculum Policy implemented in late 2020 required courses and units to be designed and developed in accordance with specified curriculum design principles. The first design principle of curriculum development is that learning activities and assessment tasks align directly with Learning Outcomes set at unit and course levels, leading to students achieving the University's Graduate Attributes at the conclusion of a course of study. SCU's graduate attribute 7 is 'Cultural competence: an ability to engage with diverse cultural and Indigenous perspectives in both global and local settings'.

Associated with the Curriculum Policy are the Curriculum Design and Development Procedures which (at Clause 8, Section 3) explicitly requires Course Design Teams for all courses to consult with an appropriate Indigenous academic community member, and to document this consultation the University's systems for assurance at accreditation meetings.

Curricula
The University has recently refreshed the entirety of its coursework offerings following the introduction of a new teaching delivery model – the Southern Cross Model. As a result of this work, a number of courses from across multiple discipline areas have undergone significant redesign, and following consultation with Gnibi College in line with the Curriculum Policy and Curriculum Design and Development Procedures, have had core and/or elective Indigenous knowledge based units included.

For example, our undergraduate degree Science and Engineering courses now include Indigenous knowledge units (taught by the Gnibi College) in their core, with all students required to take them as part of their course. All courses in our health disciplines (nursing, midwifery and allied health undergraduate degrees) include a core unit relating to Indigenous peoples and health (taught by the Gnibi College), and our education and arts degrees include indigenous knowledge units as core. Degrees in business, creative arts and laws all include options for students to take Indigenous knowledge units.

Teaching Practice
There are two projects underway to support teaching practice at the University, and also the region.

The **Ask Gnibi** project is led by Gnibi, Elders and a NSW Schools Indigenous representative to provide a toolbox that focuses on Bunjalung language and activities for primary and secondary schools and at Gnibi College.

The University's Centre for Teaching and Learning is also working closely with Gnibi College on an initiative to create **Guidelines for including Indigenous content**, to support University Faculty around the inclusion and integration of Indigenous content.

The University's website is currently under a complete redesign. The University's Indigenous Education Strategy is therefore appended to this report.

5.2.   Indigenous Workforce Strategy

Focus Area	Performance Indicator	2022 Performance Assessment
Workforce	The number of employees engaged by the University who are Indigenous persons is at least 3 per cent of all employees.	Target exceeded – 3.16%
Recruitment	Increase Indigenous employment- Academic positions	Met – in 2022, 21 academic employees identified as Indigenous compared with 13 in 2021. Moreover, Indigenous academic employees increased in all sub categories of employment (Continuing, Fixed term and casual).
	Increase Indigenous employment- professional roles	Met – in 2022, 29 professional employees identified as Indigenous compared with 27 in 2021. Moreover, Indigenous professional employees increased in two sub categories of employment (Continuing and Fixed Term).

Table H - Indigenous Employee Count 2021 - 2022

Indigenous Identified	2021 CONTIN	FIXED	CASUAL	2021 Total	2022 CONTIN	FIXED	CASUAL	2022 Total
Yes	**23**	**5**	**12**	**40**	**26**	**9**	**15**	**50**
Academic	6	2	5	13	7	5	9	21
Professional	17	3	7	27	19	4	6	29
No	**518**	**213**	**425**	**1156**	**597**	**221**	**493**	**1311**
Academic	162	77	229	468	176	90	254	520
Professional	356	136	196	688	421	131	239	791
Not provided	**176**	**27**	**108**	**311**	**163**	**25**	**88**	**276**
Academic	59	15	66	140	54	14	58	126
Professional	117	12	42	171	109	11	30	150
Grand Total	**717**	**245**	**545**	**1507**	**786**	**255**	**596**	**1637**

In 2022, Indigenous identifying employees comprised 3.05% of all Southern Cross University employees – above our Indigenous Workforce Strategy performance indicator target of 3% and up from 2.65% in 2021. This improved result was achieved through strong leadership provided by the University's Gnibi College and the targeted recruitment of Indigenous early career academics to SCU. Tisb included the use of carefully designed and marketed recruitment advertisements and associated attraction methods (use of specialist Indigenous recruitment agencies) to promote SCU as a preferred employer in the region and within the university sector.

Tailored career development pathways were designed and used to retain, motivate and promote our most promising staff.

The University's most senior Indigenous academic employee is Dean, Gnibi College of Indigenous Australian Peoples (Associate Professor). The University is supporting the further career progression of this key leader through access to senior leadership development programs.

5.3. Indigenous Governance Mechanism

The Indigenous Student Success Program Grants (ISSPG) Committee is comprised or four members, including three Indigenous members and one non-Indigenous member:
- Dean, Gnibi College of Indigenous Australian People (Chair of the ISSPG Committee)
- Team Leader, Indigenous Australian Student Services
- Applications Delivery and Support Administrator, Technology Services.
- Director, Office of the Vice-Chancellor

The Committee is required to meet at least twice a year. In 2022, it met in person five times and once by flying minute. Some of the key issues considered by the Committee during 2022 were:
- Budgeting for expenditure of the 2022 ISSP grant funding
- Acquittal of the 2021 ISSP grant funding
- Analysis of Indigenous Student Success and Retention rates
- The success of the ITAS program
- The criteria and amount of scholarships and bursaries awarded to Indigenous Students
- The University's Indigenous Education Strategy and the Indigenous Workforce Strategy

As set out in its Charter, the Committee is responsible for advising the Vice Chancellor on reviewing, making recommendations about, and monitoring the use of ISSP grant funding. The Charter can be accessed using this link: Indigenous Student Success Program Grants Committee.

5.3.1. Statement by the Indigenous Governance Mechanism

Reflected in my appointment as Dean of Gnibi College of Indigenous Australian Peoples in February 2019, 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.

In 2022 the ISSPC undertook to major initiatives:

A. To the appointment of someone to provide an in-depth review of the types of support provided to the Aboriginal and Torres Strait Islander students attending SCU and Whether or not this support has translated into academic success. A draft report was tabled in late 2022, and a final version of the report was received in early 2023, and a review of that report and its recommendations is currently underway.

B. A new scholarship programme was launched to guarantee ongoing financial support to Aboriginal and Torres Strait Islander students for the length of their studies and the support already being provided. This new program is seen by the students as a huge encouragement to remain engaged with their study endeavours.

2022 was difficult for Aboriginal and Torres strait islander students as they tried to reconnect with face-to-face study after the COVID disruptions. New initiatives to assist with bringing students back to campus are underway in 2023. 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.

[1] This information provides for the number of students and cost of the scholarships expended in 2022. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2022 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

[2] This figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.

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

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

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

[6] Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).

[7] Record total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).

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

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

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