

# Indigenous Student Success Program 2020 Performance Report

<b>Organisation</b>	Southern Cross University		
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## 1. Enrolments (Access)

In 2020, 694 Indigenous students studied at Southern Cross University, an increase of 50 students from 2019. However, compared to the total number of the University's domestic student population, Indigenous students fell from 4.5% in 2019 to 4.3% in 2020, a difference of -0.2%, whilst the number of non-Indigenous students rose by 0.13%.

In terms of Indigenous student numbers, all Faculties and the SCU College demonstrated a positive growth in 2020 (refer Table 1a).

**Table 1a: Domestic Student Count by School and Indigenous Status, 2018 to 2020**

Student Count		2018	2019	2020
Educational Partnerships Board	Indigenous	1	3	3
	Non-Indigenous	192	220	257
	<b>Total</b>	<b>193</b>	<b>223</b>	<b>260</b>
	<b>% Indigenous of total</b>	<b>0.5%</b>	<b>1.3%</b>	<b>1.2%</b>
Faculty of Business, Law and Arts	Indigenous	149	127	135
	Non-Indigenous	4,143	3,908	3,968
	<b>Total</b>	<b>4,292</b>	<b>4,035</b>	<b>4,103</b>
	<b>% Indigenous of total</b>	<b>3.5%</b>	<b>3.1%</b>	<b>3.3%</b>
Faculty of Education	Indigenous	112	106	122
	Non-Indigenous	2,389	2,572	2,854
	<b>Total</b>	<b>2,501</b>	<b>2,678</b>	<b>2,976</b>
	<b>% Indigenous of total</b>	<b>4.5%</b>	<b>4.0%</b>	<b>4.1%</b>
Faculty of Health	Indigenous	216	233	241
	Non-Indigenous	4,268	4,818	5,506
	<b>Total</b>	<b>4,484</b>	<b>5,051</b>	<b>5,747</b>
	<b>% Indigenous of total</b>	<b>4.8%</b>	<b>4.6%</b>	<b>4.2%</b>
Faculty of Science and Engineering	Indigenous	41	35	48

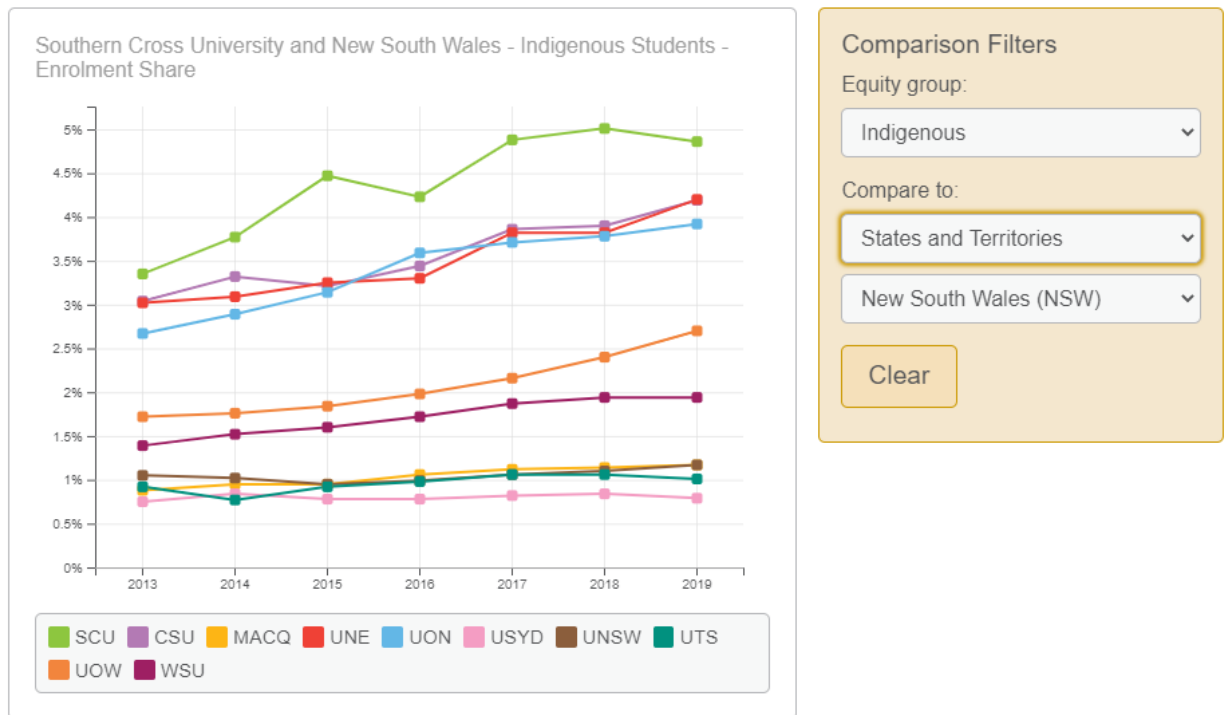
	Non-Indigenous	973	908	1,116
	<b>Total</b>	<b>1,014</b>	<b>943</b>	<b>1,164</b>
	<b>% Indigenous of total</b>	<b>4.0%</b>	<b>3.7%</b>	<b>4.1%</b>
<b>Gnibi College of Indigenous Australian Peoples</b>	Indigenous	48	46	37
	Non-Indigenous	33	31	27
	<b>Total</b>	<b>81</b>	<b>77</b>	<b>64</b>
	<b>% Indigenous of total</b>	<b>59.3%</b>	<b>59.7%</b>	<b>57.8%</b>
<b>Office of Research</b>	Indigenous			
	Non-Indigenous	5		1
	<b>Total</b>	<b>5</b>	<b>0</b>	<b>1</b>
	<b>% Indigenous of total</b>	<b>0.0%</b>	<b>n.a.</b>	<b>0.0%</b>
<b>SCU College</b>	Indigenous	80	86	95
	Non-Indigenous	895	1,048	1,257
	<b>Total</b>	<b>975</b>	<b>1,134</b>	<b>1,352</b>
	<b>% Indigenous of total</b>	<b>8.2%</b>	<b>7.6%</b>	<b>7.0%</b>
<b>Other School (Misc. etc.)</b>	Indigenous	9	8	13
	Non-Indigenous	245	237	288
	<b>Total</b>	<b>254</b>	<b>245</b>	<b>301</b>
	<b>% Indigenous of total</b>	<b>3.5%</b>	<b>3.3%</b>	<b>4.3%</b>
<b>Courses by Course School</b>	Indigenous	656	644	694
	Non-Indigenous	13,143	13,742	15,274
	<b>Total</b>	<b>13,799</b>	<b>14,386</b>	<b>15,968</b>
	<b>% Indigenous of total</b>	<b>4.8%</b>	<b>4.5%</b>	<b>4.3%</b>

Source: MIS Student Demographics (S1) Cube, 13 April 2021

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 participation of all Indigenous students across the University's NSW (Diagram 1) and QLD (Diagram 2) footprint and by key institutional and research groupings (Diagrams 3-6).

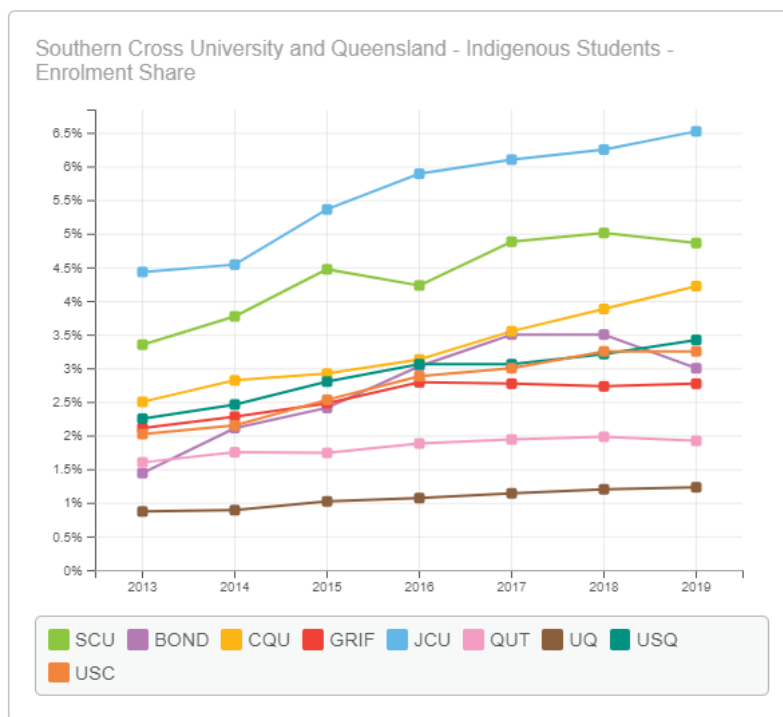
For the last 7 years, Southern Cross University has consistently remained the top performing institute for enrolment share in New South Wales and second to James Cook University in Queensland. Compared to all States and Territories and Innovative Research Universities, Southern Cross University has fared well topping all other institutes except James Cook University and Charles Darwin University in the Northern Territory. However, the trend also shows in 2020, Southern Cross University's Indigenous student enrolment share declined by - 0.15% being the highest fall amongst all other institutes, including research institutes. The University of New England recorded the highest number of Indigenous enrolments at 0.38% in NSW and across the Regional Universities Network (RUN).

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



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

**Diagram 2: Comparative domestic Indigenous Student enrolment share, QLD**



**Comparison Filters**

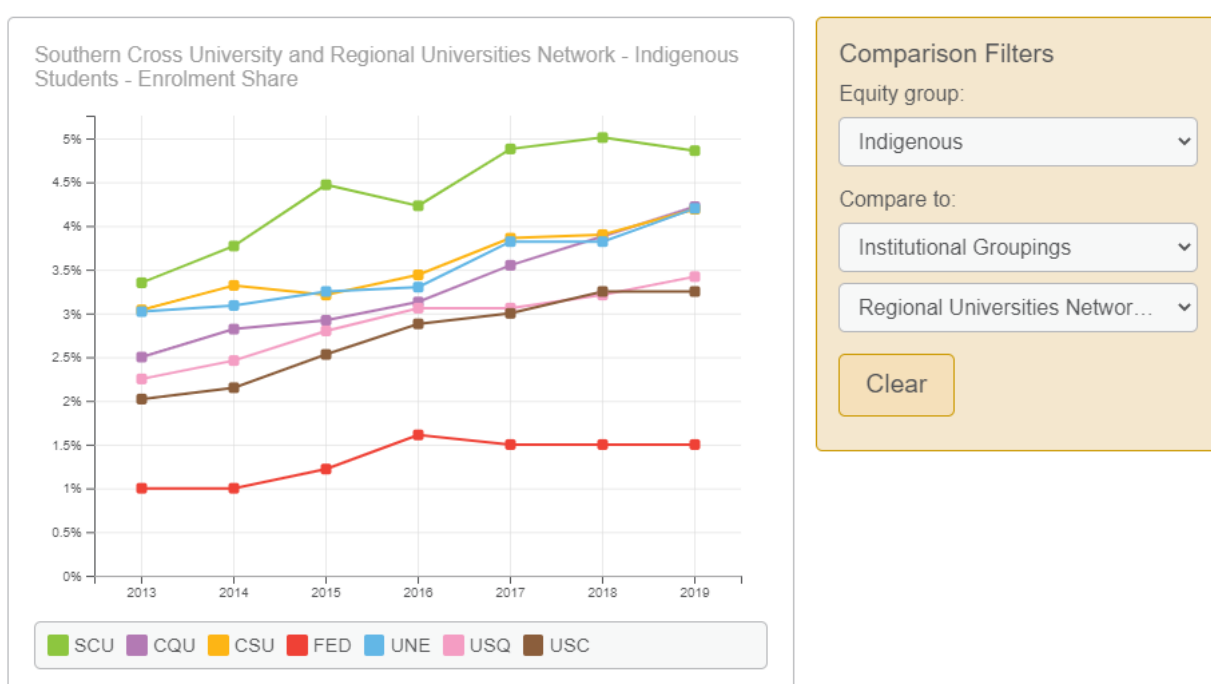
Equity group:

Compare to:

University	2013	2014	2015	2016	2017	2018	2019
Southern Cross University (SCU)	3.35%	3.77%	4.47%	4.23%	4.88%	5.01%	4.86%
Bond University (BOND)	1.44%	2.11%	2.41%	3.03%	< 3.50%	< 3.50%	< 3.00%
CQUniversity (CQU)	2.50%	2.82%	2.92%	3.13%	3.55%	3.88%	4.22%
Griffith University (GRIF)	2.11%	2.28%	2.48%	2.79%	2.77%	2.73%	2.77%
James Cook University (JCU)	4.43%	4.54%	5.36%	5.89%	6.10%	6.25%	6.52%
Queensland University of Technology (QUT)	1.60%	1.75%	1.74%	1.88%	1.94%	1.98%	1.92%
The University of Queensland (UQ)	0.87%	0.89%	1.02%	1.07%	1.14%	1.20%	1.23%
University of Southern Queensland (USQ)	2.25%	2.46%	2.80%	3.06%	3.06%	3.21%	3.42%
USC (University of the Sunshine Coast) (USC)	2.02%	2.15%	2.53%	2.88%	< 3.00%	< 3.25%	< 3.25%
Queensland	1.97%	2.12%	2.34%	2.59%	2.67%	2.75%	2.8%
National	1.47%	1.55%	1.63%	1.73%	1.83%	1.87%	1.95%

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

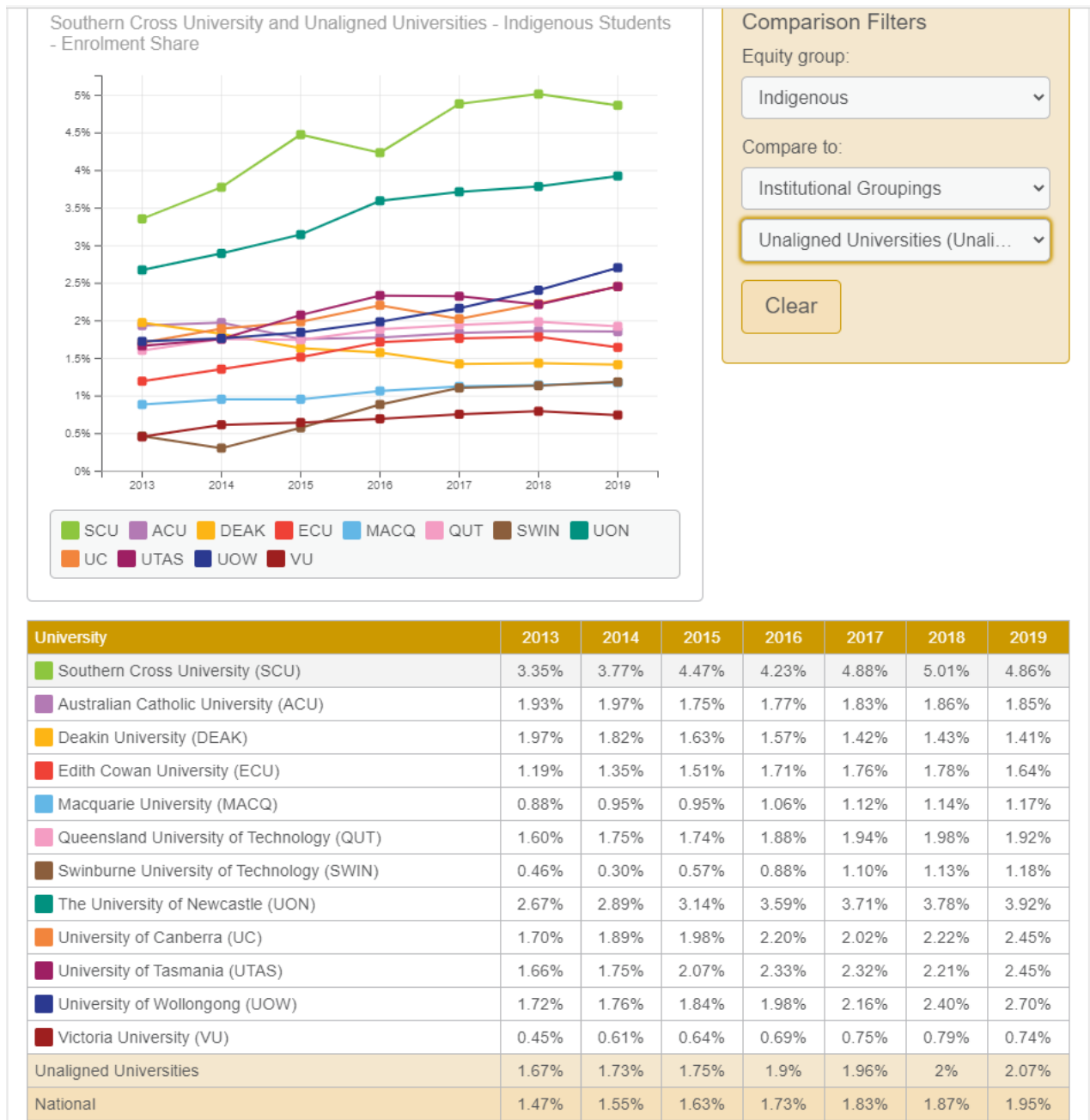
**Diagram 3: Comparative domestic Indigenous Student enrolments and enrolment share by RUN institutional grouping**



University	2013	2014	2015	2016	2017	2018	2019
Southern Cross University (SCU)	3.35%	3.77%	4.47%	4.23%	4.88%	5.01%	4.86%
CQUiversity (CQU)	2.50%	2.82%	2.92%	3.13%	3.55%	3.88%	4.22%
Charles Sturt University (CSU)	3.04%	3.32%	3.21%	3.44%	3.86%	3.90%	4.19%
Federation University Australia (FED)	< 1.00%	< 1.00%	1.22%	1.61%	< 1.50%	< 1.50%	< 1.50%
The University of New England (UNE)	3.02%	3.09%	3.25%	3.30%	3.82%	3.82%	4.20%
University of Southern Queensland (USQ)	2.25%	2.46%	2.80%	3.06%	3.06%	3.21%	3.42%
USC (University of the Sunshine Coast) (USC)	2.02%	2.15%	2.53%	2.88%	< 3.00%	< 3.25%	< 3.25%
Regional Universities Network	2.48%	2.68%	2.97%	3.12%	3.37%	3.51%	3.68%
National	1.47%	1.55%	1.63%	1.73%	1.83%	1.87%	1.95%

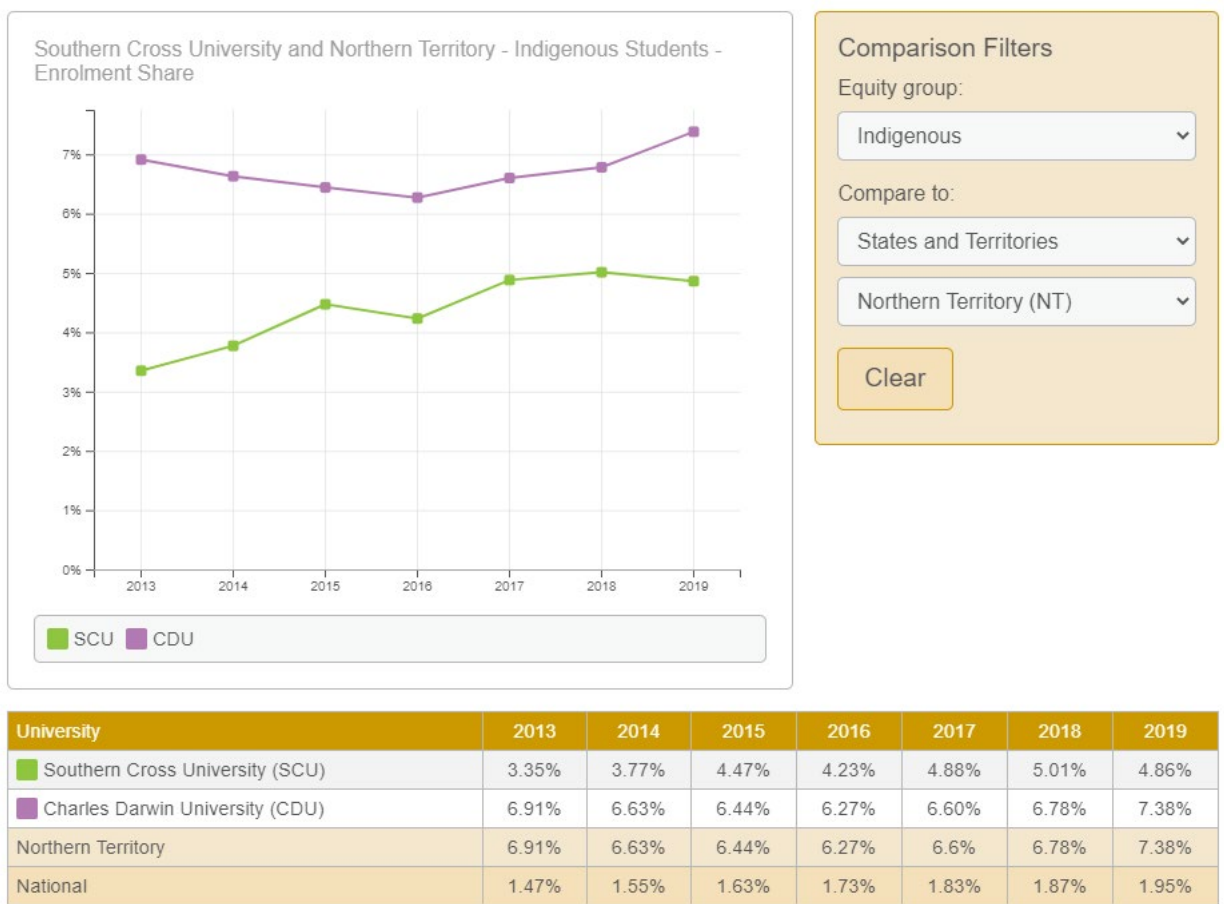
Source: National Centre for Student Equity in Higher Education Enrolment Share – Regional Universities Network (RUN)

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



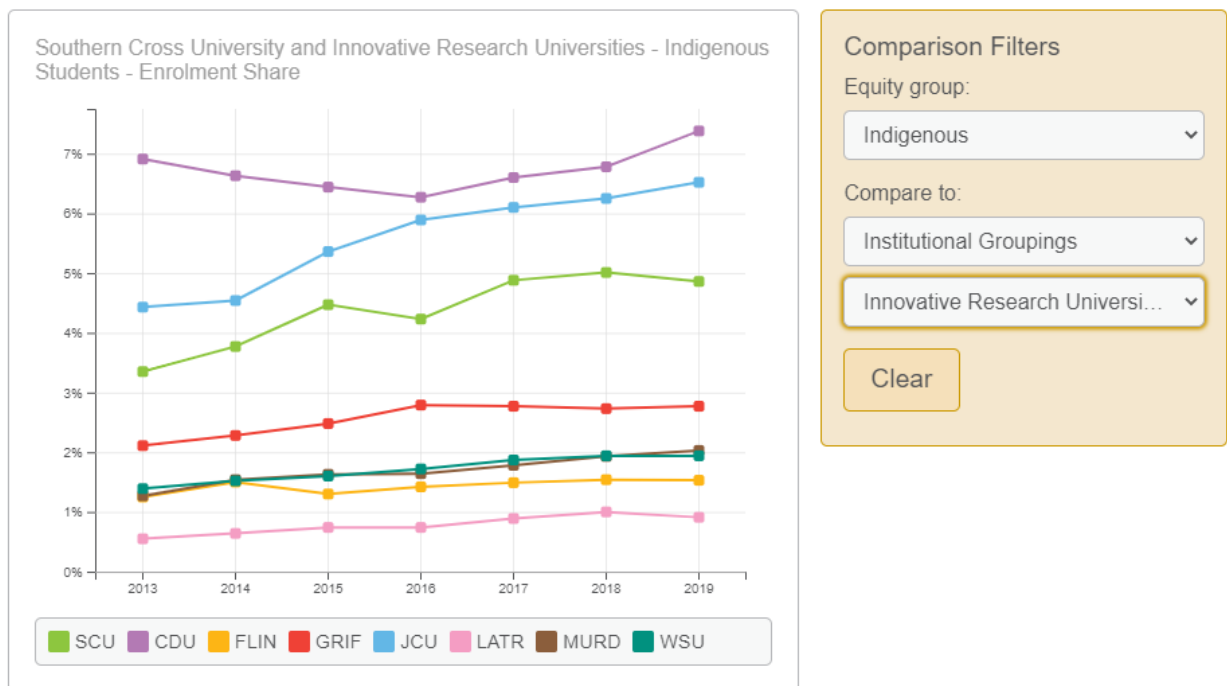
Source: National Centre for Student Equity in Higher Education Enrolment Share – Unaligned Universities

**Diagram 5: Comparative domestic Indigenous Student enrolment share, Northern Territory**



Source: National Centre for Student Equity in Higher Education Enrolment Share – Northern Territory (NT)

**Diagram 6: Comparative domestic Indigenous Student enrolment share, Innovative Research Universities**



University	2013	2014	2015	2016	2017	2018	2019
Southern Cross University (SCU)	3.35%	3.77%	4.47%	4.23%	4.88%	5.01%	4.86%
Charles Darwin University (CDU)	6.91%	6.63%	6.44%	6.27%	6.60%	6.78%	7.38%
Flinders University (FLIN)	< 1.25%	< 1.5%	1.30%	1.42%	1.49%	1.54%	1.53%
Griffith University (GRIF)	2.11%	2.28%	2.48%	2.79%	2.77%	2.73%	2.77%
James Cook University (JCU)	4.43%	4.54%	5.36%	5.89%	6.10%	6.25%	6.52%
La Trobe University (LATR)	0.55%	0.64%	0.74%	0.74%	0.89%	1.00%	0.91%
Murdoch University (MURD)	1.27%	1.54%	1.63%	1.64%	1.78%	1.93%	2.03%
Western Sydney University (WSU)	1.39%	1.52%	1.60%	1.72%	1.87%	1.94%	1.94%
Innovative Research Universities	1.94%	2.07%	2.22%	2.37%	2.47%	2.53%	2.59%
National	1.47%	1.55%	1.63%	1.73%	1.83%	1.87%	1.95%

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



The total domestic Indigenous equivalent full-time student load (EFTSL) rose from 374.7 in 2019 to 385.1 in 2020, a percentage increase of 2.8%. Respectively, non-Indigenous load in the same period increased by 9.2%.

The 2019 to 2020 increase in Indigenous Student EFTSL relates to growth recorded in the Faculty of Education (29.7%), Faculty of Science and Engineering (16.3%), Faculty of Health (0.9%) and SCU College (1.2%). A deficit in Indigenous EFTSL relates to falls recorded in the Faculty of Business, Law and Arts (-7.1%) and Gnibi College of Indigenous Australian Peoples (-20.4%) (refer Table 1b).

**Table 1b: Domestic Student Load (EFTSL) by School and Indigenous Status, 2018 to 2020**

Teaching School		2018	2019	2020	% change 2019-20
Educational Partnerships Board	Indigenous			0.1	<i>n.a.</i>
	Non-Indigenous	11.3	21.9	38.5	76.0%
	<b>Total</b>	<b>11.3</b>	<b>21.9</b>	<b>38.6</b>	<b>76.6%</b>
Faculty of Business, Law and Arts	Indigenous	103.2	90.4	84.0	-7.1%
	Non-Indigenous	2,489.3	2,291.5	2,343.6	2.3%
	<b>Total</b>	<b>2,592.5</b>	<b>2,382.0</b>	<b>2,427.6</b>	<b>1.9%</b>
Faculty of Education	Indigenous	66.5	59.0	76.5	29.7%
	Non-Indigenous	1,343.4	1,470.1	1,641.7	11.7%
	<b>Total</b>	<b>1,409.9</b>	<b>1,529.1</b>	<b>1,718.2</b>	<b>12.4%</b>
Faculty of Science and Engineering	Indigenous	33.2	23.9	27.8	16.3%
	Non-Indigenous	743.4	581.1	703.5	21.1%
	<b>Total</b>	<b>776.6</b>	<b>604.9</b>	<b>731.3</b>	<b>20.9%</b>
Faculty of Health	Indigenous	117.4	129.4	130.5	0.9%
	Non-Indigenous	2,432.4	2,919.7	3,244.9	11.1%
	<b>Total</b>	<b>2,549.7</b>	<b>3,049.0</b>	<b>3,375.4</b>	<b>10.7%</b>
Gnibi College of Indigenous Australian Peoples	Indigenous	33.7	30.6	24.4	-20.4%
	Non-Indigenous	95.9	108.8	108.7	-0.2%
	<b>Total</b>	<b>129.6</b>	<b>139.5</b>	<b>133.0</b>	<b>-4.6%</b>
SCU College	Indigenous	36.0	41.4	41.9	1.2%
	Non-Indigenous	455.3	545.0	589.0	8.1%
	<b>Total</b>	<b>491.3</b>	<b>586.4</b>	<b>630.9</b>	<b>7.6%</b>
Units by Unit Teaching School	Indigenous	<b>390.0</b>	<b>374.7</b>	<b>385.1</b>	<b>2.8%</b>
	Non-Indigenous	<b>7,570.8</b>	<b>7,938.0</b>	<b>8,669.9</b>	<b>9.2%</b>
	<b>Total</b>	<b>7,960.8</b>	<b>8,312.7</b>	<b>9,055.0</b>	<b>8.9%</b>

Source: MIS Student Load (S1) Cube, 13 April 2021

While Indigenous Student EFTSL declined for regional (-5.6%) and remote (-34%) residents between 2019 and 2020, engagement and participation by major cities and other residents rose by 14.3% (Table 1c and Table 1d).

**Table 1c: Domestic Indigenous Student Load (EFTSL) by Region, 2018 to 2020**

Region	2018	2019	2020	% change 2019-20
Major Cities of Australia/Other	164.6	155.5	177.8	14.3%
Regional	219.1	213.2	201.4	-5.6%
Remote	5.0	5.9	3.9	-34.0%
Offshore	1.3	0.1	1.4	1000.0%
Unknown	0.0	0.0	0.8	n.a.
<b>Total</b>	<b>390.0</b>	<b>374.7</b>	<b>385.1</b>	<b>2.8%</b>

Source: Student Load (S1) Cube, 13 April 2021

**Table 1d: Number of enrolled units in 2020 by Teaching School and Indigenous Status**

Academic Organisational Unit	Indigenous status	no. enr. Units
Educational Partnerships Board	Indigenous	2
	Non-indigenous	22
Faculty of Business, Law and Arts	Indigenous	203
	Non-indigenous	315
Faculty of Education	Indigenous	79
	Non-indigenous	115
Faculty of Health	Indigenous	158
	Non-indigenous	256
Faculty of Science and Engineering	Indigenous	84
	Non-indigenous	192
Gnibi College of Indigenous Australian Peoples	Indigenous	26
	Non-indigenous	26
School of Arts and Social Sciences	Indigenous	2
	Non-indigenous	2
SCU College	Indigenous	11
	Non-indigenous	15
<b>Total</b>	<b>Indigenous</b>	<b>565</b>
	<b>Non-indigenous</b>	<b>943</b>

Source: MIS Performance cube, 26 March 2021

### Strategies to improve access to university for Aboriginal and Torres Strait Islander students

In 2020 Southern Cross University, like most organisations and universities Australia wide, were severely impacted by the global COVID-19 pandemic. Due to this, face-to-face student interaction and outreach activities were limited and occurred mainly in the first three months of the year. The remainder of the year saw many activities, access and engagement for students occur via online, zoom, webinar, call campaigns and phone support.

- Indigenous Australian Student Services (IASS) has had strong engagement with communities between the Gold Coast, Lismore and Coffs Harbour campuses. Community engagement within Maclean, Grafton, Yamba, Casino and Ballina areas has facilitated collaboration towards promoting the university at school visits, cultural events, on campus tours. COVID did prevent a majority of our planned school visits and community engagements from taking place, but we have maintained our contacts and engagement to deliver on site visits for 2021.
- 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 Preparing for Success Programs (PSP). IASS has a Study Support Officer providing support for ISSP students at each campus location and online for students studying online in cities, regional areas and remotely. During COVID IASS adopted a focused online delivery of support to continue to deliver key programs.
- Culturally safe, social and study spaces were maintained in 2020 across all three primary University campuses. Students were able to use the spaces for tutoring, study and gathering 24/7. These spaces remained accessible and open during COVID to ensure that Indigenous students were not disadvantaged through lack of access to computer and internet services.
- Direct lines of communication, reporting 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 Indigenous students in 2020, through the Aboriginal and Torres Strait Islander Testing and Assessment (T&A) program. 5 students successfully sat the T&A assessment and were made direct offers into their chosen undergraduate courses.

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

### **Outreach activities and access to University**

Gnibi College of Indigenous Australian Peoples also continued to collaborate with Schools within Southern Cross University's footprint to help facilitate programs conducive to the schools' needs. These were as follows:

- Engaged in academic outreach during February and March with The Rivers Secondary College, Lismore High campus to embed Indigenous Knowledge into their junior years project-based learning. The project was part of the Year 7 Project syllabus which aimed at having students create a visual/audio representation of something significant that should be honoured, known about or taught that extends the students of Lismore High's knowledge of Aboriginal and Torres Strait Islander peoples. Lismore High's aim of the project was to build skills in creativity, critical thinking, collaboration and community. Two workshops were held at Southern Cross University's Lismore campus with 90 Year 7 students attending. Unfortunately, due to COVID-19 Gnibi were unable to attend the third workshop to be held at the School. Due to the success of the first two workshops, the School has committed to an Indigenous specific Year 9-10 program aimed at increasing student academic performance and engagement.

- Arranged for in-school, weekly, HSC student support to be delivered at Ballina Coast High – using Indigenous Knowledge to pathway 40 students towards University. Unfortunately, this was unable to be executed due to COVID-19 restrictions.

Southern Cross University's Indigenous Events Coordinating Committee (SCUIECC) organised Indigenous events as a way of engaging students, staff and the community in the acknowledgement and celebration of significant Aboriginal and Torres Strait Islander events. These events included the National Anniversary to the Stolen Generations, Close the Gap, National Sorry Day, Reconciliation Week and NAIDOC.

With COVID-19 restrictions, all events were moved online via pre-recorded videos, webinars and workshops around the themes chosen to reflect important Indigenous issues. By providing a variety of platforms for community engagement, Southern Cross University's online participation and viewing numbers increased considerably and captured audiences nationally. Online interviews, interactive workshops and panel discussions with Elders, Gnibi staff, SCU Indigenous students, Indigenous community members and organisations, and academics had over 2,600+ views.

Funding to support these events and activities were provided by ISSP and other University resources such as the Higher Education Participation and Partnerships Program (HEPPP).

### **Scholarships**

The breakdown of scholarship payments paid in 2020 (refer Table 1e) relates to the following:

- i) Number of enabling Indigenous students that received any form of ISSP scholarship: There were 12 students who received a scholarship based off their enrolment into an enabling course in 2020.
- ii) Number of undergraduate Indigenous students that received any form of ISSP scholarship: There were 362 who received a scholarship based off their enrolment into an undergraduate course in 2020.
- iii) Number of post-graduate Indigenous students that received any form of ISSP scholarship: There were 14 who received a scholarship based off their enrolment into an postgraduate course in 2020.
- iv) Number of other students that received any form of ISSP scholarship: There were no scholarships offered to students who were not in an enabling, undergraduate or post-graduate course with Southern Cross University.
- v) Total number of Indigenous students that received any form of ISSP scholarship<sup>1</sup>: There were 388 students who received an ISSP scholarship in 2020.

**Table 1e: Scholarships - breakdown of 2020 payments<sup>2 3 4</sup>**

	Education Costs		Accommodation		Reward		Total <sup>5 6</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling <sup>7</sup>	5,150	12					\$5,150	12
Undergraduate <sup>8</sup>	165,405	212	154,156	59	52,000	91	\$371,561	362
Post-graduate <sup>9</sup>	3,800	9			2,500	5	\$6,300	14
Other								
<b>Total</b>	<b>\$174,355</b>	<b>233</b>	<b>\$154,156</b>	<b>59</b>	<b>\$54,500</b>	<b>96</b>	<b>\$383,011</b>	<b>388</b>

A total of \$383,011 was paid to Aboriginal and Torres Strait Islander students who received an offer in 2020. There is a difference between the figures above in Table 1e and those within the 2020 Financial Acquittal Table 1c (preserved scholarships and new scholarships) of \$4,552 for the following reasons:

- There is a scholarship credit of \$1,364 pertaining to the 2019 year. This figure was included in the 2019 ISSP Report and therefore is not included in Table 1e.
- There is a refund of unused book bursaries amounting to \$3,188. These were included in previous ISSP reports, therefore is not included in Table 1e.

## 2. Progression (access and outcomes)

### 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 provides tutorial assistance and Indigenous Support activities which is directly resourced through ISSP Grant funds (refer Tables 2a, 2b).

**Table 2a Tutorial assistance provided in 2020**

Level of study	Number of students assisted	Total hours of assistance <sup>10</sup>	Expenditure <sup>11</sup> (\$)
Enabling	124	2100	\$75,195
Undergraduate	152	4385	\$320,488
Post graduate	3	39	\$1,997
Other			
<b>Total</b>	<b>279</b>	<b>6524</b>	<b>\$397,680</b>

**Table 2b Indigenous Support Activities (Awards/Rewards) provided in 2020<sup>12</sup>**

<b>Activity<sup>13 14</sup></b>	<b>Number of student participants</b>	<b>Expenditure (\$)</b>
Uncle Greg Harrington Award 2020 (recognition of achieving an annual GPA of Credit or better over a minimum of 6 units (part time students may use two consecutive years provided they did not receive the same award in the previous year)	85	\$41,500
Uncle Greg Harrington Award 2019 (recognition of achieving an annual GPA of Credit or better over a minimum of 6 units (part time students may use two consecutive years provided they did not receive the same award in the previous year) Student delayed in accepting their award. In 2019 this award paid \$1,000 to a recipient.	1	\$1,000
Aunty Hazel Rhodes 2020 (In recognition of achieving a course GPA of Distinction average or better over the first 16 units of an undergraduate course.)	10	\$10,000
Aunty Hazel Rhodes 2019 (In recognition of achieving a course GPA of Distinction average or better over the first 16 units of an undergraduate course.) Student delayed in accepting their award. In 2019 this award paid \$2,000 to a recipient.	1	\$2,000
		\$54,500

Completed domestic Indigenous EFTSL as a proportion of attempted EFTSL has improved since December 2019 across all courses (refer Table 2c). In 2020 the undergraduate domestic Indigenous success rates rose by 1.1% with non-Indigenous rates rising by 1.5%. However, Indigenous postgraduate (3.3%) and Indigenous non award (12.3%) success rates were higher than non-Indigenous success rates which were 2.5% and 5.1% respectively. Overall, the success rates for Indigenous students have increased by 2.5% compared to non-Indigenous students at 2%.

	<b>% change 2019-2020</b>
Indigenous undergraduate	1.1%
Indigenous postgraduate	3.3%
Indigenous non Award	12.3%

**Table 2c Success Rate\* by Course Level and Indigenous status, 2018 to 2020 (domestic only)**

Course Level		2018	2019	2020
Undergraduate	Indigenous	66.1%	68.4%	69.5%
	Non-indigenous	78.5%	79.3%	80.8%
	<b>All students</b>	<b>77.9%</b>	<b>78.8%</b>	<b>80.3%</b>
Postgraduate	Indigenous	71.5%	70.0%	73.3%
	Non-indigenous	87.9%	85.9%	88.4%
	<b>All students</b>	<b>87.6%</b>	<b>85.5%</b>	<b>88.1%</b>
Non Award	Indigenous	28.9%	31.5%	43.8%
	Non-indigenous	55.4%	56.5%	61.6%
	<b>All students</b>	<b>53.5%</b>	<b>54.8%</b>	<b>60.4%</b>
Courses by Course Level	<b>Indigenous</b>	<b>62.9%</b>	<b>64.4%</b>	<b>66.9%</b>
	<b>Non-indigenous</b>	<b>78.3%</b>	<b>78.7%</b>	<b>80.7%</b>
	<b>All students</b>	<b>77.6%</b>	<b>78.0%</b>	<b>80.1%</b>

Areas that saw an increase in Indigenous student success rates were the Faculty of Business, Law and Arts (4.5%), Faculty of Health (3.5%) and the SCU College (13.5%). A decline in student success rates were from the Faculty of Science and Engineering (-10.3%), the Faculty of Education (-3.5%) and Gnibi College (-7.2%) (refer Table 2d).

Although the success rates of Indigenous students have increased in 2020, the disparity between the overall gap between Indigenous and non-Indigenous success rates still requires improvement per below:

	% Indigenous Success	% Non-Indigenous Success	% Gap Between Indigenous and Non-Indigenous Success
Faculty of Science and Engineering	57.0%	79.9%	-22.9%
Gnibi College of Indigenous Australian Peoples	59.2%	80.4%	-21.2%
SCU College	42.2%	59.6%	-17.4%
Faculty of Business, Law and Arts	63.1%	76.1%	-13.0%
Faculty of Education	74.3%	85.4%	-11.1%
Faculty of Health	76.5%	85.6%	-9.1%

**Table 2d Success Rate\* by School and Indigenous status, 2018 to 2020 (domestic only)**

Unit EFTSL		2018	2019	2020
Educational Partnerships Board	Indigenous	n.a.	n.a.	0.0%
	Non Indigenous	77.8%	80.6%	88.3%
	<b>Total</b>	<b>77.8%</b>	<b>80.6%</b>	<b>88.0%</b>
Faculty of Business, Law and Arts	Indigenous	58.5%	58.6%	63.1%
	Non Indigenous	75.1%	74.5%	76.1%
	<b>Total</b>	<b>74.4%</b>	<b>73.9%</b>	<b>75.7%</b>
Faculty of Education	Indigenous	74.1%	77.8%	74.3%
	Non Indigenous	83.5%	83.9%	85.4%

	<b>Total</b>	<b>83.1%</b>	<b>83.6%</b>	<b>84.9%</b>
Faculty of Health	Indigenous	73.4%	73.0%	76.5%
	Non Indigenous	85.5%	83.9%	85.6%
	<b>Total</b>	<b>84.9%</b>	<b>83.4%</b>	<b>85.3%</b>
Faculty of Science and Engineering	Indigenous	58.9%	67.3%	57.0%
	Non Indigenous	71.8%	78.7%	79.9%
	<b>Total</b>	<b>71.3%</b>	<b>78.2%</b>	<b>79.0%</b>
Gnibi College of Indigenous Australian Peoples	Indigenous	59.5%	66.4%	59.2%
	Non Indigenous	79.0%	80.1%	80.4%
	<b>Total</b>	<b>74.1%</b>	<b>77.2%</b>	<b>76.7%</b>
SCU College	Indigenous	27.4%	28.7%	42.2%
	Non Indigenous	52.8%	54.2%	59.6%
	<b>Total</b>	<b>51.0%</b>	<b>52.4%</b>	<b>58.5%</b>
Units by Unit Owning Org Unit	Indigenous	62.9%	64.4%	66.9%
	Non Indigenous	78.3%	78.7%	80.7%
	<b>Total</b>	<b>77.6%</b>	<b>78.0%</b>	<b>80.1%</b>

Source: Student Performance Cube, 13 April 2021

\* Success rate is based on the method used by DET (i.e. completed EFTSL as a proportion of attempted EFTSL)

Retention figures for 2020 are not available until all 2020 sessions/study periods are complete. Student retention rates have increased for all domestic students from 70.7% in 2018 to 72% in 2019, up by 1.3% (refer Table 2e).

The 2019 Indigenous student retention rate fell by -2% on 2018 achievements and the 2019 retention gap between domestic Indigenous and non-Indigenous students is at 9.9%.

**Table 2e Domestic Retention by School and Indigenous Status for Commencing students, 2017-2019**

School		2017	2018	2019
Educational Partnerships Board	Indigenous	0.0%	100.0%	0.0%
	<b>All Students</b>	<b>73.1%</b>	<b>75.3%</b>	<b>63.8%</b>
Faculty of Business, Law and Arts	Indigenous	56.7%	58.3%	64.4%
	<b>All Students</b>	<b>67.9%</b>	<b>69.3%</b>	<b>70.6%</b>
Faculty of Education	Indigenous	61.9%	72.5%	71.4%
	<b>All Students</b>	<b>77.0%</b>	<b>76.1%</b>	<b>78.3%</b>
Faculty of Health	Indigenous	61.3%	65.3%	63.4%
	<b>All Students</b>	<b>67.8%</b>	<b>70.5%</b>	<b>71.7%</b>
Faculty of Science and Engineering	Indigenous	52.6%	46.7%	50.0%
	<b>All Students</b>	<b>68.7%</b>	<b>65.7%</b>	<b>68.7%</b>
Gnibi College of Indigenous Australian Peoples	Indigenous	53.3%	76.5%	64.3%
	<b>All Students</b>	<b>55.2%</b>	<b>75.0%</b>	<b>53.3%</b>
Office of Research	Indigenous	n.a.	n.a.	n.a.
	<b>All Students</b>	<b>100.0%</b>	<b>n.a.</b>	<b>n.a.</b>
SCU College	Indigenous	60.0%	40.0%	0.0%



	<b>All Students</b>	<b>46.5%</b>	<b>46.5%</b>	<b>48.8%</b>
<b>Courses by Course School</b>	<b>Indigenous</b>	57.9%	64.1%	62.1%
	<b>All Students</b>	<b>69.4%</b>	<b>70.7%</b>	<b>72.0%</b>

Source: S1 Student Retention Cube, 13 April 2021

### Strategies directly funded by other University resources

The University provided a COVID-19 Bursary Scheme through the Deputy Vice Chancellor (Students) portfolio to assist all students facing hardship during the COVID-19 pandemic. Seven Indigenous students were assisted via the COVID-19 Bursary Scheme and a total spend of \$3,420 was paid up to May 2020 from HEPPP funds. After May, COVID payments to support students transitioned to a Victorian government and alumni funded program for which there were no Indigenous recipients.

## 3. Completions (outcomes)

The data shows that the overall domestic completion count has declined for both Indigenous and non-Indigenous students from 2019 to 2020. However, the comparison completion rates over this same period saw Indigenous students completing at 0.13%, whilst non-Indigenous students completed at -0.13%.

**Table 3 Domestic Completions Count by School and Indigenous Status, 2018 to 2020**

		<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>Educational Partnerships Board</b>	Indigenous	0	0	0
	Non Indigenous	22	34	27
	<b>Total</b>	<b>22</b>	<b>34</b>	<b>27</b>
<b>Faculty of Business, Law and Arts</b>	Indigenous	18	12	12
	Non Indigenous	729	803	642
	<b>Total</b>	<b>747</b>	<b>815</b>	<b>654</b>
<b>Faculty of Education</b>	Indigenous	13	14	10
	Non Indigenous	320	364	377
	<b>Total</b>	<b>333</b>	<b>378</b>	<b>387</b>
<b>Faculty of Health</b>	Indigenous	27	33	26
	Non Indigenous	761	893	743
	<b>Total</b>	<b>788</b>	<b>926</b>	<b>769</b>
<b>Faculty of Science and Engineering</b>	Indigenous	4	2	3
	Non Indigenous	179	168	126
	<b>Total</b>	<b>183</b>	<b>170</b>	<b>129</b>
<b>Gnibi College of Indigenous Australian Peoples</b>	Indigenous	3	6	8
	Non Indigenous	8	8	4
	<b>Total</b>	<b>11</b>	<b>14</b>	<b>12</b>
<b>Office of Research</b>	Indigenous	0	0	0
	Non Indigenous	1	1	1

	<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>SCU College</b>	Indigenous	2	0	1
	Non Indigenous	13	17	34
	<b>Total</b>	<b>15</b>	<b>17</b>	<b>35</b>
<b>Courses by Owning Org Unit</b>	Indigenous	67	67	60
	Non Indigenous	2033	2288	1954
	<b>Total</b>	<b>2100</b>	<b>2355</b>	<b>2014</b>

Source: MIS Govt. Course Completions cube, 13 April 2021

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

Since December 2019, 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.

## 4. Regional and remote students

### Outreach providing information to potential students from regional/ remote areas

IASS and Gnibi College conducted school visits with Indigenous students from Year 7 to 12 across the University's footprint in the first three months of 2020. Due to COVID-19, visits were unable to take place thereafter, however phone contact was maintained throughout the year.

### Activities to support students during their studies

In 2020 the University continued to support activities via online delivery such as cultural Welcome to Country, Elder and community engagement, Indigenous events, tutorial assistance and PSP study support.

**Table 4 Scholarship data for remote and regional students<sup>15 16</sup>**

	Education Costs		Accommodation		Reward		Total <sup>17</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2019 Payments	\$151,236.50	72	\$192,752	52	\$48,550	101	\$398,488.50	225
B. 2020 Offers <sup>18</sup>	\$129,510	162	\$116,144	44	33,500	58	\$279,154	264
C. Percentage <sup>19</sup> (C=B/A*100)	85.63%	225%	60.26%	84.62%	69.00%	57.43%	70.05%	117.33%
<b>2020 Payments</b>	\$174,355	233	\$154,156	59	\$54,500	96	\$383,011	388

The number of regional and remote students that received a scholarship in 2020 were 250. The breakdown is as follows:

	Education Costs		Accommodation		Reward		TOTAL (of preceding columns)	
	\$	No.	\$	No.	\$	No.	\$	No.
Regional /Remote	125,937.50	154	108,388	41	32,000	55	266,325.50	250
Non-Regional	48,417.50	79	45,768	18	22,500	41	116,685.50	138
<b>Total</b>	174,355	233	154,156	59	54,500	96	\$383,011	388

The amount spent on regional and remote students in 2019 was an increase on the amount spent in 2018 which was roughly equivalent to that spent in 2017.

The amount offered in 2020 to regional and remote students is less than the amount spent on this group in 2020. It is now four years since the commencement of ISSP. Southern Cross University has been running scholarship programs with a duration of up to four years. We are now currently at the maximum level of continuing students. This constrains our number of new offers.

The amount offered in 2020 is less than the actual spending for 2019. However, 2019 was an increase on previous years. Significantly the amount offered in 2020 is also less than the amount spent in 2017 and 2018 respectively, and by significant proportion - \$279,154 offered in 2020 compared to \$349,831 in 2017 spent or about \$330,000 spent in 2018. But this is due to the budget limitation responding to the support for students on scholarships with a duration greater than one year.

The total spend in scholarships in 2020 was low (commencing and continuing student combined). \$383,011 compared with \$524,957.50 in 2019.

Comparing the actual spend on regional and remote students to the total budget for that year the difference is not quite so stark. 74% Education Costs (offered to total spend), 75% Accommodation, and 61% Rewards, in 2020 compared with 73%, 78% and 58% in 2019. While the budget has contracted, the proportion spent on regional students has actually increased.

There was a shift to smaller payments rather than the larger scholarships with a longer duration. 388 payments were spread across 223 individuals. Some individuals received multiple forms of support. 135 of these individuals were from remote or regional areas and 88 were from a major Australian city area.

## 5. Working with Vulnerable People Requirement<sup>20</sup>

	Yes/No
Has the university completed a risk assessment?	Yes
Have staff involved in ISSP received training?	Yes
Does the university have a compliance process in place?	Yes

## 6. Eligibility requirements

### 6.1. Indigenous Education Strategy

Education and research are vital elements in the life of a people and culture. Along with expectations of success, they work to decolonise spaces, places and to reconcile historical and contemporary realities. By promoting Indigenous Knowledge as a discipline within Southern Cross University positions Aboriginal and Torres Strait Islander students and staff to affirm their Indigenous identity and culture as integral to their educational experience, scholarship and success.

The Southern Cross University [Aboriginal and Torres Strait Islander Education Strategy 2017-2020](#) includes Principles in Action informed by the Gnibi Elders Principles to provide a framework for student engagement, success and wellbeing in all aspects of university policy, procedures and measures of service levels, participation and support.

It also enables a whole of University approach to ensure equitable higher education access, participation, and graduation of Aboriginal and Torres Strait Islander students at rates commensurate or higher than those of all other Australians.

Below are key performance indicators and how the University has fared so far:

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

Access and Participation Goal	2017	2018	2019	2020	% change 2019-20
Increase the number of Indigenous Australian students enrolled to 5% by 2020	4.6%	4.8%	4.5%	4.3%	-0.2%

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

Retention and Success Goals	2017	2018	2019	*2020
Achieve retention rates commensurate or higher than those of all other Australians	Indigenous students 57.9% Non-Indigenous students 69.4%	Indigenous students 64.1% Non-Indigenous students 70.7%	Indigenous students 62.1% Non-Indigenous students 72.0%	<i>Figures available in Session 2, 2021.</i>
Achieve success rates commensurate or higher than those of all other Australians	Indigenous students 62.7% Non-Indigenous students 78.2%	Indigenous students 62.9% Non-Indigenous students 78.3%	Indigenous students 64.4% Non-Indigenous students 78.7%	Indigenous students 66.9% Non-Indigenous students 80.7%
Increase the number of Indigenous Australian students completing annually	Indigenous Students 55  % of total domestic	Indigenous Students 67  % of total domestic	Indigenous Students 67  % of total domestic	Indigenous Students 60  % of total domestic

	completions 1.94%	completions 3.12%	completions 2.85%	completions 2.98%
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\*Please note: 2020 data is preliminary data. The data set is complete once all 2020 sessions are finalised.

Progress will be formally reviewed against all strategies within the Education Strategy by December 2021. 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](#).

**Southern Cross University includes Indigenous Knowledge in curricula, graduate attributes and teaching practices, and activities to improve all students and staffs' cultural competency as follows:**

- Gnibi College of Indigenous Australian Peoples ('Gnibi') has its own Board, which has responsibilities for recommending and approving changes to units and courses.
- Gnibi offers degrees from the Bachelor, Bachelor with Honours and the Doctor of Indigenous Philosophies, as well as a university wide major in Indigenous Knowledge and related university wide electives which are available to undergraduate students across all discipline areas. These degrees have been mapped to the Gnibi Elders' Principles which sit alongside the Graduate Attributes and Course Learning Outcomes.
- One of Southern Cross's Graduation Attributes is '*Cultural Competence*': *Graduate Attribute 7: 'An ability to engage with diverse cultural and Indigenous perspectives in both global and local settings'*. In this way, learning outcomes of all courses and units are scrutinised to ensure that they incorporate this GA in a meaningful way - responsibility for this rests in particular with our Accreditation Committee (a sub-committee of Academic Board, which is responsible for internal and course accreditation and approvals across the University). The Southern Cross *Reconciliation Action Plan (RAP) – Education Strategy 2017 – 2020* states a goal to 'Support refinement of Graduate Attribute 7 to facilitate greater understanding of Australian Aboriginal and Torres Strait Islander Cultures'.
- All Faculties/Colleges must address cultural competency, diversity, and Indigenous perspectives in external accreditation applications; examples include AACSB, and accreditation for allied health, nursing and midwifery courses.
- We also have GAs for HDR degrees which includes cultural competency: *HDR Graduate Attribute 7: 'To interact in a diverse community'*. All new research degrees will undergo scrutiny by the Higher Degrees Research Committee, which includes representatives from Gnibi.
- Southern Cross University has [Curriculum Design and Development Procedures](#) which indicate that the Course Design Team for each course will consult broadly to ensure representative views of all relevant stakeholder groups are considered, specifically including an *appropriate Indigenous academic community member*, and document this consultation. In addition the Procedures also indicate Unit Design Teams will consult broadly to ensure representative views of all relevant stakeholder groups are considered, specifically including an appropriate Indigenous academic community member when relevant to the unit. The Procedures also require that teaching methods, learning resources and learning activities will demonstrably meet the learning needs of all students, including Indigenous Australians, international students regardless of cultural

background, mature age students, school leavers, students with disabilities and students who are the first in their family to study at university.

**The Academic Portfolio Office (APO)/Academic Board involve Aboriginal and Torres Strait Islander people in the academic decisions of the university, curriculum and pathway development, and or evaluation review as follow:**

- As well as Indigenous academic staff, the Gnibi College Board includes Aboriginal Elders. Elders directly advise on Indigenous initiatives in the University.
- The Elders' Council meets four times a year, in addition to an annual meeting with the University Council.
- There are representatives from Gnibi on both Accreditation Committee and Academic Board, to which all new courses and course changes are approved, noted, and discussed.
- There are also representatives from Gnibi on a number of sub committees of the University's Academic Board including: Academic Standards and Quality Committee, Teaching and Assessment Committee, Research Committee (which explicitly also requires a senior Indigenous researcher in addition to the Associate Dean Research for Gnibi).
- The Team Leader for Indigenous Australian Student Services participates as a member of the Student Academic Experience Committee.
- In addition, all Faculty Boards (across academic work units) are responsible for maintaining its membership to include appropriate disciplinary expertise, gender diversity, *representation of Indigenous Australians* and representation across Academic Staffing Levels and may co-opt such other persons to its membership as it determines from time to time.

**In 2020 the University implemented the following to improve on the 2019 outcomes of the University's Education Strategy in the following areas:**

- **Ensure equitable access, participation and success of Aboriginal and Torres Strait Islander students rate commensurate or higher than those of all other Australian Students:** Compared to the total number of the University's domestic student population, Indigenous students fell from 4.5% in 2019 to 4.3% in 2020, a difference of -0.2%, whilst the number of non-Indigenous students rose to 0.13% (refer Table 1a). However, the total domestic Indigenous equivalent full-time student load (EFTSL) rose from 374.7 in 2019 to 385.1 in 2020, a percentage increase of 2.8% (refer Table 1b). The overall success rates for Indigenous students have increased by 2.5% compared to non-Indigenous students at 2% (refer table 2c). Completion rates for Indigenous students were at 0.13% whilst non-Indigenous student completion rates were at -0.13% (refer table 3).

COVID-19 was particularly hard for Indigenous students, but continued access to the IASS computer lab, internet services and staff ensured students were able to gain assistance when and as required. Online support services and direct lines of communication were maintained with Indigenous Student Support staff and PSP staff so students were not disadvantaged. Scholarships and the COVID-19 bursary scheme were provided to assist students financially during this time as well.

- Establish effective arrangements for supporting reconciliation and growing participation of Aboriginal and Torres Strait Islander people in academic decision making:**  
 During 2020 Aboriginal and Torres Strait Islander academic decision making were maintained by Gnibi College in conjunction with Southern Cross University’s policies and procedures.
- Increase the number of Aboriginal and Torres Strait Islander peoples employed:**  
 The University employed 48 Indigenous Australian people in a range of positions under various terms of employment in 2019. In 2020 the comparative figure is 36. Currently, there are two Faculties that employ academic staff who are Indigenous. There are no employees who are Indigenous within professional senior management or higher professional roles. The University does not employ at least one Indigenous person as a senior executive employee at the level of Pro Vice Chancellor, Deputy Vice Chancellor or Vice Chancellor, or equivalent level. The Dean of Gnibi College is the most senior Indigenous academic employee of the University.
- Promote Indigenous Knowledge and Indigenous Research Methodologies as essential components for academic and cultural enrichment, spanning all disciplines so that students and staff understand and respect Aboriginal and Torres Strait Islander traditional and contemporary cultures:**
  - Indigenous Knowledge units designed and taught by Gnibi College have been included in most of the degrees with all Faculties within the University.
  - Indigenous Knowledge Research using Indigenous Research Methodologies units are taught in the Doctor of Indigenous Philosophies and the Bachelor and Honours programs.

## 6.2. Indigenous Workforce Strategy

Table 6.2 Indigenous workforce data (2020 breakdown)<sup>21 22 23 24</sup>

Level/position	Permanent		Casual/contract/fixed-term		All
	Academic	Non-academic	Academic	Non-academic	TOTAL
Level A			9		9
Level B	3		5		8
Trainee				2	2
HEW Level 3		1		1	2
HEW Level 4		7		2	9
HEW Level 5		3			3
HEW Level 6		2			2
HEW Level 7		1			1
<b>Total Aboriginal and Torres Strait</b>	<b>3</b>	<b>14</b>	<b>14</b>	<b>5</b>	<b>36</b>

<b>Islander staff head count</b>					
<b>Total Non-Indigenous staff head count</b>	<b>167</b>	<b>295</b>	<b>347</b>	<b>259</b>	<b>1068</b>
<b>Total No Information staff head count</b>	<b>65</b>	<b>120</b>	<b>103</b>	<b>81</b>	<b>369</b>
<b>Total staff head count</b>	<b>235</b>	<b>429</b>	<b>464</b>	<b>345</b>	<b>1473</b>
<b>Percentage of Aboriginal/Torres Strait Islander people making up the University's total staff population</b>	<b>1.28%</b>	<b>3.26%</b>	<b>3.02%</b>	<b>1.45%</b>	<b>2.44%</b>

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 line with local population trends, 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.

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 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 fared?

<b>Priority 1 Cultural Competency, Safety and Respect</b>	<b>Responsibility</b>	<b>2020 Performance Indicators</b>
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Mandatory cultural competency training for new staff as part of the induction program	HR Services	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. A review is currently underway to implement a new more effective program for all staff.
Collaborate with the Aboriginal Elders Council to implement an Aboriginal and Torres Strait Islander cultural competency course for Supervisors and Managers.	HR Services	Due to the disruption caused by COVID19 last year, engagement with Elders is yet to occur, but will be undertaken as part of the current review of training programs.
All applicable staff encouraged to participate in the planning of and attendance at Indigenous events.	Vice Chancellor and Heads of Work Units	2020 was marked by the cancellation of most in-person events. Discussions will be undertaken with our Engagement team to promote greater staff participation (at all levels) at significant events for Aboriginal and Torres Strait Islander culture.

<b>Priority 2 Recruitment</b>	<b>Responsibility</b>	<b>2020 Performance Indicators</b>
Promote and increase Aboriginal and Torres Strait Islander employment through pathway programs.	HR Services	No additional targeted Aboriginal and Torres Strait Islander employment pathway programs offered in 2020. 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.
Review of current designated positions, with a particular focus on opportunities for Aboriginal and Torres Strait Islander targeted positions.	HR Services Review complete	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. More work is needed in

		creating targeted positions to increase participation in underrepresented work units where few or no employees are Indigenous.
Report on Aboriginal and Torres Strait Islander employment within individual work units to encourage accountability and focus.	HR Services annually	Data on each work unit's workforce profile is provided as part of annual workforce planning reviews. However, further work is required in growing Aboriginal and Torres Strait Islander 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	2020 was a difficult year for events given the COVID 19 restrictions.
Achieve Aboriginal and Torres Strait Islander employment rate of 3% of total domestic employees.	Vice Chancellor and HR Services	This target has not yet been met, and in 2020 this action was made particularly difficult given the large number of redundancies made across SCU.

<b>Priority 3 Career Development and Progression</b>	<b>Responsibility</b>	<b>2018 Performance Indicators</b>
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 and promote development opportunities for Aboriginal and Torres Strait Islander staff.
Development of a mentoring program targeted at new Aboriginal and Torres Strait Islander staff.	HR Services and Equity and Diversity	HR Services introduced a University mentoring program in 2019. 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	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	Exit interviews are currently being offered.

### 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 Committee is responsible for advising the Vice Chancellor on, reviewing, making recommendations about, and monitoring the use of the ISSP grants.

In formulating and determining its advice, the ISSPGC committee membership constituted a majority of Indigenous persons, each of whom has skills and experience relevant to the role.

The membership as at December 2019 consisted of:

Stuart Barlo*	Chair of ISSPG Committee; Acting Dean, Gnibi College of Indigenous Australian Peoples
Rachel Lynwood*	Chair of Gnibi College Board & Academic Integrity Officer; Co-Chair Aboriginal Elders Council; Co-Chair Reconciliation Action Plan Committee; Lecturer Gnibi College of Indigenous Australian Peoples
Nicole Cooper*	Minute Secretary, Reconciliation Action Plan Committee, Indigenous Strategies Committees and Project Officer, Student Administration Services
Janine Dunleavy*	Lecturer, Director of Teaching and Learning, Gnibi College of Indigenous Australian Peoples
Anthony Olive*	Team Leader, Indigenous Australian Student Services (IASS)
Cameron Johnson*	Manager, Workplace Relations, HR Services
Rod Williams*	Lecturer, Gnibi College of Indigenous Australian Peoples
Natasha Mercy*	Coordinator, Admissions and Scholarships, Student Administration Services

June Boyd*	Student Engagement & Retention Advisor
Gerald Hoskins*	Indigenous Student and Co-founder of <a href="#">Baylin's Gift</a>
Lindy Andren	Acting Minute Secretary
Nan Bahr	Deputy Vice Chancellor (Students)
Jacqueline Behan	Management Accountant, Finance
Julie White	Management Accountant, ISSPGC/Gnibi College of Indigenous Australian Peoples (Gnibi)
Mary-Anne Clark	Senior Manager, Client Services, Student Administration Services
Ruth Flower	Senior Student Management Officer, Student Administration Services
Virginia Ingham	Administrative Officer, Gnibi College of Indigenous Australian Peoples

*Australian Indigenous persons\**

The minimum quorum is the Chair and 3 other members.

During 2020 the membership was revised. The following members were appointed which included 2 male Indigenous members and 1 female non-Indigenous member and all members must be present to constitute a quorum:

Stuart Barlo*	Chair of ISSPG Committee; Dean, Gnibi College of Indigenous Australian Peoples
Anthony Olive*	Team Leader, Indigenous Australian Student Services (IASS)
Nan Bahr	Deputy Vice Chancellor (Students)

However, former committee members who have in depth expertise and knowledge on activities associated with the ISSP over many years, were invited to the meetings to provide advice on such matters.

In 2020 the ISSPG Committee held three meetings and the following agenda items included:

- Acknowledgement of Country
- ISSP Committee
- ISSP Budget 2020
- Student Placements
- Aboriginal and Torres Strait Islander Identity Affirmation
- Attendees/Quorum – 3 members
- Seeking the VC's response submission of feedback from former ISSPG Committee members
- 2020 ISSP budget, expenditure and balance – are we heading for a surplus?
- Ways to alleviate Indigenous student hardship as a result of COVID-19
- Schedule/process for the 2020/2021 Working with Vulnerable Populations Training, Risk Assessment and Compliance Register (to be developed in partnership with HR and Governance Services)
- Confirmation that ISSP Mid-Year Preserved Scholarship Update submitted to NIAA
- New National Indigenous Australians Agency (NIAA) Working with Vulnerable (WWVP) and Work, Health and Safety (WHS) grant requirements
- 2020 ISSP Budget, balance and recommended spend
- ISSP Request for Rollover information provided by NIAA
- Coordinated response to Universities Australia 2020 Indigenous Strategy Progress Survey
- 2021 ISSP Preserved ICECS and ICAS Scholarships Bidding submitted to NIAA on 30/9/20

- Flying Minute: 2020 COVID-19 Indigenous Student Assistance Grant – recommendation to the Vice Chancellor to approve allocation of all unspent funds in the ISSPG 2020 budget (approx. \$110k) to administer the 2020 COVID-19 Indigenous Student Assistance Grant package to support Indigenous students studying at Southern Cross University to successfully adapt to new circumstances and any hardship as a result of COVID-19.

### 6.3.1. Statement by the Indigenous Governance Mechanism

The ISSP Committee wishes to thank Nicole Cooper, Project Coordinator, Student Administration Services; Virginia Ingham, Administrative Officer, Gnibi College of Indigenous Australian Peoples and Jacqueline Behan, Finance Officer, Financial Performance, for preparing this report in collaboration with former and current ISSP Committee members and other key members from across the University.

Consistent with subsection 17(2)(b) of the guidelines, please see the statement below from the 2020 Chair of the Southern Cross University ISSPG Committee Dr Stuart Barlo regarding the performance and the acquittal report provided herein.

The ISSPG Committee commenced in October 2017. In November 2019, the ISSP Committee proposed amendments (in italics below) to the ISSPG Committee Charter to comply with the changes to the Indigenous Student Assistance Grants Guidelines, dated 18 December 2018. We are still awaiting feedback on these recommendations.

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*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;*
  - iv. *communication and reporting processes; and*
  - v. *complaints and grievances processes concerning the use of an ISSP grant.*

Overall the Committee affirms the value of the ISSP Guidelines. We are still committed to developing the most culturally safe, supportive and opportunity generating places for our students possible.

## Additional information for completing the template

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<sup>1</sup> Total of the four questions above.

<sup>2</sup> Only payments made during 2020 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.

<sup>3</sup> Record the number of students (head count) not EFTSL.

<sup>4</sup> Include both preserved and new ISSP scholarships.

<sup>5</sup> This figures in this column should be the sum of the relevant row.

<sup>6</sup> The total may not be the sum of the previous columns as some students may receive several scholarships.

<sup>7</sup> Include payments to all enabling students, including remote and regional students.

<sup>8</sup> Include payments to all undergraduate students, including remote and regional students.

<sup>9</sup> Include payments to all postgraduate students, including remote and regional students.

<sup>10</sup> Record only hours of instruction received by the students (do not include staff planning or organising time).

<sup>11</sup> Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

<sup>12</sup> Add more rows if necessary.

<sup>13</sup> Include a brief description of the activity.

<sup>14</sup> 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.

<sup>15</sup> Only record amounts which would/did require payment during the 2020 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.

<sup>16</sup> Note the data in this table is a subsection of the all student scholarship data provided in Table 1.

<sup>17</sup> This figures in this column should be the sum of the relevant row.

<sup>18</sup> Record all verbal and written scholarship offers for the 2020 calendar year, including those offers that were not accepted by the student. Record the 2020 component of new scholarship offers and the planned 2020 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).

<sup>19</sup> This data confirms the provider's compliance with Section 21(3) of the Guidelines.

<sup>20</sup> This section confirms that the provider complies with Section 35A of the Guidelines.

<sup>21</sup> 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.

<sup>22</sup> Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.

<sup>23</sup> The numbers recorded here should be a headcount of staff and not the full-time equivalent.

<sup>24</sup> There is no longer a requirement to break up these by faculty. Please group together results by level.

# Indigenous Student Success Program 2020 Financial Acquittal

Organisation

Southern Cross University

## 1. Financials – income and expenditure

**Table 1a ISSP income available to support Indigenous students in 2020 (excluding GST)<sup>1</sup>**

Item	(\$)
<b>A. ISSP Grant</b>	
ISSP Grant 2020 (flexible component)	2,078,567
ISSP Grant 2020 for preserved scholarships	19,289
<b>Subtotal ISSP Grant 2020</b>	<b>2,097,856</b>
<b>B. Other ISSP Related Income</b>	
Rollover of ISSP funds from 2019	0
Interest earned/royalties from ISSP funding	0
Sale of ISSP assets	0
<b>Subtotal other ISSP related income</b>	<b>0</b>
<b>Grand total for 2020</b>	<b>2,097,856</b>

**Table 1b Other funding available to support Indigenous students in 2020 (excluding GST)<sup>2</sup>**

Item	(\$)
<b>A. Other non-ISSP funds</b>	
Other funding provided under HESA <sup>3</sup>	95,000
Other Commonwealth Government funding	2,516,511
ATO cash flow boost voluntarily allocated by you to this activity	0
Funds derived from external sources <sup>4</sup>	104,283
<b>Total of other non-ISSP funds for 2020</b>	<b>2,715,794</b>

**Table 1c Expenditure on support for Indigenous students during 2020 (excluding GST)<sup>5</sup>**

Item	Actual ISSP (\$) <sup>6</sup>	Estimate other funds (\$) <sup>7</sup>	TOTAL (\$) <sup>8</sup>
Preserved scholarships	4,147		4,147
“New” scholarships from flexible ISSP funding	374,313	104,283	478,596
Teaching and learning <sup>9</sup>		2,266,564	2,266,564
Salaries for staff working on ISSP activities (excluding JobKeeper payments) <sup>10 11 12</sup>	1,428,589	230,269	1,658,858
Administration for staff working on ISSP activities <sup>13</sup>	24,009	10,000	34,009
Travel – domestic (airfares, accommodation & meals)	2,803	-	2,803
Travel – international (airfares)		-	-
Travel – international (accommodation and meals)	-	-	-
Conference fees and related costs <sup>14</sup>	-	-	-
ISSP Asset purchases made during 2020 <sup>15</sup>	-	-	-
Other (including other ATO cash flow boost expenditure not included in above figures)	138,843	104,677	243,520
<b>A. Total Expenditure 2020</b>	<b>\$1,972,704</b>	<b>\$2,715,793</b>	<b>\$4,688,497</b>
<b>B. Unexpended 2020 ISSP funds approved for rollover into 2021 grant year</b>	<b>110,009</b>		
<b>2020 ISSP funding committed (A + B)</b>	<b>2,082,713</b>		
<b>D. Other unexpended 2020 ISSP Funds to be returned to PM&amp;C<sup>16</sup></b>	<b>-</b>		
<b>C. Unexpended 2020 preserved scholarships funds to be returned to PM&amp;C</b>	<b>15,143</b>		

**For NIAA information only**

JobKeeper payment/s received and expended on this activity (value \$)	Nil
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## 2. Rollovers

**Table 2 Rollovers agreed**

	Rolled over (\$) (A)	Expended/committed <sup>17</sup> (\$) (B)	Excess to be returned to the Department <sup>18</sup> (C) (C = A – B)
2019 funds rolled over into 2020	0	0	0
2020 funds approved for rollover into 2021	110,009	110,009	

Please provide details of rollovers outlined in Table 1d above:

2020 Rollover – committed against the following project planned for the first quarter of 2021:  
 “Analysis of SCU Indigenous admissions schemes and pathways”



### 3. Goods and Services Tax

**Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2020<sup>19</sup>**

1. GST received by you in 2020 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> <sup>20</sup>	\$0.00
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) <sup>21</sup>	\$0.00
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /
	Amount remitted: \$ Date remitted: / /

### 4. ISSP Assets

**Table 2a ISSP Assets inventory<sup>22</sup>**

Asset Description/ category	Adjustable Value <sup>23</sup>	ISSP contribution <sup>24</sup>
Multimedia Equipment	\$20,124	\$20,124

**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 <sup>25</sup>	ISSP component <sup>26</sup>	Disposals Age <sup>27</sup>
Nil				

### 5. Endorsement of the Financial Acquittal<sup>28</sup>

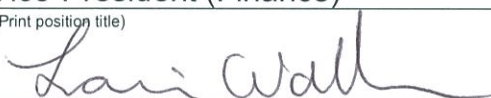
2020 Financial Acquittal supported and initialled by:

Travis Walker

(Print name of relevant officer)

Vice-President (Finance)

(Print position title)



(Signature and date)

Telephone contact: 02 6620 3731

E-mail: travis.walker@scu.edu.au

## INDIGENOUS STUDENT SUCCESS PROGRAMME 2020 CERTIFICATION

*Complete this certification after reading the completed 2020 Performance Report and 2020 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 2020 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 2020 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2020 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:

Title:

Signed:  Date:

### **Certification made by Vice-Chancellor or equivalent delegate:**

Name:

Title:

Signed:  Date:

## Additional information for completing the template

- <sup>1</sup> The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2020 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.
- <sup>2</sup> Please estimate the funds available.
- <sup>3</sup> Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- <sup>4</sup> Examples of other funding are philanthropic donations, other student payments, business income etc.
- <sup>5</sup> Where applicable, figures provided in this table must be consistent with the figure provided in the institution’s 2020 Performance Report.
- <sup>6</sup> List the expenditure of the income listed in Table 1a above.
- <sup>7</sup> List the expenditure of the income listed in Table 1b above.
- <sup>8</sup> Sum ISSP expenditure and other funds expenditure.
- <sup>9</sup> Estimate expenditure on Indigenous students for teaching and learning across all faculties. This may be a pro-rata of CGS funding.
- <sup>10</sup> 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.
- <sup>11</sup> Include expenditure on salaries for staff that provide tutorial assistance.
- <sup>12</sup> May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- <sup>13</sup> 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.
- <sup>14</sup> Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- <sup>15</sup> Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- <sup>16</sup> Include unspent 2019 funds that were rolled over into 2020 but were not expended during 2020 (i.e. the amount recorded in Table 2, column C).
- <sup>17</sup> For 2019 funds rolled into 2020, the amount included here should be the amount expended in 2020. For 2020 funds agreed for rollover into 2021, the amount recorded here should be the amount of the funding that has been committed for expenditure in 2021.
- <sup>18</sup> This amount should be included in the total unspent 2020 amount listed in Table 1c, Section D.
- <sup>19</sup> 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.
- <sup>20</sup> This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- <sup>21</sup> This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- <sup>22</sup> Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- <sup>23</sup> Adjustable value means the cost of an asset less its decline in value determined in accordance with the Australian Taxation Office Guide to Depreciating Assets 2014..
- <sup>24</sup> The ISSP contribution should be recorded in the same ratio to the ISSP funds used to purchase the item (this includes any sale of an older asset trade in of old assets purchased with ISSP funding).
- <sup>25</sup> Where an item has been stolen or destroyed, the words ‘stolen’ or ‘destroyed’ should be listed in the sale price column.
- <sup>26</sup> The ISSP component should be the proportion of the sale price in the same ratio as the proportion of ISSP funding that contributed to the purchase of the asset.
- <sup>27</sup> Where groups of assets are disposed of, an average age can be provided.
- <sup>28</sup> 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

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the organisation's internal audit function. If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.