

Indigenous Student Success Program

2023 Performance Report

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1. Declaration

In providing this Performance Report, we acknowledge that providing false or misleading information is an offence under the Criminal Code Act 1995.

The Tjabal Indigenous Higher Education Centre (TIHEC) operates in line with the ANU 2021-2025 Strategic Plan, focusing on key initiatives to fulfil its national responsibilities towards Indigenous Australia. TIHEC maintains a close collaboration with the ANU Colleges and the wider University community, providing a broad range of professional services and academic support for Aboriginal and Torres Strait Islander students, from pre-enrolment to graduation and into their professional lives.

TIHEC is committed to celebrating and recognising the important cultures and contributions of Aboriginal and Torres Strait Islander peoples to ANU. This is reflected in the student-centered support services, which include:

- Outreach programs for prospective students, aiding them in post-school education decisions.
- Assistance with University admissions at all levels, including information on various tertiary programs and alternative entry options,
- Orientation and programs facilitating the transition to university life.
- Various learning support options include workshops, group and individual sessions, tutorials, and personal consultations.
- Access to information and advice on scholarships, grants, awards, student financial support, employment opportunities, and pastoral care.

2. Enrolments (Access)

2.1. Improving access for all Indigenous students

Continuing from 2022, ANU's enrolment and access strategy is dedicated to establishing a standard in equity and inclusion, especially in attracting students from Indigenous backgrounds, rural regions, and those from low socio-economic status. This strategy is implemented through various activities and programs across the university. Below, we have highlighted the programs that significantly improve enrolment access for Indigenous students. ANU's Strategic Plan 2021 – 2025 is found [here](#).

- Amongst this strategy is the ANU **Admission, Scholarship, and Accommodation (ASA)** scheme, which enhances enrolment and access for Indigenous students. This admission scheme allows the university to extend offers to a broader and more diverse range of prospective students, facilitating early engagement and streamlining the application process. With a single application, students can apply for admission, accommodation, and scholarships, benefiting from earlier offer timelines and clearer entrance requirements. A notable increase in applications via the ASA pathway, as opposed to applications through UAC, is evident in the data presented in Table 2.

Table 2. Increase in ASA Indigenous student application

	2020	2021	2022	2023
ASA Indigenous application	38	75	80	86
UAC Indigenous application	61	57	49	56

- The **ANU Management Program** uses an evidence-based approach to management to enhance the managerial skills and knowledge of employees from the National Indigenous Australians Agency (NIAA) and other government departments, such as Social Services and DFAT. The program culminates in participants earning a Graduate Certificate of Management. It's structured to develop critical evaluation skills for better decision-making, enhance collaborative efforts, and equip participants with techniques for managing complex and unpredictable situations.



Photo: 2022 ANU Management Program graduates



Photo: 2023 ANU Management Program new cohort

- The **Kambri Indigenous Undergraduate Scholarship** is designed to provide the essential support Indigenous students need to thrive in their university studies. This scholarship offers a comprehensive financial aid and pastoral care package, enabling students to pursue their undergraduate degrees at Australia's national university with ease and fewer financial burdens. This initiative is not just about individual achievement; it's about building a community of scholars who can provide long-term mentorship and positively impact their communities and the land. Testimonials from Kambri scholars highlighting how the program has facilitated their university access and the support they received are available [here](#).



Photo: 2023 Kambri Scholars

Table 2.1 provides an overview of the various ongoing programs at ANU dedicated to enhancing access for all Indigenous students interested in pursuing their education at ANU. Each program name contains web links for further information.

Table 2.1. Other ANU programs to improve access not sourced by ISSP

Program name	Summary	
<u>ANU Indigenous Trainee and Apprentice Program</u>	Target audience	Indigenous community members seeking training and employment at the ANU
	Purpose	The ANU engages the Australian Training Company to recruit and train Indigenous trainees for professional positions across the University. Upskilling in Certificate III and IV qualifications, they are then supported to continue into Bachelor programs if they choose
	Outcome	Prospective Indigenous employees receive training and employment at the University and access to further study if they choose
<u>Special Consideration Application</u>	Target audience	Domestic students looking to study undergraduate-level
	Purpose	Special consideration is given to domestic students for undergraduate study where circumstances beyond their control had a direct bearing on their educational performance.
	Outcome	Students are motivated to enrol knowing there is another pathway towards access and entry into ANU
<u>Tjabal Centre Student Support</u> (sourced by ISSP)	Target audience	Current ANU Indigenous Students, and prospective Indigenous students
	Purpose	To address various challenges related to university life, such as financial constraints, there are provisions for tuition assistance, academic support for students, and pastoral care.
	Outcome	Barriers of study set-up costs are removed allowing the student to focus more on their study. Student feel safe in their environment to study
<u>Special adult entry scheme</u>	Target audience	Mature aged students who completed Year 12
	Purpose	Mature aged students who do not hold assessable qualifications can apply to ANU under the Special Adult Entry Scheme and complete a STAT
	Outcome	ANU provides more opportunities for students to access and gain entry into ANU
<u>Medical School pathway</u>	Target audience	Prospective Indigenous students wanting to become doctors and health professionals
	Purpose	ANU Bachelor of Health Science program designates 15 places for rural and Indigenous students where second-year students receive a conditional offer to the MChD contingent upon their GPA and completing the three-year Bachelor of Health Science program. MChD reserves 10 out of 30 spots for Indigenous students.
	Outcome	Students can bypass the GAMSAT so long they maintain the required GPA and complete the program

2.2. Outreach

TIHEC actively collaborates with Aboriginal and Torres Strait Islander communities throughout Australia and relevant groups to enhance awareness of the benefits of higher education. The Community Engagement program, targeting secondary school students, provides essential information to help them consider higher education in their future plans, focusing primarily on schools in Canberra and Queanbeyan. TIHEC extends its efforts nationwide to showcase the opportunities available at ANU. The goal is to highlight ANU's unique and diverse educational offerings, aiding young individuals in exploring potential programs and career paths. This involves crucial engagement with educators, career advisors, and school administrators.

TIHEC hosted its first National Indigenous Engineering Winter School. It is the first of its kind that aims to explore the various fields of Engineering over a 3-day program. It creates new opportunities and experiences for prospective Indigenous students in Years 11 and 12. This collaborative effort is between the ANU School of Engineering and the Commonwealth Bank of Australia. The engineering field includes several sub-disciplines, each with its own specialisations and opportunities for deep learning. The program gives students an opportunity to speak and learn with some of the 2023 Bandalang residents, who are experts in their fields and are making important contributions to our engineering community. The program acts as a follow-on program from the National Indigenous Summer School and is catered to students in years 10 and 11.



Photo: 2023 National Indigenous Engineering Winter School participants

The TIHEC's dedicated team is responsible for leading various activities such as conducting school presentations, arranging visits to ANU and TIHEC campuses, and hosting Summer and Autumn Schools in collaboration with ANU Colleges. These consistent efforts play a crucial role in strengthening the connection with schools and providing substantial support to students and their families as they prepare for university life. The 2023 outreach activities and their impacts are detailed in Table 2.2.



Photo: 2023 National Indigenous Summer School participants after Moot Court

Table 2.2. Other ANU programs to improve access

Outreach activity	Target audience	Outline of Program	Outcome
<u>National Indigenous Summer School</u>	Indigenous Year 10 and 11 students nationwide, with an interest in science and technology, arts and humanities subjects.	TIHEC and the College of the Sciences and College of Arts, Humanities and Social Science, College of Asia and Pacific, College of Business and other participating parties host students for a week-long program experiencing university life studying sciences and humanities.	Students become familiar with university studies and are motivated to gain entry to Bachelor-level degrees of choice or pathways programs.
Taste of ANU	Local Canberra and Queanbeyan Indigenous Year 10 students.	TIHEC and ANU Colleges run short workshops to experience life as an ANU student.	Students become familiar with university studies and are motivated to gain entry to Bachelor-level degree of choice or pathways programs.
Career Advisor Network	Career Counsellors of Indigenous students at local and regional schools.	ANU including TIHEC, discusses entry and eligibility issues and supports the benefit to Indigenous students at their schools.	Career Counsellors are better able to guide students through university preparation and application phases. TIHEC participates in Career Counsellor visits/sessions held by ANU Central Recruitment.
Visits to schools, school visits to TIHEC and ANU	School-based teachers and principals and their Indigenous students (Years 8-12).	By building relationships with Career advisors, TIHEC negotiates meeting arrangements with Indigenous students to inform them of ANU programs offered at the ANU, and Indigenous student-specific support available.	Students are informed and guided through university preparation and application phases.
Indigenous community gatherings	Indigenous community members.	TIHEC is present at most of Canberra's Indigenous Community Gatherings, including NAIDOC, Reconciliation Week, Sorry Day, Mabo Day, and events celebrating days of cultural significance.	Students are encouraged to attend the community gatherings to network with Indigenous elders and share stories.
Indigenous Student Ambassadors	Current and alumni ANU Indigenous students.	ANU Indigenous students share their journey and their experiences at university with prospective students.	Young people are provided with first-hand accounts of university life.
ANU Open Day event. TIHEC run an Open House in the Tjabal Centre	Prospect students and families.	Encourages students and parents to meet TIHEC staff and find out first-hand offers and opportunities available to current ANU students and support available to prospective students.	Students and parents overcome barriers of stigma around university study and life. They feel welcomed and comfortable with staff and information provided.

Table 2.3. Below show student enrolment number comparisons for 2022 and 2023

Table 2.3. Total number of Aboriginal and Torres Strait Islander enrolments 2022 and 2023

	2022	2023
Aboriginal and Torres Strait Islander students:	129	152
Non Aboriginal and Torres Strait Islander students (Domestic students only):	12052	13721

2.3. Scholarship

Highlighting available scholarships is a key aspect of outreach efforts, given that financial concerns are a significant obstacle for many families and young people. TIHEC offers guidance and assistance to students in accessing a variety of scholarships. This includes not just the Indigenous Commonwealth Education Costs Scholarships (I-CECS), Indigenous Commonwealth Accommodation Scholarships (I-CAS), and Indigenous Access Scholarship (IAS), but also additional funding opportunities. The distribution of ISSP scholarship payments for 2023 is detailed in Table 2.4. Furthermore, as outlined in Table 2.5, there are over 30 scholarships specifically for Indigenous students, sourced both privately and from the University. In 2023, more than 95 students either continued receiving scholarship support or were new recipients of these scholarships.

Table 2.4 ISSP Scholarships - breakdown of 2023 payments

	Education Costs		Accommodation		Reward		Total ¹	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ²	0	0	0	0	0	0	0	0
Undergraduate ³	17,500	4	52,500	9	0	0	70,000	13
Post-graduate ⁴	5,000	1	0	0	0	0	5,000	1
Other	0	0	0	0	0	0	0	0
Total	22,500	5	52,500	9	0	0	75,000	14

Table 2.5. Scholarships offered by the University

Scholarship Details	Funding Source	Annual Value	Awarded in 2023
ANU College of Business & Economics Postgraduate Scholarship for Aboriginal or Torres Strait Islanders	University	Covers 100% of the tuition fees for the standard full-time duration of the program up to 120 units, plus \$7,500 once-off grant	4
ANU College of Business and Economics Undergraduate Scholarship for Aboriginal or Torres Strait Islander	University	\$10,000	4
ANU Science, Health, and Medicine Indigenous Undergraduate Scholarship	University	\$10,000	1
Bill and Kate Guy Scholarship	Private	\$10,000	0

Chris and Kerryn Marks Travel Grant	Private	\$3,500	16
Duguid Travelling Scholarships	University	Variable	0
Elspeith Young Memorial Grant	University	Variable	33
Freilich Indigenous Student Scholarship in Law	University	\$8,000	1
Kambri Scholarship	University	Up to \$30,000	16
Sir Roland Wilson Pat Turner Scholarship	University	Continuation of APS Salary, with Scholars completing a PhD program also able to access up to \$40,000 international travel stipend, as well as professional development fund of up to \$5,000 over the course of the scholarship.	2
Garrurru Indigenous Undergraduate Scholarship	University	\$15,000	1
Indigenous Australian Graduate Scholarship	University	\$28,597	0
Indigenous Australian Reconciliation PhD Scholarship	University	\$28,597	0
Indigenous Music HDR Scholarship	University	\$5,000	0
Joseph & Lindsay Croft Memorial Scholarship	University	Variable	1
Judith Wright Scholarship	University	\$8,004	1
Ken Wanganeen Scholarship	University	Variable	2
Kentwell Family Scholarship	University	\$7,000	1
Leonard Broom Higher Degree Research Scholarship	University	\$15,000	1
Malcolm Stewart Scholarship	University	Variable	0
National Indigenous Merit Scholarship	University	\$6,500	4
National Indigenous Scholarship for Medicine	University	\$25,000	0
National Indigenous University Scholarship	University	\$12,500	5
Oakleigh Scholarship	Private	\$5,000	0
National Security College Entry Scholarship for Aboriginal & Torres Strait Island Students	University	Full domestic tuition fee for up to 50 per cent of College courses required to complete the program	0
Nugget Coombs Indigenous Australian Scholarships	University	Variable	0
Benson Family Scholarship	University	\$8,000	
Mardi & John Scholarship	University	\$8,000	0
Rotary-Alf Gillespie Scholarship for Indigenous Australian Undergraduate Students	Private	\$4,863	1
Tjabal Centre Bursary	University	Variable	5
Wherry Family Scholarship	Private	\$5,000	1
Calleo Indigenous Scholarship	Private	\$5,000	2

3. Progression (outcomes)

TIHEC remains committed to supporting the retention and completion of Indigenous students by facilitating access to a diverse range of scholarships. In line with ANU's strategy to provide a world-class student experience, TIHEC is focused on enhancing and developing new student support opportunities. An important aspect of TIHEC's role is fostering engagement among current and past Indigenous students within the TIHEC community. This aligns with the goals outlined in the ANU Strategic Plan 2025, which emphasises creating a campus environment, including digitally, that recognises students as individuals, promotes collective capabilities, nurtures intellectual curiosity, supports academic success, and safeguards student welfare.

TIHEC provides robust academic support for Indigenous students, ensuring they have the necessary resources and guidance to succeed in their studies. Table 3 below shows an increase of commencing student numbers from 2022 to 2023. These numbers are crucial for evaluating the effectiveness of educational initiatives, shaping future strategies, ensuring adequate resource distribution, and promoting a more inclusive and representative educational environment.

Table 3. Commencing Aboriginal and Torres Strait Islander students in 2022 and 2023

	2022	2023
Aboriginal and Torres Strait Islander students	82	58
Non-Aboriginal and Torres Strait Islander students (Domestic students only)	3708	3318

The Tutor and the Academic Student Support programs listed below are ongoing projects that have demonstrated success in providing student support, contributing to the successful completion of units in 2023.

3.1. Indigenous Tuition Program (ITP)

The Indigenous Tuition Program is an academic tutoring service available to Indigenous student studying at ANU. Students will opt-in to receive tuition available through the duration of each academic year inclusive of non-standard teaching periods. The ITP Coordinator is responsible for liaising with students and tutors, negotiating the allocation of hours, and collating relevant data regarding students' courses and academic progress.

Employed tutors are hired based on their academic performance, on the recommendation of course coordinators within respective ANU Colleges, and on their affinity with and understanding of the challenges faced by Indigenous students within education. As casual academic staff, they are required to complete Cultural Awareness Modules offered by the ANU as well as attend an in-person training hosted by TIHEC.

The allocation of hours for ITP in 2023, inclusive of examination and the assessment periods, are:

- First Year UG Student: 30 hours per subject
- Second Year UG Student: 25 hours per subject
- Third Year and above UG Student: 20 hours per subject
- PG Students: 15 hours per subject
- For students completing year-long courses such as an Honours year or Medicine, they are allocated 60 hours for the entire academic year.

If students require additional support due to extenuating circumstances (i.e. deferred assessments/exams), an additional 10 hours were provided. The tiered allocation of hours promotes

independent learning as students' progress into their degree programs whilst also accounting for an overall increased student intake.

Table 3.1 details the assistance provided to students in 2023 in comparison to 2022. Where students may seek tuition for multiple classes, they will be accounted for once. Additionally, hours denoted are hours allocated to each course of study and do not reflect the number of hours used in its entirety by students. Similarly, the expenditure noted also reflects allocated funds for each course and not its use in its entirety.

Table 3.1 Tutorial assistance provided in 2023

Level of study	Number of unique students assisted		Total hours of assistance		Expenditure (\$)	
	2022	2023	2022	2023	2022	2023
Enabling	0	0	0	0	0	0
Undergraduate	43	51	3,937	4,684	\$293,400	\$351,302
Post-graduate	11	12	240	725	\$18,000	\$51,375
Other	0	0	0	0	0	0
Total	54	63	4,177	5,409	\$311,400	\$402,677

The total number of unique students assisted in 2023 increased for both undergraduate and postgraduate students alongside the total hours of assistance they received. With the continued support of the Kambri Scholarship for undergraduate students, an increased number of Indigenous students were admitted into the ANU. As such, a greater focus was placed on encouraging these scholars to access the tutoring program. Our medical students made up a large proportion of hours allocated to postgraduate students as they are enrolled in full-year courses. As such, 2023 expenditure reflects this increase for both undergraduate and postgraduate students respectively.

3.2. Academic Student Support

Alongside the ITPs, TIHEC's academic student support staff plays a crucial role in guiding ANU's Indigenous students. This staff member's responsibilities involve coordinating the necessary academic and student support services, thus ensuring access to essential resources for academic achievement.

One key aspect of this support is providing personalised academic guidance. This helps students comprehend university systems, understand their course requirements, and manage academic deadlines effectively, ensuring they remain on course for the duration of their degree. The services extend to enhancing academic skills. Students are equipped to address specific academic challenges through tutoring and study workshops. By improving skills in areas such as essay writing, research methodology, and exam strategies, students are better prepared for academic tasks, leading to enhanced performance and grades.

The Academic student support officer is a vital liaison between students and faculty, facilitating prompt resolution of academic concerns. This proactive communication is essential in preventing

misunderstandings and ensuring that students receive the support they need from their departments. Continuous support provided by TIHEC is instrumental in reducing the risk of students encountering overwhelming challenges that could lead to dropout. The support system aids in the early identification and resolution of issues, keeping students on a steady path towards graduation.

Additionally, TIHEC's approach includes preparing students for future opportunities. Career and post-graduation guidance help students align their academic work with their career aspirations, focusing on current studies and post-university success. TIHEC's dedication plays an integral role in ensuring that Indigenous students at ANU don't just adapt and survive in the university environment but also thrive and excel academically, setting a solid foundation for their future professional endeavours.

3.3. Pastoral care

TIHEC plays a vital role in providing pastoral care to both students and staff, fostering a supportive and nurturing environment essential for their well-being and success. This pastoral care involves offering guidance, emotional support, and a safe space where individuals can discuss and manage personal, academic, or professional challenges. TIHEC's approach is holistic, recognising that the well-being of students and staff is key to their academic and professional achievements. By maintaining an open-door policy and fostering a culture of inclusivity and understanding, TIHEC ensures that everyone feels valued and heard. Regular check-ins, workshops on wellbeing, and access to counselling services are just some of the ways the Centre actively supports the mental and emotional health of its community. This commitment to pastoral care is integral to creating a positive and inclusive atmosphere within the TIHEC, where individual needs are met with empathy and support.

3.4. Cultural awareness

TIHEC's focus on enhancing cultural competency among staff and students aligns well with the ANU's strategic plan, emphasising inclusivity, diversity, and excellence in education. TIHEC contributes to ANU's goal of creating a diverse and inclusive community by fostering respect, understanding, and appreciation of Indigenous cultures. This not only enriches the educational experience for all students but also ensures that the university's services are responsive to the needs of a diverse population. By promoting cultural awareness and empathy, TIHEC supports ANU's objective of preparing students for a globalised world, equipping them with the skills necessary to navigate and contribute to a diverse society. This initiative by TIHEC also resonates with ANU's commitment to social responsibility, addressing historical and current social injustices through education and inclusion.

The TIHEC's efforts in cultivating cultural competency are integral to fulfilling ANU's strategic vision of being a leading national and international educational institution that values and upholds diversity, inclusiveness, and social justice. There are several programs and initiatives in place to foster cultural competency. Table 3.2 outlines a few programs available at the ANU.

Table 3.2 Cultural awareness programs

Activities	Summary
<i>Indigenous Cultural Awareness Training</i>	Programs designed to educate staff and students about Indigenous Australian histories, cultures, and contributions. This training is often mandatory for staff and highly encouraged for students.
<i>Courses and Modules on Indigenous Studies</i>	The curriculum includes courses and modules focused on Indigenous studies, allowing students from all disciplines to learn about Indigenous history, culture, and contemporary issues.
<i>The Tjabal Indigenous Higher Education Centre</i>	Offers a range of support services and cultural activities for Indigenous students, enhancing cultural understanding among the wider student body
<i>Language Programs</i>	Language courses that include Indigenous languages foster a deeper understanding and appreciation of Indigenous cultures.
<i>International Student Exchange and Study Abroad Programs</i>	Encouraging students to gain international experience broadens their cultural perspectives and understanding.
<i>Events and Workshops</i>	To celebrate diversity and promote understanding, we are hosting cultural events, workshops, and seminars that focus on different cultures, including those of Indigenous peoples.
<i>Research Initiatives and Partnerships</i>	Supporting research focusing on Indigenous studies that often involves collaboration with Indigenous communities and scholars.
<i>Community Engagement Programs</i>	Programs that involve engagement with local Indigenous communities, providing practical experiences and learning opportunities for students and staff.
<i>Inclusive Policies and Practices</i>	Implementing policies and practices that support diversity and inclusion across the university.



Table 3.3 outlines more strategies supporting Indigenous students' progression at ANU.

Table 3.3 Strategies to Address Progression

Strategy	Outline	Outcome
<i>Indigenous Students Department (Department)</i>	Managed by the Australian National University Students' Association (ANUSA), The Department plays a vital role in advocating for and supporting Indigenous students. It focuses on promoting Indigenous rights and interests, providing tailored welfare services, and fostering a strong community through cultural engagement and events. They ensure Indigenous students' voices are represented in student governance and liaise with university administration, contributing to a culturally aware and inclusive campus environment. The department also offers crucial information and resources to aid Indigenous students' academic and personal success at ANU.	The Department significantly enhances the university experience for Aboriginal and Torres Strait Islander students. Its key outcomes include improved representation and advocacy in university decision-making, enhanced support services tailored to Indigenous students, and heightened cultural awareness across campus. The department fosters a strong community among Indigenous students, empowering them and ensuring they have access to necessary resources and information.
<i>Indigenous Nationals Games</i>	The Indigenous Nationals, a yearly event spanning several days, gathers Aboriginal and Torres Strait Islander university students from across Australia to partake in a cultural and sports celebration. The Tjabal Indigenous Higher Education Centre, in cooperation with the Indigenous Students' Department, plays a supportive role by providing financial assistance for the group participating in the competition.	The Nationals feature cultural activities, performances, and educational workshops focused on relevant topics for Indigenous students. The event includes opportunities for networking and promoting connections between students from different universities. ANU students who participate in Nationals foster a close connection to ANU and the Tjabal community.
<i>Student Welcome BBQ</i>	The Student Welcome BBQ serves as TIHECs yearly gathering, uniting the community as the academic year begins. Providing assistance to new students navigating class enrolments and accessing student services. By bringing together both new and current students, the event facilitates not only support from Tjabal staff but also peer support among students. It extends a warm welcome to new students, helping them establish a sense of belonging in our community, akin to a home away from home.	This welcoming gathering serves as an informal orientation, providing a relaxed setting for students to network with ANU's VC, peers and staff. It also facilitates cultural engagement, meeting and being Welcomed by Ngambri elder Dr Matilda House, making it an important step in easing the transition to university life for new students. The BBQ's outcome is a more integrated and supported Indigenous student community, creating a sense of belonging and inclusivity within the university.
<i>Student Development program</i>	The Student Development Program enriches students' academic journeys by offering opportunities to attend conferences and workshops relevant to their studies. This exposure to external learning environments	In 2023, students attended the World Indigenous Peoples Conference on Education (WIPCE), National Indigenous Legal Conference, International Indigenous Health and Wellbeing

	<p>allows students to engage with the latest developments in their fields, fostering critical thinking and innovation. Additionally, these events provide a platform for networking, contributing significantly to their professional growth and broadening their understanding of their disciplines.</p>	<p>Conference to name a few. This exposure not only broadens their academic understanding but also aids in developing critical skills like communication and critical thinking. These experiences enhance students' employability, contributing to both personal growth and professional readiness, preparing them for successful futures in their respective careers.</p>
<p><i>End of Year Student Dinner</i></p>	<p>The End of Year Student Dinner is a significant event that celebrates the achievements of all Indigenous students at ANU. It serves as a platform for acknowledging their academic and personal accomplishments, while also strengthening the community bonds among students and staff.</p>	<p>This celebration integrates a space for networking, mentorship, and relaxation. It's an occasion for reflection and forward-looking, marking the end of the academic year in a communal and supportive environment, fostering a sense of belonging and achievement among the students.</p>

4. Completions (outcomes)

At TIHEC, we are committed to supporting our Aboriginal and Torres Strait Islander graduates beyond their time at university, this includes actively seeking employment opportunities for them and facilitating connections with key stakeholders who can aid in their professional or academic pursuits. Our approach at TIHEC encompasses a full cycle of support, beginning with individuals in high school and continuing through their university journey. We guide students through their academic careers, introducing them to workplaces and professionals who can help them achieve their career objectives.

Aligned with ANU's broader Reconciliation Action Plan, TIHEC plays a crucial role in fostering relationships with Aboriginal and Torres Strait Islander alumni, employers, and communities. This networking enhances our students' outcomes and continues a tradition of support and community engagement. Our alumni, who are always ready to assist new and prospective students, remain an active part of the TIHEC community. Their involvement ensures a continuous cycle of support and mentorship, where successful graduates 'pay it forward' to the next generation, enriching the TIHEC community and sustaining a network of opportunity and growth.

In 2023, the ANU celebrated another successful year of graduating 59 students in both undergraduate and postgraduate programs.

Table 4. Total student completion number of Aboriginal and Torres Strait Islander student for 2022 and 2023

	2022	2023
<i>Aboriginal and Torres Strait Islander students: (Higher Degree)</i>	2	4
<i>Non Aboriginal and Torres Strait Islander students: (Higher Degree)</i>	217	398
<i>Aboriginal and Torres Strait Islander students: (Mphil)</i>	1	3
<i>Non Aboriginal and Torres Strait Islander students: (Mphil)</i>	27	22
<i>Aboriginal and Torres Strait Islander students: (Other postgraduate)</i>	21	32
<i>Non Aboriginal and Torres Strait Islander students: (Other postgraduate)</i>	1190	3709
<i>Aboriginal and Torres Strait Islander students: (Bachelor degree)</i>	19	20
<i>Non Aboriginal and Torres Strait Islander students: (Bachelor degree)</i>	2796	3210

All projects and workshops offered by the TIHEC are thoughtfully tailored to support Aboriginal and Torres Strait Islander students throughout their entire educational journey, encompassing a full cycle of support. This comprehensive approach begins with prospective students still in high school, introducing them to the university environment and preparing them for the transition to higher education. As these students enter and progress through their university studies, TIHEC's initiatives continue to offer academic, cultural, and personal support, tailored to their evolving needs. This includes practical and theoretical knowledge imparted through various workshops and projects, equipping students with essential skills and resources. The Centre's holistic support extends up to graduation, ensuring that Indigenous students not only achieve their academic goals but are also well-prepared for their future endeavours, be it in further studies or professional careers. This complete cycle of support underscores TIHEC's commitment to nurturing the academic and personal growth of Aboriginal and Torres Strait Islander students from the beginning of their educational journey to its successful completion.

5. Regional and remote students

The outreach support provided to Indigenous students from regional and remote areas is detailed in the 'Progression' section (Section 3) of the report. These initiatives enable TIHEC to offer firsthand information and experiences to potential Indigenous students from these areas, including activities that support their academic journey. This approach facilitates personalized support and fosters a strong community connection, allowing students to access help as needed. This includes assistance in maintaining connections with their homes and providing a welcoming environment at Tjabal, often referred to by students as their second home. The report's 'Enrolment (access)' section (Section 2) elaborates on strategies to enhance university access. It highlights opportunities such as the Kambri scholarship and other Indigenous scholarships, listed in Table 2.5, which play a crucial role in mitigating financial obstacles to studying at ANU.

Table 5. outlines scholarships awarded to Indigenous students from remote and regional areas.

Table 5 ISSP Scholarship data for remote and regional students

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2022 Payments	5000	1	37500	5	0	0	42,500	1
B. 2023 Offers ⁵	5000	1	0	0	0	0	5,000	1
C. Percentage ⁶ (C=B/A*100)							11.75%	
2023 Payments	12,500	3	5	33,750	0	0	46,250	8

6. Eligibility criteria

6.1. Indigenous Education Strategy

ANU is committed to fostering a supportive learning environment where every student is empowered to realize their full potential. Central to this commitment is the cultivation of strong, mutually beneficial partnerships that enrich learning through shared knowledge and ideas. These partnerships are particularly instrumental in providing non-Indigenous students with opportunities to engage with our shared history, understand the current realities of Indigenous Australia, and envision future possibilities. Each College at ANU actively involves Indigenous community members, incorporating Indigenous knowledge and perspectives into their learning programs, thereby enriching the educational experience for all.

The university's approach to Aboriginal and Torres Strait Islander higher education, integrated with its research-focused programs, spans various disciplines and underscores its dedication to Indigenous studies. Through the First Nations Portfolio, ANU assumes a leadership role in shaping national policy discourse that impacts Indigenous Peoples. This portfolio collaborates closely with various ANU departments, including the Australian Centre for Indigenous History, National Centre for Indigenous Genomics Endowment, and the School of Archaeology and Anthropology, ensuring that ANU maintains its status as a global leader in Indigenous education and research. These collaborations aim to uphold cultural integrity in education delivery, showcasing best practices and fostering a deeper understanding of the relationship between Indigenous Australians and the nation.

Integrating Indigenous perspectives into the curriculum is a key priority at ANU, recognizing its importance in enhancing Indigenous student participation in higher education. This approach not only provides all Australian students with a deeper understanding and respect for Indigenous traditional and contemporary cultures, but it also challenges and enriches the conventional Western narratives in academia. ANU is dedicated to embedding these perspectives across a wide range of curricula, extending beyond subjects that are specifically Indigenous-focused.

At the forefront of this effort is the Tjabal Indigenous Higher Education Centre, which actively fosters partnerships across the campus to infuse cultural knowledge and teaching methodologies into various education programs. A prime example of this collaborative work is the National Indigenous Summer School (NISS) and the new follow on program the National Indigenous Autumn School (NIAS). These programs are a testament to the combined efforts of all seven ANU Colleges, ensuring that the curriculum is culturally robust and includes components like traditional astronomy. The participants in NISS and NIAS, young Indigenous people, benefit from comprehensive support, including regular yarning circles and reflective sessions. These activities are designed to connect the day's learning to their future aspirations. Furthermore, Indigenous student mentors and staff at ANU share their own university experiences, providing valuable insights and inspiration to these students. Through these initiatives, ANU demonstrates its commitment to culturally inclusive education and the support of Indigenous students' academic and personal growth.

Beyond its significant projects, TIHEC remains instrumental in enhancing the cultural understanding and appreciation of all ANU students towards Aboriginal and Torres Strait Islander cultures. This is achieved through various initiatives:

- **Cultural Awareness Workshops:** Across various colleges, these workshops are led by qualified Indigenous presenters, offering deep insights into Indigenous cultures and traditions.
- **Hosting International Indigenous Guests:** TIHEC invites and hosts guests and dignitaries from Indigenous nations globally, facilitating international cultural exchanges.

- **Cultural Competency Training for ITP Tutors:** Ensuring tutors are well-versed in cultural competencies, enhancing the educational environment for Indigenous students.
- **Keynote Speeches in Academic Colleges:** Through these addresses, TIHEC shares valuable Indigenous perspectives and knowledge with a broader academic audience.
- **Developing Culturally Safe Protocols:** TIHEC leads in formulating and teaching culturally respectful protocols, such as the appropriate ways to conduct Welcome to Country and Acknowledgement of Country ceremonies.
- **Curriculum Collaboration:** Working closely with course conveners and lecturers, TIHEC aids in integrating Aboriginal and Torres Strait Islander knowledge and approaches into the curriculum.

These efforts collectively contribute to a more culturally aware and respectful academic community at ANU, fostering a deeper understanding and appreciation of the rich traditions and contemporary realities of Aboriginal and Torres Strait Islander peoples.

The Indigenous Education Strategy at ANU creates pathways for both employees and students to participate in cultural awareness and competency programs. These programs are essential in achieving the goals outlined in the Reconciliation Action Plan (RAP) and in fostering a shared understanding of the importance of Aboriginal and Torres Strait Islander cultural protocols. This strategy also plays a critical role in enhancing professional development for teaching staff, thereby facilitating the integration of Aboriginal and Torres Strait Islander perspectives into the curriculum.

In line with ANU's Strategic Plan, Key Performance Indicators are employed to monitor how effectively these objectives are being met, with a particular emphasis on ANU's commitment to Indigenous Australia. This includes independent evaluations to assess progress. Additionally, ANU is dedicated to diversifying its student body, aiming to increase the enrolment of domestic undergraduate students from low socioeconomic status (SES) backgrounds, and Indigenous, regional, and remote areas to align with their representation in the national population. This commitment reflects ANU's ongoing effort to ensure equality and inclusivity in its educational offerings.

ANU's adherence to the objectives laid out in its [Strategic Plan](#) is pivotal to enhancing both the diversity and calibre of its staff and student population. By incorporating Aboriginal and Torres Strait Islander perspectives throughout its academic and operational structures, ANU ensures that its educational offerings are attuned to a variety of expectations at local, national, and international levels.

[The Reconciliation Action Plan](#) (RAP) embodies ANU's dedication to rectifying historical injustices and building a future grounded in mutual respect and partnership between Indigenous and non-Indigenous Australians. It envisions an educational space that respects diverse cultures and perspectives, fostering an environment where all can engage meaningfully with their disciplines, enriched by an understanding of shared histories.

ANU's commitment to reconciliation extends beyond academic learning to include research, community service, and enhancing public understanding of Indigenous issues. This commitment is geared towards improving educational and employment outcomes for Aboriginal and Torres Strait Islander peoples, enabling them to achieve their full potential.

The establishment of the Tjabal Centre and the introduction of initiatives like the Kambri Scholarship are reflective of ANU's ongoing efforts towards this end. These initiatives not only provide substantial support to Aboriginal and Torres Strait Islander students but also contribute significantly to community discussions and understandings of Indigenous issues. Furthermore, ANU's strategies

encompassing the Indigenous Tuition Programme, access to scholarships, and comprehensive pastoral care, highlight TIHEC's role as a pivotal support system, reinforcing ANU's commitment to an inclusive and respectful academic environment.

At ANU, outreach initiatives like the National Indigenous Summer School are crucial for showcasing the range of courses and opportunities available to prospective students and their communities. These programs are tailored to cater to diverse needs and interests, aiming to enhance admissions and foster a positive connection between Indigenous communities and ANU. Additionally:

- The **First Nations Portfolio** at ANU takes a lead in providing strategic direction and support across the university, significantly contributing to research, policy development, and community engagement. This includes guidance on recruitment and wellbeing of Indigenous staff and integration of Indigenous knowledge into academic programs.
- The **Australian Centre for Indigenous History** is notable for its research in both Australian and trans-national Indigenous histories, managing the esteemed journal 'Aboriginal History' and offering specialised courses in the field.
- The **National Centre for Indigenous Genomics** is at the forefront of creating a repository for Aboriginal and Torres Strait Islander biological materials for research that benefits the donor communities and broader Australian society.
- Language preservation is a key focus at the **ARC Centre of Excellence** for the Dynamics of Language, where ANU students can learn Aboriginal languages, guided by a Chair of Indigenous Linguistics.
- The **School of Music's Indigenous composer initiative** collaborates with arts organisations to mentor Indigenous composers, and the National Centre for Epidemiology and Population Health includes a program dedicated to Aboriginal and Torres Strait Islander Health.
- The **2019 ANU Grand Challenge scheme** funds interdisciplinary research aimed to improve the health and wellbeing for First Nations peoples across Australia. The research priorities were generated collaboratively by community stakeholders and researchers in 2017 at ANU.
- The **Sir Roland Wilson Foundation offers the Pat Turner Scholarship** to high performing Aboriginal and Torres Strait Islander public servants to undertake a 1-3 year postgraduate qualification in topics of national significance and strategic importance to the Australian Public Service building connections between the APS and academia. Pat Turner alumna Sharna Bartley and PhD scholar Tim Holt were found suitable in the First Nations SES100.

Moreover, ANU offers a comprehensive Major/Minor in Indigenous Studies, reflecting its long-standing commitment to Indigenous education and research. These initiatives collectively contribute to a richer, more inclusive educational experience at ANU, respecting and celebrating Indigenous cultures and perspectives.

6.2. Indigenous Workforce Strategy

The University's 2023 Enterprise Agreement [Aboriginal and Torres Strait Islander Employment Strategy](#) (the Strategy) supports the [ANU Reconciliation Action Plan](#) and prioritises measures to improve access, participation and inclusion of Aboriginal and/or Torres Strait Islander people.

The objectives of the Strategy are to:

- Maximise staff development along with the transfer of job skills and information to increase Aboriginal and Torres Strait Islander staff knowledge, independence, remuneration, job security and self-sufficiency;
- Encourage and foster the employment and participation of Aboriginal and Torres Strait Islander people in all areas and at all levels of work activity within the University.
- Facilitate and encourage the direct involvement of Aboriginal and Torres Strait Islander staff in determining career strategies, goals and objectives;
- Achieve the Indigenous employment targets established in the ANU Enterprise Agreement;
- Establish, promote and maintain a Talent Register of potential Aboriginal and Torres Strait Islander candidates; and
- Market and promote suitably qualified candidates from the Talent Register to Colleges and Divisions.

The Aboriginal and Torres Strait Islander Employment Committee is responsible for implementing the Indigenous Employment Strategy. The Committee is made up of Aboriginal and Torres Strait Islander staff, and chaired by the Vice-President First Nations Portfolio. They play a pivotal role at ANU by supervising and providing guidance on the formulation and execution of Indigenous employment initiatives. This committee's activities are aligned with the objectives set out in the ANU Strategic Plan, ensuring that employment practices and opportunities at the university effectively support and enhance the representation and success of Indigenous staff members. The University will ensure the Committee meets at least twice per calendar year, with ANU providing secretarial support.

The Committee undertakes key responsibilities to enhance Indigenous employment within the university. This includes,

- The review of deidentified staffing data concerning Aboriginal and Torres Strait Islander employees, focusing on employment levels and modes.
- Developing performance indicators for the employment strategy, addressing areas such as participation in cultural and ceremonial activities, professional and career development opportunities, and the retention and promotion of Aboriginal and Torres Strait Islander staff.
- Reviewing and making recommendations regarding the Aboriginal and Torres Strait Islander employment program and overseeing the ANU Indigenous Staff Network, including decisions on the management and disbursement of funds.

These activities are integral to effectively implementing ANU's Indigenous employment initiatives, which are aligned with the university's strategic plan. The university has introduced several programs to maximise development opportunities for Aboriginal and Torres Strait Islander staff.

[Indigenous Postdoctoral Fellowships](#)

The Indigenous Postdoctoral Fellowships Program aims to attract talented, recent Australian Aboriginal and Torres Strait Islander doctoral graduates across all the university's academic disciplines.

ANU Indigenous Trainee and Apprentice Program

The ANU Indigenous Trainee Program supports Indigenous trainees to gain a qualification while working at ANU.

Indigenous Professional Staff Grants Program

The Indigenous Professional Staff Grants Program is designed to foster the development of career paths for Indigenous professional staff and to augment the total number of continuing Indigenous staff members employed at the University. To achieve this goal, Colleges, Schools, and Service Divisions are encouraged to apply during the biannual grant rounds. These applications should focus on initiatives aimed at sustaining the employment and furthering the professional development of Aboriginal and Torres Strait Islander individuals within ANU.

Indigenous Level A/Academic Associates Program

The objective of this program is to attract and develop Early Career Academics with the capacity to emerge as leaders in their respective fields. The focus is on creating a robust community for Indigenous research and education, capable of producing globally recognized and impactful research led by Indigenous scholars. To ensure the effectiveness and future direction of these programs, consultations are being held with essential stakeholders. Additionally, a Review Committee has been established to evaluate the programs and offer suggestions for their continued execution and improvement.

Indigenous Staff Network

The Indigenous Staff Network plays a vital role in fostering a supportive community for Aboriginal and Torres Strait Islander staff. It achieves this by offering regular communication, providing support, and creating opportunities for informal peer support and networking. This network is an excellent resource for Aboriginal and Torres Strait Islander staff at ANU who are looking to engage and connect with their peers.

In conjunction with the efforts of the Director of People and Culture and Chancellery, the ANU has made substantial progress in creating opportunities for Aboriginal and Torres Strait Islander students. The Indigenous Tuition Program not only offers students tuition, but it also enables them to become tutors themselves as a way to give back and to gain economic independence. It establishes a sense of community within the cohort of students both past and present and works to foster and encourage a sense of belonging within ANU. The use of current and past students within our outreach programs as mentors further works to establish this sense of belonging but most importantly, it actively engages prospective students knowing that there is place and community of support especially for them. As many of our students have relocated from various countries and communities from across Australia, TIHEC endeavours to make the centre a home away from home. Displaying cultural sensitivity and understanding through staff and stakeholder networks, furthermore affirms that progress made is positive and indicative of improved access, participation and inclusion within the University.

Table 5.2 shows the 2023 breakdown of Indigenous staff at ANU. 141 ANU staff (Jan-Dec 2023) are listed in the HR System as Aboriginal and/or Torres Strait Islander individuals. Between 2022 to 2023, 89 Indigenous staff continued to work at the University year-on-year. 52 Indigenous staff were newly appointed, or received new Primary Contracts from the University and 69 Indigenous staff contracts were ceased including 2 Senior non-academic positions. 11 Indigenous staff were promoted:

- 1 x Level A to Level B
- 1 x Level B to Level C
- 1 x Level D to Level E
- 1 x ANU 2 to 4
- 1 x ANU 4 to 5
- 1 x ANU 4 to 6
- 2 x ANU 5 to 6
- 2 x ANU 7 to 8
- 1 x ANU 8 to Exec

There was a reduction of Permanent Primary Contracts for Indigenous staff from 33% (2022) to 32% (2023) and an increase of contract/fixed-term Primary Contracts for Indigenous staff of 67% (2022) to 69% (2023).

Table 5.2 Indigenous workforce data (2023 breakdown)

Indigenous workforce data (2023 breakdown)					
Level/position	Permanent		Casual/contract/fixed-term		Total
	Academic	Non-academic	Academic	Non-academic	
Apprentice					0
Trainee/Level 01				1	1
Level 02				9	9
Level 03				1	1
Level 04		5		14	19
Level 05		5		7	12
Level 06		7		4	11
Level 07		2		1	3
Level 08		5		6	11
Level A	1		19		20
Level B	4		4		8
Level C	5		3		8
Level D	3		3		6
Level E	3		3		6
Casual/Sessional Academic			18		18
Senior staff/ Executive		5	2	1	8
Total	16	29	52	44	141

* The staff member is hired at Level 01 and is not a trainee.

These staff hold 169 contracts (employment records) between them. Multiple contracts have not been included in this dataset. For staff who hold multiple contracts, their primary positions have

been listed. Table 5.3 shows the percentage change of Indigenous staff employed at the ANU from 2022 to 2023.

Table 5.3 Percentage change

Percentage change					
Level/position	Permanent		Casual/contract/fixed-term		Total
	Academic	Non-academic	Academic	Non-academic	
Apprentice				-100.0%	-100.0%
Trainee				-50.0%	-50.0%
Level 02				0.0%	0.0%
Level 03					
Level 04		-28.6%		-22.2%	-24.0%
Level 05		-50.0%		-30.0%	-40.0%
Level 06		75.0%		100.0%	83.3%
Level 07		-60.0%		0.0%	-50.0%
Level 08		-37.5%		50.0%	-8.3%
Level A	-75.0%		5.6%		-9.1%
Level B	100.0%		-33.3%		0.0%
Level C	150.0%		-40.0%		14.3%
Level D	0.0%				0.0%
Level E	0.0%		50.0%		20.0%
Casual/Sessional Academic			-21.7%		-21.7%
Senior staff/Executive		-28.6%	0.0%	0.0%	-20.0%
Total	14.3%	-29.3%	-11.9%	-10.2%	-13.5%

Key points:

- Overall number of Indigenous staff decreased from 163 to 141 (13.5% decrease)
- Number of permanent academic staff increased from 14 to 16 (14.3% increase)
- Number of permanent non-academic staff decreased from 41 to 29 (29.3% decrease)
- Number of staff in senior positions decreased from 10 to 8 (20% decrease)
- Number of staff in professorial positions (Level E1 and E2) increased from 5 to 6
- Number of staff in associate professor positions remained the same at 6
- Number of academic staff (excluding casual/CSA staff) remained the same at 48
- Percentage of staff (excluding casual staff) who identify as Indigenous as at 31.3.2023 is 1.85%, down from 2.04% as at 31.3.2022 (decrease of 0.19 percentage points)

6.3. Indigenous Governance Mechanism

The University is governed by a 15-member Council, responsible for the broader policy and strategic direction of the institution. To focus on these key areas, the Council delegates management and other functions to the University's executive and senior staff. The Council's primary functions include strategic oversight, which involves setting and continually reviewing the University's mission, values, and strategic direction. It also ensures effective governance and management, including appointing key positions such as the Chancellor, Pro-Chancellor, and Vice-Chancellor, and overseeing the University's performance and academic activities. The Council is responsible for establishing policies and procedures in line with legal and community standards. Additionally, it manages the University's financial and risk aspects, which encompass approving budgets, business plans, annual reports, and monitoring risk management across the University, including in commercial ventures. The Council also approves significant commercial activities, ensuring control and accountability systems for the University and its entities as per legal requirements.

The Council have conducted six meetings in 2023 with Ms Tanya Hosch as the Indigenous member of council. Tanya has vast experience in inclusion and social policy, as highlighted by her role at the Australian Football League and her accolade as the 2021 South Australian - Australian of the Year. With a strong background in Aboriginal and Torres Strait Islander policy, advocacy, and governance, she brings valuable expertise to the Council. Her achievements in leading key national initiatives, like the Recognise movement and involvement in The Uluru Statement from the Heart, demonstrate her capability in shaping impactful policies. As a recognised cultural influencer and an honouree with a Doctorate from Flinders University, Tanya's diverse experience and influential leadership make her a fitting choice for contributing to the strategic direction of ANU.

The Council Chair and Academic Board is an active participant at Council meetings. Re-established by the Council in February 2012 under the ANU Academic Board Statute, the Academic Board is responsible for upholding the highest standards in teaching, scholarship, and research. The Board reviews and approves academic policies, degrees, and other awards. It also serves as a platform for information exchange and discussion within the university, fostering communication between senior executives and the broader academic community.

The following committees advise the Academic Board on matters within their remit.

- Academic Quality Assurance Committee
- Learning and Teaching Committee
- University Research Committee
- Steering Committee

Academic Board Indigenous representatives include;

- Professor Asmi Wood BE LLB (Hons.) PhD ANU; Barrister & Solicitor ACT
Professor Wood's research and publications primarily focus on the Constitutional recognition of Indigenous Australians and Indigenous participation in higher education. His work has been utilised by the Australian Parliament, government agencies, community organisations, schools, and Indigenous groups for staff education, public speaking events, and contributions to their literature. His outputs include policy papers, law reform submissions, and publications in journals and books.
- Professor Anne Martin AM, appointed by the Chair
Professor Martin has led the ANU Tjabal Indigenous Higher Education Centre as Director and has been named a Professor in the Practice of Indigenous Advancement, highlighting her

commitment to Indigenous education. She has significantly shaped Indigenous education at ANU, fostering inclusiveness and improving outcomes for Indigenous students. Beyond ANU, she co-chaired the National NAIDOC Committee from 2007 to 2018. Her national recognition includes being appointed as a Member of the Order of Australia in 2019 and named the ACT Senior Woman of the Year, affirming her impactful contributions to Indigenous education and communities.

- **Professor Peter Yu**
Professor Yu holds the position of inaugural Vice-President, First Nations Portfolio at the ANU. Professor Yu has dedicated his career to advocating for the advancement and well-being of Kimberley and other Aboriginal communities, playing a key role in establishing impactful community-based organisations in the Kimberley region. His notable positions include Executive Director of the Kimberley Land Council and a leadership role in the response to the 1992 Mabo High Court judgement. He was also a pivotal negotiator for the Yawuru Native Title Holders with the Western Australian Government and served as CEO of the Yawuru Corporate Group. Additionally, he chaired the Indigenous Reference Group to the Northern Ministerial Forum on Northern Development.

The University convened a Strategic Plan working group to address its distinctive national responsibility towards Indigenous Australia. Led by an Indigenous Chair, this high-level group included senior Indigenous and non-Indigenous academic and professional staff, as well as Indigenous alumni. They developed several key initiatives focused on this responsibility. The University is supported by committed senior non-Indigenous academics and professional staff, who collaborate closely with Indigenous leaders to enhance policies and programs. Their efforts are aimed at boosting Indigenous involvement in university teaching, research, and employment. Progress in these areas is ongoing across academic colleges, in coordination with the First Nations portfolio.

6.3.1. Statement by the Indigenous Governance Mechanism

ANU takes Indigenous governance seriously as part of decision making across the university. The following measures outline our Indigenous governance at a high level:

- ANU Council now has a requirement for at least one identified Indigenous member, currently occupied by Ms Tanya Hosch, who has been a Council member since 2020.
 - Overall direction for ANU's Indigenous strategy is led by the Vice-Chancellor alongside the Vice-President First Nations Portfolio Professor Peter Yu and senior members of ANU's Indigenous community including the Director of the Tjabal Indigenous Higher Education Centre.
 - The Senior Management Group is ANU's highest level Executive decision-making body. The Vice-President First Nations Portfolio Indigenous Studies is a permanent member of this body.
 - Dedication to advancing reconciliation by providing an environment for debating issues to advance the status, recognition and lives of Aboriginal and Torres Strait Islander peoples, such as the Grand Challenges framework that enable and support Indigenous research at ANU, including Indigenous health and wellbeing.
-



Statement of Income and Expenditure

Reporting Period: 01 January, 2023 to 31 December, 2023

Fund No: S2681204
Project: PM&C - Indigenous Student Success Program (ISSP)
Funds Provider Ref: 4-1FV568Y
Chief Investigator: Anne Martin

	Total
Unspent Balance as at 01 January, 2023	58,000.00
Add	
> ISSP 2023 Income	1,405,679.94
> CECC Contribution	10,000.00
> Interest Income	18,341.42
> Return Unspent Scholarship from 2019	(58,000.00)
Total Income	1,376,021.36
Total Available Funds Before Expenditure	1,434,021.36
Less	
> Salaries & Related Costs	1,223,449.99
> Equipment - Non-Capital	15,196.76
> Utilities & Maintenance	3,494.55
> Travel Field & Survey Expenses	113,582.91
> Expendable Research Materials	446.80
> Consultancies	4,136.36
> Consumables	17,004.02
> Internal Purchases	3,278.27
> Other Expenses	53,431.70
Total Expenditure	1,434,021.36
Unspent Balance as at 31 December, 2023	0.00

I certify that the above statement accurately summarises the financial records of the grant and that these records have been properly maintained so as to record accurately the Income and Expenditure of the grant.

Signature: 
 Name: Michael Loneragan
 Position: Chief Financial Officer
 Business Area: Finance and Business Services

Indigenous Student Success Program 2023 Financial Acquittal

Organisation Australian National University

1. Financials – Income and expenditure

Table 1a ISSP income available to support Indigenous students in 2023 (excluding GST) ¹

Item	(\$)
A. ISSP Grant 2023 ²	\$1,405,679.94
B. Other ISSP Related Income	
Interest earned/royalties from ISSP funding ³	\$18,341.42
<i>If no interest has been earned briefly state why</i>	
Sale of ISSP assets	-
2023 ISSP Grant Income (excluding rollovers)	\$1,424,021.36

Table 1b Other funding used to support Indigenous students in 2023 (excluding GST) ⁴

Item	(\$)
A. Other non-ISSP funds ⁵	
Other funding provided under HESA ⁶	\$10,000
Other Commonwealth Government funding	-
Funds derived from external sources ⁷	
Total of other non-ISSP funds for 2023	\$10,000

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2023²¹

1. GST received by you in 2023 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ²²		\$-
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)		\$-
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /

4. ISSP Assets

Table 4a ISSP Assets inventory²³

Asset Description/ category	Adjustable Value ²⁴	ISSP contribution ²⁵

Table 4b ISSP Assets - purchases during 2023²⁶

Asset Description/ category	Purchase Value	ISSP contribution

Table 4c ISSP Assets - disposals during 2023

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

5. Endorsement of the Financial Acquittal³⁰

As an Authorised Officer, I understand that it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

2023 Financial Acquittal supported and initialled by Authorised Officer:

Name:

Title:

Phone:

Email:

Signed: 

Date:

INDIGENOUS STUDENT SUCCESS PROGRAM 2023 CERTIFICATION

Complete this certification after reading the completed 2023 Performance Report and 2023 Financial Acquittal for the Indigenous Student Success Program.

I certify that:

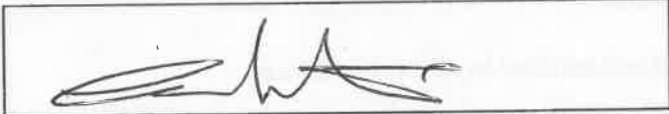
- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Program as set out in the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2023 Indigenous Student Success Program Performance report presents an accurate 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 2023 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2023 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: Anne Martin
 Title: Director Tjabal Indigenous Higher Education Centre

Signed:  Date: 29/04/2024

Certification made by Vice-Chancellor or equivalent delegate³¹:

Name: GENEVIEVE BELL
 Title: VICE-CHANCELLOR AND PRESIDENT

Signed:  Date: 4/26/2024