

# Indigenous Student Success Program

## 2020 Performance Report

<b>Organisation</b>	Australia National University Tjabal Indigenous Higher Education Centre (TIHEC)		
<b>Contact Person</b>	Anne Martin		
<b>Phone</b>	02 6125 1742	<b>E-mail</b>	<a href="mailto:Anne.martin@anu.edu.au">Anne.martin@anu.edu.au</a>

### 1. Enrolments (Access)

The activities of the Tjabal Indigenous Higher Education Centre (TIHEC) are guided by the objectives of the ANU 2021 - 2024 Strategic Plan that includes key initiatives on delivering unique national responsibilities towards Indigenous Australia. TIHEC work closely with the ANU Colleges and the wider University community to provide a range of professional services and academic support for the University's Aboriginal and Torres Strait Islander students from pre-enrolment through to graduation and post-graduation employment.

TIHEC strongly supports the celebration of Aboriginal and Torres Strait Islander cultures and recognises the significant contributions Aboriginal and Torres Strait Islander peoples and perspectives make to the ANU. Student-centred support includes:

- Student outreach programs for prospective students to inform post-compulsory schooling decision-making;
- Assistance with admission to the University at all levels, including information on the range of tertiary programs available, tertiary preparation programs, alternative entry pathways and special programmes run by the Colleges;
- Orientation and transition to University life programs;
- Learning support and advice, including workshops, group sessions, tutorial sessions and individual consultations; and
- Access to information and advice on scholarships, grants, awards, and student financial support, as well as student employment opportunities and pastoral care

TIHEC's continued engagement with Colleges helps develop strategies and initiatives aimed at increasing Indigenous student participation and engagement at the ANU. In particular, the successful running of the National Indigenous Summer School where students participate in a program of hands-on activities from a range of discipline fields offered at the ANU, to provide a learning experience to help inform education and career aspirations and goals.

Student recruitment continues to be a key element of the TIHEC with this process supported by the Admission Scholarship Accommodation Scheme (ASA). Aboriginal and Torres Strait Islander students are placed in the second tier of the priority admission scheme. Each College continues to set individual recruitment and retention targets, alongside strategies to meet these targets. Undergraduate enrolments have continued to increase this year with skilled staff members employed by the TIHEC to support the increase in student commencement and retention at undergraduate, postgraduate coursework, and HDR levels.

The total number of commencing Aboriginal and Torres Strait Islander students is as follows:

**Table 1. Commencing Aboriginal and Torres Strait Islander students in 2019 and 2020**

	2019	2020
Aboriginal and Torres Strait Islander students	43	62
Non Aboriginal and Torres Strait Islander students (Domestic students only):	3,670	4,001

### Improving access for all Indigenous students

The ANU Strategic Plan continues to focus on increasing the recruitment, retention and success of undergraduate and postgraduate Indigenous students. The Kambri Scholarship provides financial, academic and pastoral care support to enable students an experience that sets them up for academic, professional and personal success. In 2020, ANU awarded the first Kambri Scholarships to 10 students. Link below provides feedback from a few Kambri Scholars

<https://www.anu.edu.au/students/communities-events/becoming-a-kambri-scholar>

The ANU Admission, Scholarship and Accommodation (ASA) scheme continues to improve enrolment and access for all Indigenous students. The admission scheme enables the University to make offers to a more diverse range of prospective students, providing a more meaningful way of early engagement with applicants and streamline processes. Students submit a single application that covers admissions, accommodation and scholarships while providing more certainty with earlier offers and transparency around entrance requirements. The Schools Recommendation Scheme (SRS), and other early offer schemes such as ANU Extension, have rolled into this new direct application process for domestic school leavers. Indigenous students receive priority admission if they meet admission requirements for their ANU program of choice.

The ANU Diplomas are another pathway option utilised by Indigenous students to access their Bachelor-level degree of choice at a lower ATAR mark. The ANU Diploma pathway acknowledges that there are many reasons why a student may not have the required ATAR scores to undertake Bachelor degree level study, but still have potential for university studies, many of which may have been due to past circumstances that are often beyond their control. The Diploma is accessible over five courses: Computing, Liberal Studies, Music, Creative Design and Science with an entry requirement of an ATAR score of 70. This allows students to study ANU courses, but with a parallel, co-requisite, course providing bridging, support, academic skills and individual guidance to each student so that their study experience is more likely to be successful. On completion of the ANU Diploma, students can progress towards an ANU Bachelor's degree as a second year student.

In 2020, TIHEC and College of Business and Economics (CBE) established a traineeship program towards the Indigenous Management Training Program (IMTP) to provide National Indigenous Australians Agency (NIAA) employees with a foundation of knowledge, skills and application in management disciplines with an evidence based management framework. The completion of the IMTP, employees of NIAA will be awarded the Graduate Certificate of Management. The first cohort of students will commence in 2021.

There are pathway options for students without the ATAR entry scores to study at ANU, such as the Foundation Studies, a four-term course that focuses on preparation of university studies. The University continues to explore new ways to engage and encourage participation within the higher education sector. Table 1.2 overleaf outlines the ANU programs improving access to all Indigenous students pursuing studies at the ANU.

**Table 1.2. 2020 Programs to improve access**

Program Name	Target audience	Outline of Program	Outcome
ANU Extension Program	Year 11 and 12 students with academic potential including those experiencing disadvantage	Exposes Years 11 and 12 students to ANU coursework and experiences whilst still at school which assist in qualifying for entry	Student become familiar with university studies and motivated to gain entry to Bachelor-level degree of choice
ANU College Pathways Programs	Prospective Indigenous students who haven't achieved an ATAR sufficient for entry to a Bachelor degree program	A university preparatory program, a sub-bachelor degree allows prospective students of varied levels of preparedness to gain entry into a Bachelor-level degree of their choice	Upon completion students gain entry into a Bachelor-level degree as second year student
ANU Indigenous Traineeships Program	Indigenous community members seeking training and employment	The ANU engages the Australian Training Company to recruit and train Indigenous trainees to professional positions across the University. Upskilling in Certificate III and IV qualifications, they are then supported to continue into Diploma and Bachelor-level degree programs if they so choose	Prospective Indigenous employees receive training and employment at the University and access to further study if they choose
Admission, Scholarship, Accommodation (ASA)	Completed Year 11 and applying for an undergraduate program that starts the year after completing year 12	A single admission application form that assesses more than just ATAR marks but also the students' uniqueness and all-round character. It offers early entry to eligible school leavers completing year 12	Adjustment factors such as co-curricular and service requirement (CCS) are additional points that can increase the students selection rank at ANU
Tjabal Centre Student Support	Current ANU Indigenous Students, and prospective Indigenous students	To assist with overcoming financial barriers to studying, such as support for application fee payments towards accommodation and admission. Transportation support to travel to ANU for study.	Barriers of study set-up costs are removed allowing the student to focus more on their study

### Engagement in Outreach

TIHEC continues to work closely with Aboriginal and Torres Strait Islander communities across Australia and relevant representative organisations to raise awareness around the benefits of higher education. The Community Engagement program has been ongoing to target young secondary students and provide them with information to assist in their planning around pursuing higher education. TIHEC recruitment is focused locally on Canberra and Queanbeyan schools for a

range of engagement activities as well as on areas where the majority of our student numbers come from such as Queensland, Northern Territory, and New South Wales. Our aim is to promote the uniqueness of and the diverse range of educational and other opportunities provided by the ANU, enabling the discovery of the kinds of programs and vocations, these young people may be considering. Engagement with teaching staff, career advisors and school leaders is also considered essential as part of these activities.

COVID-19 travel restrictions and safe distancing regulations have put a few 2020 outreach activities on hold with the expectation to commence in 2021. Other activities have continued through virtual online platforms such as Zoom or Teams, to continue engagement and develop close relationships with schools and to assist students and their families in planning for entry into university studies. TIHEC continued some school visits in Queensland at the approval of the school. TIHEC outreach activities outlined in Table 1.3 below.

**Table 1.3. Outreach Activities**

<b>Outreach activity</b>	<b>Target audience</b>	<b>Outline of Program</b>	<b>Outcome</b>
National Indigenous Summer School ( <i>recommence in 2021</i> )	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 motivated to gain entry to Bachelor-level degrees of choice or pathways programs
Taste of ANU ( <i>recommence in 2021</i> )	Local Canberra and Queanbeyan Indigenous Year 10 students	TIHEC and ANU Colleges allow participating students to attend lectures and experience a full day as an ANU student.	Students become familiar with university studies and motivated to gain entry to Bachelor-level degree of choice or pathways programs
Regular Career Counsellors Visit on Campus ( <i>Online remote meetings</i> )	Career Counsellors of Indigenous students at local and regional schools	ANU including TIHEC, discuss entry and eligibility issues and support of greatest 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 ( <i>Online remote meetings</i> )	School-based teachers and principals and their Indigenous students (Years 8-12)	After an annual mail out to schools, 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 has a presence at the majority of Canberra's Indigenous Community Gatherings including NAIDOC, Reconciliation Week, Sorry Day, Mabo Day and events celebrating days of cultural significance	Prospective Indigenous students are informed of study options and support available to them at the ANU
Indigenous Student Ambassadors	Indigenous young people	Current Indigenous students share their journey and their experiences at university	Young people are provided first-hand accounts of university life

Promoting scholarships on offer is important during outreach activities as financial considerations continue to be a barrier for many families and young people. TIHEC provided information, advice and support for students to access a range of scholarships in addition to the Indigenous Commonwealth Education Costs Scholarships (I-CECS), Indigenous Commonwealth Accommodation Scholarships (I-CAS) and Indigenous Access Scholarship (IAS). There are over 40-targeted scholarships for Indigenous students available across the University.

**Table 1.4. ISSP Scholarships - breakdown of 2020 payments**

	Education Costs		Accommodation		Reward		TOTAL (of preceding columns)	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling	0	0	0	0	0	0	0	0
Undergraduate	22,250	5	37,500	5	0	0		10
Post-graduate	2,500	1	3,750	1	0	0		2
HDR	0	0	0	0	0	0	0	0
<b>Total</b>	<b>24,750</b>	<b>6</b>	<b>41,250</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>66,000</b>	<b>12</b>

**Table 1.5. Scholarships offered by the University**

Scholarship Details	Funding Source	Annual Value
ANU College of Arts and Social Sciences Indigenous Australian Graduate Coursework Scholarship	University	\$22,400
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
ANU College of Business and Economics Undergraduate Scholarship for Aboriginal or Torres Strait Islander	University	\$10,000
ANU Science, Health and Medicine Indigenous Undergraduate Scholarship	University	\$10,000
Bill and Kate Guy Scholarship	Private	\$10,000

Charlie Perkins Scholarships	Private	\$29,000
Chris and Kerry Marks Travel Grant	Private	\$3,500
CSIRO Indigenous Scholarship	Private	\$5,000
Duguid Travelling Scholarships	University	Variable
Elsbeth Young Memorial Grant	University	Variable
Fenner School Scholarship for an Aboriginal or Torres Strait Islander Student	University	\$1,000
Freilich Indigenous Student Scholarship in Law	University	\$8,000
Kambri Scholarship	University	Up to \$30,000
Sir Roland Wilson Pat Turner Scholarship	University	Scholars continue to receive their APS agency salary
Garrurru Indigenous Undergraduate Scholarship	University	\$15,000
Indigenous Australian Graduate Scholarship	University	\$28,597
Indigenous Australian Reconciliation PhD Scholarship	University	\$28,597
Indigenous Music HDR Scholarship	University	\$5,000
Indigenous Science and Engineering Undergraduate Scholarship	University	\$5,000
Joseph & Lindsay Croft Memorial Scholarship	University	Variable
Judith Wright Scholarship	University	\$8,004
Ken Wanganeen Scholarship	University	Variable
Kentwell Family Scholarship	University	\$7,000
Leonard Broom Higher Degree Research Scholarship	University	\$15,000
L'Oreal Australia Indigenous Undergraduate Scholarship for Women in Science	University	\$30,000
Malcolm Stewart Scholarship	University	Variable
Mardi & John Scholarship	Private	\$8,000
National Indigenous Merit Scholarship	University	\$6,500
National Indigenous Scholarship for Medicine	University	\$25,000
National Indigenous University Scholarship	University	\$12,500
Oakleigh Scholarship	Private	\$5,000
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
Pat Turner Higher Degree Research 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.
Neville Bonner Memorial Scholarship	University	\$28,597
Nugget Coombs Indigenous Australian Scholarships	University	Variable
Rotary-Alf Gillespie Scholarship for Indigenous Australian Undergraduate Student	University	Variable

## 2. Progression (access and outcomes)

TIHEC continues to provide support and access to a range of scholarships that support the retention and completion of Indigenous students. A number of strategies continue to be implemented towards achieving greater participation and these are outlined below in Table 2.1.

**Table 2.1. Strategies to Address Participation**

Strategies	Outline of strategies	Constraints	Outcome/s
ANU Open Day event allow TIHEC to run an Open House in the Tjabal Centre	Encourage students and parents to visit the Centre and meet staff members to experience first-hand offers opportunities available to current ANU students and information on studying at ANU.	None	Students and parents overcome barriers of stigma around university study and life. They feel welcomed and comfortable at the Centre.
Promote access avenues to Indigenous communities (See Table 1.2.)	See Table 1.2.	Avenues are open to all students and places are limited. Students are considered a priority.	Students have alternative access pathways to gain entry into desired study program
Conduct outreach activities (See Table 1.3.)	We raise awareness of possibilities in Higher Education through information sessions	Student experience across the wider education community	Students are more aware of university options post-school
Have a presence at, and promote ANU recruitment events	We encourage participation of all prospective students in annual recruitment events and activities	Time and people resources mean we must prioritise events based on prospective student needs (if known)	Students receive information on program and career choices
Student-to-prospective student approach	We encourage students to promote their programs, colleges and the wider ANU to family and friends	Students can be quite busy, but enjoy speaking to prospective students during outreach	Referrals lead to applications and enrolments
Promote inclusion at the ANU O Week including Music on the Meadow (MOM)	We encourage students to celebrate their journey with family, friends and community members	COVID-19 restrictions cancelled large gatherings which cancelled 2020 MOM	Students and families are warmly welcomed into ANU community
Host series of "Taste of ANU" (4 per year)	We invite interested groups of students to experience life on Campus and to meet with current students and course convenors	COVID-19 enforced schools to implement online learning putting a pause on extra-curricular activities	Prospective students are more aware of ANU options post-school
Promote scholarships and other support on offer	We promote how we address barriers to participation through financial support, and other means	None	Prospective students are more aware of ANU options post-school

Engage with Indigenous staff networks of Canberra workplaces	We promote how university studies can be achieved alongside work responsibilities	None	Prospective students are more aware of ANU options post-school
Work collaboratively across the ANU to increase participation	We meet with a number of contacts across academic and residential colleges to design and implement program-specific strategies to boost participation	None	Colleges work collaboratively with TIHEC to create opportunities seeking to boost participation rates

**Table 2.2. Total number of Aboriginal and Torres Strait Islander enrolments for 2019 and 2020**

Table 2.2. below provides enrolment number comparisons for 2019 and 2020.

	2019	2020
<i>Aboriginal and Torres Strait Islander students:</i>	167	176
<i>Non Aboriginal and Torres Strait Islander students (Domestic students only):</i>	15,754	15,404

### Tutorial assistance provided in 2020

The Indigenous Tuition Program (ITP) provides a tutoring service to Indigenous students studying at ANU. Student opt-in to receive tutoring by registering at the commencement of each semester. Alternatively, students may also apply during the semester and non-standard teaching periods (i.e. winter, spring and summer semesters) for support. The ITP Coordinator is responsible for liaising with students in organising their tutoring pairings, negotiate allocation of hours and collate relevant information and data regarding their courses.

Tutors employed under ITP are selected based on their academic performance, on the recommendation of course coordinators within respective ANU Colleges, and on their affinity to and understanding of the challenges faced by Indigenous students within education. All prospective tutors are interviewed to assess their suitability to the role and to the Centre. 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 2020 is as follows:

- 30 hours per subject was allocated to students registered under ITP. This was inclusive of the examination/assessment period
- For students completing year-long courses such as an Honours year or Medicine, they were allocated 60 hours for the entire academic year

In the event that students required more hours due to various circumstances (i.e. deferred assessments/exams), an additional of up to 10 hours were allocated. The impact of COVID-19 during this academic year saw an increase in allocations of hours and subsequently, the expenditure incurred. As ITP transitioned online mid-way through Semester 1, an expected adjustment period resulted in an increased number of pairings requesting additional hours.



Table 2.3. shows the number of students and hours allocated during 2020 in comparison with the figures from 2019. Where student may seek tuition for multiple classes, they will be accounted for once during the academic year. Additionally, hours denoted are not all necessarily used by students. Expenditure reflects the actual amount spent for the academic year and therefore reflects the total hours actually utilised by students.

**Table 2.3. Tutorial assistance provided in 2019 and 2020<sup>1</sup>**

Level of study	Number of students assisted		Total hours of assistance	
	2019	2020	2019	2020
Enabling	0	0	0	0
Undergraduate	29	42	5,070	5,860.5 (16% increase)
Cross Institutional	1	0	30	0
<b>Total</b>	<b>30</b>	<b>42</b> <b>(45% increase)</b>	<b>5,100</b>	<b>5,860.50</b> <b>(16% increase)</b>

### Student feedback report

Both students and tutors are asked to provide feedback regarding their experiences with ITP as well as provide any suggestions as necessary. Thirteen students completed this form in semester 1 with 92% of students reporting they were happy with the support provided by their respective tutor/s. In semester 2, twenty students completed this form with 90% of students reporting affirming this same feedback. All students reported that their tutors were easy to contact and communication with. Some of their comments are disclosed below:

*"[My tutor] was great and made me feel really comfortable going into my exam. He was extremely patient with me when I didn't understand things and would go through them until I was confident."*

*"[My tutor] made a big difference in a small amount of time when I would have otherwise given up"*

*"[Tutor A] was an incredible tutor for me. Admittedly, I had a very challenging semester and was not able to 'use' [Tutor A] as much as I would have liked. But every moment that I spent with her was valuable and supportive. I have had various tutors over the course of my undergrad study, and now 3 in postgrad study and [Tutor A] is by far, the best tutor I have encountered. She is personable, supportive, an excellent communicator, great explainer, adjusts based on the learning needs/pace of the student, supports the whole learning journey of the student etc. I couldn't praise her enough. I hope to work with her again in future. I only interacted with [Tutor B] for a short time (as mentioned above, I didn't utilise tutoring as much as I would have liked due to having a challenging semester and trying to balance difficult personal circumstances), however [Tutor B] was a very helpful and personable tutor. I would happily be tutored by them again."*

## Tutor feedback report

In semester 1, 32 tutors completed this feedback with 94% of tutors stating that they were happy with support provided through ITP. Ninety one percent of tutors commented that students were generally easy to communicate with and reliable. All 18 tutors who completed this form in semester 2 stated they were happy with the support provided through ITP and found students reliable and easy to communicate with. Below are some comments regarding their interactions with their respective students and TIHEC staff.

*"[Student] is a brilliant student who applies himself to all his tasks and assignments. Has been consistent throughout a challenging semester and expect him to do well this semester and excel."*

*"[Student] is bright, has a positive attitude and strong work ethic. Has initially found the transition to university challenging especially amidst the COVID-19 circumstances. Overall has put in a strong effort in her subject and has been conscientious."*

*"[Student] is a hard worker and dedicated student. She pushed through a lot of setbacks this semester in order to achieve her study goals, and remained positive and gracious throughout."*

*"The tutoring program worked well, I was provided adequate assistance by the tutoring coordinator who I could rely on for any additional support I needed. The transition to online tutoring was supported well by the tutoring centre."*

*"This is a wonderful program to be a part of. My student and I have found working via zoom much easier than anticipated, and actually suits my student as she has a busy home life and this gives her some more flexibility in when and how we meet; No concerns."*

*"The Tjabal staff are amazing and do a great job supporting students and tutors. The Tjabal team are extremely approachable, friendly and empathetic. I feel supported as a tutor and I know my students receive great support from Tjabal as they relay positive feedback about the program through to me. Thank you for having me as a tutor again this year :)"*

The challenges of 2020 and disruption to teaching delivery created an additional barrier for some students. Despite these challenges and an adjustment period, the role of ITP provided additional support during the uncertainty and changing nature of tertiary education in 2020. ITP itself faced a unique situation of constant adaptation which improved the program overall. The feedback provided from both students and tutors will be utilised to further this program moving forward.

**Table 2.5. Indigenous Support Activities provided in 2020<sup>1</sup>**

Activity <sup>2 3</sup>	Number of student participants	Expenditure (\$)
Student Engagement Activities TIHEC run ongoing student engagement activities to improve student study motivation and, boost student learning progress and achievement. With 2020 providing to be a difficult year with new and ongoing changes of COVID-19 regulations, most engagement activities such as Music on the Meadow, Cultural Retreat program	TIHEC supported 130 students during the COVID-19 pandemic	\$40,610.55

<p>and more, were put on hold with TIHEC focusing the year on pastoral care and student support, encouraging students to continue with studies. Regular informal sessions are held at TIHEC, which promotes communication between staff and students and allows staff to detect early signs of difficulties that students might be experiencing and thus offer earlier and more timely support.</p> <p>Support provided range from</p> <ul style="list-style-type: none"> <li>• Assisting students to travel home promptly with the required resources to continue studies online. Support provided but not limited to included urgent transport arrangements via flights or bus, sourcing computers, laptops, desks and chairs to ensure a comfortable and safe study set-up at home.</li> <li>• Weekly student meeting to follow up on how each person is coping through COVID-19 and University changes. Students have ongoing access to TIHEC staff support and other ANU student service staff to provide further support and services offered on and off campus such as wellbeing and extra curriculum they can undertake while studying.</li> <li>• Weekly fruit and necessity packs for students struggling through the pandemic. These packs include healthy meals and snacks, face masks and sanitisers. End of the Year Student Dinner to celebrate all students on their efforts towards their studies and congratulate students who will be graduating and moving on from ANU.</li> </ul> <p>Summer and Winter School mentoring is a short-term job opportunity for ANU students to mentor prospective students attending the annual National Indigenous Summer School program and Clontarf Winter School program. This enables current students to share experience of what it is like to be a student at ANU and to share stories on how they became a student at ANU.</p> <p>All student engagement activities provide opportunities for one on one informal check-in to assist in improving students' mental health &amp; wellbeing where necessary. It provides the opportunity to reflect on the year ahead, to reconnect, and ground students within their Indigeneity; in whichever form this may be for each student. TIHEC have provided a strong community connection with students allowing them to feel that the Centre is their home away from home.</p>		
---	--	--

### 3. Completions (outcomes)

For Aboriginal and Torres Strait Islander students, we at TIHEC actively maintain contact with our graduates offering support as shown in Table 3.2 in seeking employment opportunities and connecting them with relevant stakeholders who will assist them further in their employment or academic aspirations.

As a part of ANU's wider strategic Reconciliation Action Plan, TIHEC assists in the development of relationships with Aboriginal and Torres Strait Islander alumni, employers of Aboriginal and Torres Strait Islander graduates and Aboriginal and Torres Strait Islander communities to enhance outcomes for our students.

In 2020, the ANU celebrated another successful year of graduating students in both undergraduate and postgraduate programs.

**Table 3.1. Total number of Aboriginal and Torres Strait Islander student completions for 2019 and 2020**

	2019	2020
<i>Aboriginal and Torres Strait Islander students: (Higher Degree)</i>	4	0
<i>Non Aboriginal and Torres Strait Islander students: (Higher Degree)</i>	279	211
<i>Aboriginal and Torres Strait Islander students: (Mphil)</i>	2	2
<i>Non Aboriginal and Torres Strait Islander students: (Mphil)</i>	26	17
<i>Aboriginal and Torres Strait Islander students: (Other postgraduate)</i>	9	13
<i>Non Aboriginal and Torres Strait Islander students: (Other postgraduate)</i>	4560	3138
<i>Aboriginal and Torres Strait Islander students: (Bachelor degree)</i>	15	11
<i>Non Aboriginal and Torres Strait Islander students: (Bachelor degree)</i>	3684	3566

**Table 3.2. Support mechanisms**

Support mechanisms	Description	Constraints	Outcome
Access to scholarships/bursaries	TIHEC works with ANU Scholarships Office to provide access to Scholarships for graduate students.	None	Students are financially supported to complete their studies
Abstudy Access	TIHEC promotes access to Abstudy	None	Students are financially supported to complete their studies
Access to internships/graduate positions	To assist with overcoming financial barriers of studying and ensuring graduate employment opportunities, TIHEC partners with a number of employers, including the ANU to provide students with a steady income and work experience through internships and cadetships.	Number of employers offering placements	Students develop employment skills whilst receiving an income during their studies.

Tuition support	TIHEC administers the Indigenous Tuition Program (ITP)	TIHEC works within Funding guidelines	Students are provide tuition support to achieve excellence
Academic and cultural support	TIHEC provides strong academic and cultural support to all Indigenous students, ensuring there are no barriers to access or success	None	Students develop their sense of place and purpose
Engagement with Academic and Residential Colleges	TIHEC collaborates continually with the academic and residential colleges in the support of each and every student	None	A culture of high quality support across the ANU campus
Engagement with ANU Student Support Services	TIHEC collaborates continually and closely with the Dean of Students and the ANU Student Support services in the support of each and every student and their particular needs throughout their degree	None	A culture of high quality networked support across the ANU campus
Engagement with ANU health and wellbeing programs	TIHEC collaborates with ANU Sport to deliver targeted health and wellbeing programs free of charge to Indigenous students	None	An Indigenous cohort with physical and mental resilience

## 4. Regional and remote students

Outreach support offered to regional and remote Indigenous students is outlined in Table 1.3; these activities allow the TIHEC to provide firsthand information and experience to potential students from regional or remote areas. Strategies to improve access to university detailed in Table 1.2 with further development in the Kambri Scholarship to be awarded in 2020 allowing students the safety and security to study at ANU. Activities to support students during their studies are mentioned in Table 2.2 and Table 3.4. This allows for one on one student support and close community connection for the students to seek support as needed, including but not limited to helping students maintain connections with home and providing a safe space at Tjabal where the students can call their second home.

**Table 4.1. Regional and remote student numbers in 2019 and 2020**

Program Career	2019		2020	
	Regional	Regional	Regional	Remote
Higher Degree Research	4	2	4	1
Postgraduate Coursework	12	2	9	2
Undergraduate	21	4	24	3
Non-award				
<b>Grand Total</b>	<b>37</b>	<b>8</b>	<b>37</b>	<b>6</b>

  

Enrolment EFTSL	2019	2020
Regional and Remote	32.1	31.5

**Table 4.2. Scholarship data for remote and regional students**

Number of Remote and Regional students that received a scholarship in 2020

	Education Costs		Accommodation		Reward		TOTAL (of preceding columns) <sup>1</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2019 Payments	5,000	1	26,250	4	0	0	31,250	5
B. 2020 Offers <sup>1</sup>	5,000	1	45,000	6	0	0	50,000	7
C. Percentage <sup>1</sup> (C=B/A*100)							160%	140%
<b>2020 Payments</b>	5,000	1	22,500	3	0	0	27,500	4

## 5. Working with Vulnerable People Requirement<sup>4</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

ANU strives to provide a supportive learning environment where all students can realise their potential while building strong and mutually beneficial partnerships. These relationships provide an opportunity to share the knowledge and ideas of others and in particular provide an opportunity for non-Indigenous students to learn about our shared history, explore the current circumstances of Indigenous Australia and look to the future. Each of the Colleges of the ANU engages members of the Indigenous community to contribute Indigenous knowledge and perspectives into learning programs.

Aboriginal and Torres Strait Islander higher education strategies coupled with the higher degree by research programme cut across several disciplines with an interest in Indigenous studies at ANU. The First Nations Portfolio enables the University to provide leadership on national policy discourse and decisions that influence Indigenous Peoples. The Portfolio works closely with colleagues across the University to ensure the ANU is a world leader in teaching and research of Indigenous issues by contributing to national policy in the relationship between Indigenous Australians and the nation. The First Nation Portfolio works in collaboration with ANU research and teaching centres including the Centre for Aboriginal Economic Policy and Research (CAEPR), Australian Centre for Indigenous History, School of Archaeology and Anthropology and the School of Music to demonstrate best-practice in delivering education for all with cultural integrity.

Embedding Indigenous perspectives in the curriculum is considered important in supporting Indigenous student participation in higher education, providing all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures, and in challenging traditional western perspectives on Indigenous epistemologies and cultures. ANU continues to work towards the inclusion of Indigenous perspectives in diverse curricula and not just that which is Indigenous specific.

TIHEC is actively engaged in partnerships across campus to contribute cultural knowledge and methods of teaching to their education programs. The National Indigenous Summer School (NISS) is an example of all seven ANU Colleges working closely with TIHEC to ensure the camp's cultural rigour. The Summer School program included research sessions at the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), as well as curriculum on traditional astronomy knowledge and methods. The young Indigenous people participating in NISS were supported throughout the program with regular yarning circles and Indigenous student ambassadors and staff mentors working closely alongside NISS delegates for the duration of the programme.

In addition to these significant projects, TIHEC continues to play a key role in providing all ANU students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures through the following initiatives:

- Cultural awareness workshops are delivered annually across Colleges by qualified Indigenous presenters
- TIHEC hosts guests and visitors from global Indigenous nations
- Hosting and co-hosting youth camps on campus
- ANU O-Week's Music on the Meadow
- ITP Tutors cultural competency training
- Keynote addresses at Academic Colleges
- Workshopping culturally safe and empowering protocols around Welcome to Country and Acknowledgement of Country

- Working directly with course conveners and lecturers to embed Aboriginal and Torres Strait Islander ways of knowing into curricula

The Indigenous Education Strategy also provides the opportunity for employees and students to engage in cultural awareness/ competency programs that lay the foundation for RAP objectives to be achieved and to ensure a shared understanding of the significance of Aboriginal and Torres Strait Islander cultural protocols. As a means to enable professional development opportunities for teaching staff, it henceforth facilitates the inclusion of Aboriginal and Torres Strait Islander perspectives in the curriculum.

ANU's Strategic Plan Key Performance Indicators monitor the application of the objectives discussed with a specific focus on ANU meeting its responsibilities to Indigenous Australia through independent evaluations. Furthermore, in evaluating success from year to year, ANU has committed to increasing the proportion of commencing domestic undergraduate students from low SES, Indigenous, regional and remote backgrounds so that it equals the national population share.

A commitment by ANU to achieve the vision and targets as set out in the ANU Strategic Plan will enhance the quality and diversity of the University's staff and student bodies. Embedding Aboriginal and Torres Strait Islander cultures and perspectives across all study areas and parts of the ANU will help ensure that courses are more responsive to international, national, community and professional expectations. The following links connect to the relevant documents that make up ANU's Indigenous Education Strategy;

The Reconciliation Action Plan

<https://www.anu.edu.au/about/strategic-planning/reconciliation-action-plan>

ANU Strategic Plan 2021 - 2024

<https://www.anu.edu.au/about/strategic-planning/anu-strategic-plan-2021-2024>

The Reconciliation Action Plan (RAP) is testament to the University's conviction that it must contribute to righting the wrongs of the past. The ANU recognises that the future has to be founded on relationships of mutual respect and meaningful partnership between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander Australians – a future where Aboriginal cultures, connection to Country, and worldviews are treated with respect. ANU takes up its obligation to acknowledge, understand and contribute to rectifying deep historical wrongs very seriously and very willingly. The University's vision for reconciliation is to be a place that facilitates learning that respects cultures and diversity: a place where Aboriginal and Torres Strait Islander peoples and non-Aboriginal and Torres Strait Islander people come together to engage with their chosen discipline, contextualised by an understanding of our shared history.

ANU will make an important contribution to reconciliation by furthering learning, research, services and public knowledge in relation to Indigenous issues. ANU will make a significant contribution to improving higher education and employment outcomes for Aboriginal and Torres Strait Islander peoples and enable them to realise their potential and aspirations. Our partnerships with Aboriginal and Torres Strait Islander peoples will provide the University with the opportunity to listen and learn about their past, their current circumstances and their vision for the future. ANU is where cultures are both respected and celebrated.

ANU has already taken many steps towards reconciliation – through establishing the Tjabal Centre, which provides a meeting place and support base for Aboriginal and Torres Strait Islander students studying at ANU, through undertaking ground breaking research and providing a place of debate for



the issues affecting the lives of Aboriginal and Torres Strait Islander peoples. Tjabal students and staff are strongly committed to improving education outcomes and achieving study and career goals that positively influence communities.

Internally, strategies such as the Indigenous Tuition Programme, Scholarship access and support as well as pastoral support and care, have highlighted the importance of a central space such as TIHEC for Aboriginal and Torres Strait Islander students.

Externally, our outreach programs such as National Indigenous Summer School will see the promotion of a variety of courses and opportunities presented to prospective students as well as their communities. Facilitating an experience that appeals to every need and potential interest, will not only improve admission rates, but also generate positive association between Indigenous Communities and the ANU.

Other areas that include Indigenous focus are:

- The First Nations Portfolio provides leadership and strategic direction across the University that includes facilitating research and policy impact, supporting Indigenous community engagement, supporting Indigenous students throughout their time at the University, advising on Indigenous staff recruitment and wellbeing and facilitating the integration of Indigenous knowledge and perspectives into the curriculum.
- The Centre for Aboriginal Economic Policy Research (CAEPR) is Australia's foremost social science research body focusing on Aboriginal and Torres Strait Islander economic and social policy from a national perspective. CAEPR aims to undertake social science research that informs intellectual understanding, public debate, policy formation and community action.
- The Australian Centre for Indigenous History conducts collaborative and individual research projects on Australian, comparative and trans-national Indigenous histories. The Centre hosts the A ranked journal, *Aboriginal History*, co-edited by two staff members, and offers an undergraduate course on Indigenous histories.
- The National Centre for Indigenous Genomics aims to create a repository of Aboriginal and Torres Strait Islander bio specimens, genomic data and documents for research and other uses that benefit Aboriginal and Torres Strait Islander donors, their communities and descendants, and the general Australian community.
- The ARC Centre of Excellence for the Dynamics of Language has a major focus on Aboriginal and Torres Strait Islander languages, supported by a Chair of Indigenous Linguistics. ANU students have the opportunity to learn an Aboriginal language.
- The School of Music's Indigenous composer initiative, in partnership with other arts organisations, provides mentoring for Indigenous composers.
- The National Centre for Epidemiology and Population Health includes a program in Aboriginal and Torres Strait Islander Health.

ANU also has long-running educational strengths that include a Major/Minor in Indigenous Studies.

## 6.2. Indigenous Workforce Strategy

The University's 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 in order 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.

Responsibility for the implementation of the Indigenous Employment Strategy rests with the Director of Human Resources in partnership with the First Nations Portfolio. The University reports quarterly of the recruitment and retention rates of its Indigenous Australian staff to measure progress. ANU aims to be the University of choice for Indigenous Australians, and a commitment for the University to build a substantial Indigenous research and education community that can generate world-leading and influential Indigenous-led research, which informs policy and practice and contributes to our understanding of the world.

ANU has made significant steps to improve the framework to enable and support Indigenous research at ANU, including Indigenous health and wellbeing. The Grand Challenges Scheme seek to form a collaborative interdisciplinary initiative from selected Expressions of Interest that will impact significantly on the main causes of the disproportionate burden of illness and disability experienced by Indigenous Australians. The Grand Challenge collaborative initiative received \$10M over a period of five years.

The development of Indigenous Academic Associate/PhD positions across Colleges and Schools at the University has continued its approach to developing a pipeline from undergraduate studies to tenure track positions. There are 27 Indigenous Ph.D. students across ANU.

In conjunction with the efforts of the Director of Human Resources 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.

Link to Aboriginal & Torres Strait Islander Employment Strategy: <https://services.anu.edu.au/human-resources/enterprise-agreement/60-aboriginal-and-torres-strait-islander-employment>.

**Table 6.2 Indigenous workforce data (2020 breakdown)<sup>5 6 7 8</sup>**

Level/position	Permanent		Casual/contract/fixed-term	
	Academic	Non-academic	Academic	Non-academic
Apprentices				1
Trainees				7
Level 02				10
Level 03				3
Level 04		6		7
Level 05		10		9
Level 06		2		2
Level 07		6		1
Level 08		5		2
Level A	3		10	
Level B	2		7	
Level C	2		3	
Level D	3			
Level E	1		2	
Casual/Sessional Academics			22	
Senior staff		3	1	1
<b>Total - 131</b>	<b>11</b>	<b>32</b>	<b>45</b>	<b>43</b>

### 6.3. Indigenous Governance Mechanism

A 15-member Council governs the University. As part of responsible governance, Council delegates manage responsibilities, other functions to the University's executive, and other senior staff in order to be able to focus on the broader policy and strategic issues. As the governing authority, the primary functions of the Council are:

1. strategic oversight of the University that includes setting the mission, values and strategic direction of the University; and ongoing review of the success of those strategies.
2. ensuring effective overall governance and management of the University, including:
  - appointing the Chancellor and Pro-Chancellor;
  - appointing the Vice-Chancellor as principal academic and chief executive officer of the University, and monitoring his or her performance;
  - overseeing and reviewing the management of the University and its performance;
  - ensuring that the strategic goals set by the Council are delivered by effective management systems;
  - overseeing and monitoring the academic activities of the University;
  - establishing policy and procedural principles, consistent with legal requirements and community expectations.
3. ensuring responsible financial and risk management of the University, including:
  - approving the annual budget, business plan and annual report;
  - overseeing and monitoring the assessment and management of risk across the University, including in its commercial undertakings;
  - approving and monitoring systems of control and accountability for the University and any entities controlled by the University (within the meaning of section 50AA of the *Corporations Act 2001*);
  - approving significant commercial activities of the University.

The academic standards, management and administration of the University are the responsibility of the Vice-Chancellor, in accordance with the *Vice-Chancellorship Statute 2013* and subject to any resolution of the Council. The Council have conducted eight meetings in 2020 with Professor Asmi Wood, as an Indigenous Australian member of council.

There are ongoing consultation with current Indigenous leaders across a range of subjects pertaining to Indigenous employment, research and study matters as well as educational developments across the ANU. The University has ensured the membership of the following decision-making groups of the University included Senior Indigenous staff members:

- Academic Board Statute
- Academic Quality and Assurance Committees
- Teaching and Learning Development Committee
- University Research Committee
- Inclusion, Diversity, Equity and Access Committee
- Audit & Risk Management Committee

Other University committees and organisations with Indigenous representation included:

- ANU Student Association (ANUSA)
- Postgraduate and Research Student Association (PARSA)
- College Reconciliation Action Plan (RAP) Committees

The University's Strategic Plan working group was formed to discuss the University's unique national responsibility to Indigenous Australia. The high-level working group was comprised of an Indigenous Chair along with senior Indigenous and non-Indigenous academic and professional staff, and Indigenous Alumni. The group formulated a number of key initiatives under this national responsibility launched at the 2017 State of the University address by the Vice-Chancellor. The University benefits from several senior non-Indigenous academics and professional staff, who are committed, engaged and linked in with Indigenous leaders to actively pursue advancements in policy and programs across the University to increase Indigenous participation in university teaching and research programs and employment. The University continues to make progress across academic colleges, in consultation 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.

## Additional information for completing the template

---

<sup>1</sup> Add more rows if necessary.

<sup>2</sup> Include a brief description of the activity.

<sup>3</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>4</sup> This section confirms that the provider complies with Section 35A of the Guidelines.

<sup>5</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>6</sup> Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.

<sup>7</sup> The numbers recorded here should be a headcount of staff and not the full-time equivalent.

<sup>8</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

The Australian National 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)	1,341,240.53
ISSP Grant 2020 for preserved scholarships	
<b>Subtotal ISSP Grant 2020</b>	
<b>B. Other ISSP Related Income</b>	
Rollover of ISSP funds from 2019	
Interest earned/royalties from ISSP funding	
Sale of ISSP assets	
<b>Subtotal other ISSP related income</b>	
<b>Grand total for 2020</b>	<b>1,341,240.53</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>	
Other Commonwealth Government funding*	152,709.00
*ANU Contribution to the project (salary support)	
ATO cash flow boost voluntarily allocated by you to this activity	
Funds derived from external sources <sup>4</sup>	
<b>Total of other non-ISSP funds for 2020</b>	<b>152,709.00</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			
"New" scholarships from flexible ISSP funding	69,484.29		69,484.29
Teaching and learning <sup>9</sup>			
Salaries for staff working on ISSP activities (excluding JobKeeper payments) <sup>10 11 12</sup>	1,015,349.88	152,709.00	1,168,058.88
Administration for staff working on ISSP activities <sup>13</sup>	101,180.24		101,180.24
Travel – domestic (airfares, accommodation & meals)	8,276.60		8,276.60
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)			
<b>A. Total Expenditure 2020</b>	<b>1,194,291.01</b>	<b>152,709.00</b>	<b>1,347,000.01</b>
<b>B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year</b>			
<b>2020 ISSP funding committed (A + B)</b>	<b>1,194,291.01</b>		
<b>D. Other unexpended 2020 ISSP Funds to be returned to PM&amp;C<sup>16</sup></b>			
<b>C. Unexpended 2020 preserved scholarships funds to be returned to PM&amp;C</b>			

**For NIAA information only**

JobKeeper payment/s received and expended on this activity (value \$)

**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			
2020 funds approved for rollover into 2021	146,949.52	146,949.52	

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

- 2020 ISSP funds rolled over into 2021 have been fully committed in 2021



### 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>		\$
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) <sup>21</sup>		\$
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date 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>

**Table 2b ISSP Assets - purchases during 2020**

Asset Description/ category	Purchase Value	ISSP contribution

**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>

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

2020 Financial Acquittal supported and initialled by:

**Anna Tsikouris**

(Print name of relevant officer)

**Chief Financial Officer**

(Print position title)

*Anna Tsikouris*

(Signature and date)

27/4/2021 | 12:37 PM AEST

Telephone contact: 02 612 58700

E-mail: anna.tsikouris@anu.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

---

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.