

Indigenous Student Success Program 2021 Performance Report

Organisation	Australian National University Tjabal Indigenous Higher Education Centre (TIHEC)		
Contact Person	Anne Martin		
Phone	02 6125 1742	E-mail	Anne.martin@anu.edu.au

1. Enrolments (Access)

The activities of the Tjabal Indigenous Higher Education Centre (TIHEC) continue to be guided by the objectives of the [ANU 2021-2025 Strategic Plan](#) that includes key initiatives and COVID-19 response 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

Improving access for all Indigenous students

ANU's strategic plan on enrolment and access into university for Aboriginal and Torres Strait Islander students is, ***"Strengthening national missions and meeting our unique responsibility. This is actioned through promotion of better engagement with First Nations Peoples through our work on social equity, educational opportunity, economic development and legal and constitutional reform, including treaty making, compensation and reparation. ANU will promote debate around a reconciled, just, equitable and respectful Australia. ANU plans to support the study of First Nations traditional knowledge and demonstrate its social value to all"*** (ANU Strategic Plan 2025).

This strategy is actioned through a variety of activities and programs seen around the university, such as;

- 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. Table 1 below shows the increase of applications that came through the ASA pathway compared to applications sent directly to ANU Central.

Table 1 ASA Indigenous student application

	2020	2021
ASA Indigenous student intake	38	75
ANU Indigenous student intake	61	57

- The **Indigenous Management Training Program (IMTP)** provide National Indigenous Australians Agency (NIAA) employees with a foundation of knowledge, skills and application in management disciplines; with an evidence based management framework. On the completion of the IMTP, employees of NIAA will be awarded the Graduate Certificate of Management with the first cohort of students graduating in 2021.
- 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, 10 scholarships were awarded with an increase in 2021 to 16 scholarships awarded. This link <https://www.anu.edu.au/students/communities-events/becoming-a-kambri-scholar> gives space to Kambri scholars to share experiences on how the Kambri Scholarship and program helped them with access into university and the support available to them.

Other programs, such as the ANU Diplomas and the ANU Extension program, are foundation programs that offer alternative pathways for prospective Indigenous students. Table 1.1 outlines current ANU programs improving access to all Indigenous students pursuing studies at the ANU.

Table 1.1 2021 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 Pathway 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. <i>(However as a result of COVID-19 and closed Australian borders. ANU anticipate the full closure of ANU College by December 2022, pending the teach out of students in all programs)</i>
ANU Indigenous Trainee and Apprentice 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

Outreach Engagement

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 reduced the capacity of some 2021 outreach activities. Other activities continued through virtual online platforms such as Zoom, Teams or Gather; 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. Current TIHEC outreach activities are outlined in Table 1.2 below.

Table 1.2 Outreach Activities

Outreach activity	Target audience	Outline of Program	Outcome
National Indigenous Summer School (online 2021)	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 (On hold in 2021. An on campus program)	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 (Online remote meetings)	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	School-based teachers and principals and their	After an annual mail out to schools, TIHEC negotiates meeting arrangements with Indigenous	Students are informed and guided through university

	Indigenous students (Years 8-12)	students to inform them of ANU programs offered at the ANU, and Indigenous student-specific support available	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. TIHEC sent a team of sporting students to participate in Indigenous Nationals	Prospective Indigenous students are informed of study options and support available to them at the ANU
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 first-hand accounts of university life



Figure 1: Trinity Bay High School Cairns QLD Year 9 and 10 Indigenous Camp with TIHEC staff



Figure 2: Indigenous Liaison Officer, Bryan Carswell at St Augustine College Cairns, and Georgia North TIHEC staff on recruitment

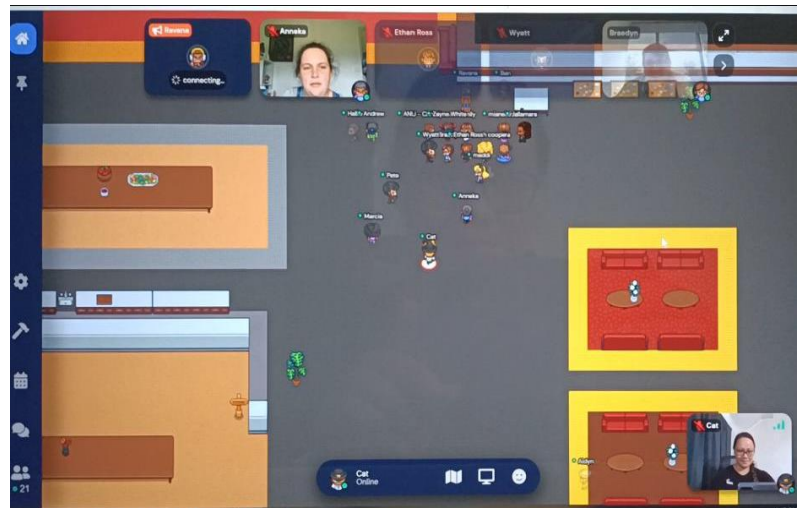


Figure 3: 2021 National Indigenous Summer School participants using online platform of Gather. A built an online version of the Tjabal Centre

Table 1.3. Below provides enrolment number comparisons for 2020 and 2021

Table 1.3. Total number of Aboriginal and Torres Strait Islander enrolments for 2020 and 2021

	2020	2021
Aboriginal and Torres Strait Islander students:	188	260
Non Aboriginal and Torres Strait Islander students (Domestic students only):	16252	17167

Scholarship

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). Table 1.4 shows the breakdown of ISSP scholarship payments in 2021. There are over 30 targeted scholarships for Indigenous students available from private sources and across the University as outlined in Table 1.5, with over 90 students continuing and awarded scholarships in 2021.

Table 1.4 ISSP Scholarships - breakdown of 2021 payments

	Education Costs		Accommodation		Reward		Total ¹	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ²	\$ 0	0	\$ 0	0	\$ 0	0	\$ 0	0
Undergraduate ³	\$ 22,500	5	\$ 58,125	9	\$ 0	0	\$ 80,625	14
Post-graduate ⁴	\$ 7,500	2	\$ 0	0	\$ 0	0	\$ 7,500	2
Other	\$ 0	0	\$ 0	0	\$ 0	0	\$ 0	0
Total	\$30,000	7	\$58,125	9	\$ 0	0	\$ 88,125	16

Table 1.5 Scholarships offered by the University

Scholarship Details	Funding Source	Annual Value	Awarded in 2021
ANU College of Arts and Social Sciences Indigenous Australian Graduate Coursework Scholarship	University	\$22,400	1
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	1
ANU Science, Health and Medicine Indigenous Undergraduate Scholarship	University	\$10,000	-
Bill and Kate Guy Scholarship	Private	\$10,000	-

Chris and Kerryn Marks Travel Grant	Private	\$3,500	-
CSIRO Indigenous Scholarship	Private	\$5,000	2
Duguid Travelling Scholarships	University	Variable	-
Elsbeth Young Memorial Grant	University	Variable	33
Fenner School Scholarship for an Aboriginal or Torres Strait Islander Student	University	\$1,000	-
Freilich Indigenous Student Scholarship in Law	University	\$8,000	1
Kambri Scholarship	University	Up to \$30,000	13
Sir Roland Wilson Pat Turner Scholarship	University	Scholars continue to receive their APS agency salary	3
Garrurru Indigenous Undergraduate Scholarship	University	\$15,000	1
Indigenous Australian Graduate Scholarship	University	\$28,597	2
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	1
Judith Wright Scholarship	University	\$8,004	2
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	1
Malcolm Stewart Scholarship	University	Variable	-
Mardi & John Scholarship	Private	\$8,000	1
National Indigenous Merit Scholarship	University	\$6,500	5
National Indigenous Scholarship for Medicine	University	\$25,000	-
National Indigenous University Scholarship	University	\$12,500	6
Oakleigh Scholarship	Private	\$5,000	3
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	1
Nugget Coombs Indigenous Australian Scholarships	University	Variable	-
Benson Family Scholarship	University	\$8,000	1
Mardi & John Scholarship	University	\$8,000	1

2. Progression (outcomes)

TIHEC continues to provide support and access to a range of scholarships that support the retention and completion of Indigenous students. Delivering a student experience equal to the world’s best, is another ANU strategy that encourages TIHEC to improve and develop current and new student support opportunities. TIHEC encourages the participation of current and alumni Indigenous students towards the TIHEC community; where TIHEC focuses in areas of *“Creating a campus environment –including a digital environment –that treats ANU students as individuals, builds on the collective capability of the students, nourishes their intellectual curiosity, supports their success, and protects their welfare”* (ANU Strategic Plan 2025). TIHEC continue to utilise current programs in place with the alteration to account for COVID-19 regulations.

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

Table 2. Commencing Aboriginal and Torres Strait Islander students in 2020 and 2021

	2020	2021
Aboriginal and Torres Strait Islander students	62	74
Non Aboriginal and Torres Strait Islander students (Domestic students only)	4001	4492

Table 2.1 shows what measures TIHEC have incorporated to improve the success of student progress through changes brought on by COVID-19.

Table 2.1. Measure of success

Project	Improvements undertaken
Tjabal Centre	The Tjabal Centre offers a safe and supportive work and communal space for students to study and meet new friends. Increased numbers of students in 2021, encouraged TIHEC to develop another space to house two extra office space with eight extra computers and workspace, accommodating for a larger number of students utilising the space.
Health and Wellbeing	TIHEC continue to work closely with ANU Sport to encourage students to undertake sporting activities during their studies. Before 2021 lockdown, a team of ANU Indigenous students participated in Indigenous Nationals. The ANU Postgraduate and Research Student Association (PARSA) Indigenous Health and Wellbeing grant aim is to provide support to Indigenous postgraduate students in meeting the costs of health and wellbeing programs and activities. This service is supported and endorsed by TIHEC
TIHEC response to COVID-19 pandemic.	Students moving to online learning and removed from the comforts of studying at TIHEC and on campus, pastoral care for each individual student became very critical in maintaining student retention and providing students support need to continue with their studies. TIHEC supported students financially by covering costs of transportation to their family homes, providing grocery COVID-19 health packs for students staying on campus; unexpected costs of COVID-19 travel restrictions, masks and health requirements; and equipment needed to continue studies remotely. Tutor hours were also increased to provide further support.

Indigenous Tutor Program (ITP)	Hours were increased in 2020 and 2021 to ensure each student using ITP were given the support they needed to continue their studies remotely
Pastoral care	An ongoing project with all TIHEC staff continuing student support service to each individual student, especially during COVID-19 lockdown period. Pastoral care was offered through individually and in groups through Zoom at a time suitable for students. Pastoral care allows staff to assess and discuss with students their struggles and options available to move forward from them. TIHEC have built strong relationships with students ensuring a safe space while they live, work and study in Canberra.
Cultural Retreat of Ngunnawal and Yuin Country	A three day retreat held on country at the start of each semester to welcome new students. The cultural retreat provides space to engage and meet with local Indigenous elders, continuing ANU students and Tjabal staff. It offers opportunities to embrace the richness of country in which each student and staff have come to work and study on. Student have mentioned the feeling of connection to country with pride towards their identity; and empowerment towards their study goals and what brought them to ANU and Canberra. This project is currently on hold in 2021, until THIEC can run the program safely through COVID regulations and keep community, elders and students safe.

A number of strategies continue to be implemented towards achieving greater participation and are outlined below in Table 2.2.

Table 2.2. Strategies to Address Participation

Strategies	Outline of strategies	Constraints	Outcome/s
ANU Open Day event. TIHEC run an Open House in the Tjabal Centre	Virtual online program in 2021, 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	None	Students and parents overcome barriers of stigma around university study and life. They feel welcomed and comfortable with staff and information provided
Promote access avenues to Indigenous communities (See Table 1.1)	See Table 1.1.	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 1.2.)	We raise awareness of possibilities in Higher Education through information sessions	Travel across Australia and meeting face to face with students, teachers and families provided barriers caused by COVID-19 regulations	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	Students receive information on program and career choices

		student needs (if known)	
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 activities	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 2021 MOM	Students and families are warmly welcomed into ANU community
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. Relationships are built within local workplaces
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	ANU Sport, Residential Halls and Colleges work collaboratively with TIHEC to create opportunities seeking to boost participation rates



Figure 4: ANU Indigenous team competing at 2021 Indigenous Nationals

Indigenous Tuition Program

The Indigenous Tuition Program (ITP) provides a free tutoring service to Indigenous student 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). The ITP Coordinator is responsible for liaising with students when organising their tutors, negotiating allocation of hours and collating relevant information and data regarding their courses.

Tutors are employed 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 2021, inclusive of examination and the assessment periods:

- 30 hours per subject allocated to each registered UG student
- 20 hours per subject allocated to each registered PG student
- 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 additional support due to various circumstances (i.e. deferred assessments/exams), an additional 10 hours were allocated. The continued impact of COVID-19 during the 2021 academic year saw an increase in allocations of hours and subsequently, the expenditure incurred, as students continued to learn and received support online.

Table 2.3 details the assistance provided to students in 2021 through ITP compared to 2020. Where student may seek tuition for multiple classes, they will be accounted for once. Additionally, hours denoted are hours allocated to each course of study and does not reflect the number of hours used in its entirety by students. Similarly, expenditure reflects allocated funds for each course.

Table 2.3. Comparison of tutorial assistance provided in 2020 and 2021

Level of study	2020			2021		
	Number of students assisted	Total hours of assistance	Expenditure 2020 ⁵ (\$)	Number of students assisted	Total hours of assistance	Expenditure (\$)
Enabling	0	0	0	0	0	0
Undergraduate	42	5,861	\$420,787.50	39	5,020	\$374,250
Post graduate	17	1,903	\$138,900	13	929	\$72,975
Other	0	0	0	1	30	\$2,250
Total	59	7,764	\$559,687.50	53	5,912	\$449,475

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 3.1 in seeking employment opportunities and connecting them with relevant stakeholders who will assist them further in their employment or academic aspirations. TIHEC operate programs within a cycle starting from each individual as high school students. TIHEC provide the required support and guidance to move each student through university life while introducing them to workplaces and individuals that can assist with reaching their chosen career goals.

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. ANU Alumni have always been willing to provide support towards new and prospective ANU students. Alumni continue to part take as a community member of the TIHEC, this enables us to continue the cycle, as a respective organisation gains a new employer from ANU, alumni 'pay it forward' to new or prospective ANU student.

In 2021, the ANU celebrated another successful year of graduating 57 students in both undergraduate and postgraduate programs.

Table 3. Total number of Aboriginal and Torres Strait Islander student completions for 2020 and 2021

	2020	2021
<i>Aboriginal and Torres Strait Islander students: (Higher Degree)</i>	0	2
<i>Non Aboriginal and Torres Strait Islander students: (Higher Degree)</i>	211	366
<i>Aboriginal and Torres Strait Islander students: (Mphil)</i>	2	1
<i>Non Aboriginal and Torres Strait Islander students: (Mphil)</i>	17	32
<i>Aboriginal and Torres Strait Islander students: (Other postgraduate)</i>	13	35
<i>Non Aboriginal and Torres Strait Islander students: (Other postgraduate)</i>	3138	3267
<i>Aboriginal and Torres Strait Islander students: (Bachelor degree)</i>	11	19
<i>Non Aboriginal and Torres Strait Islander students: (Bachelor degree)</i>	3566	3724

Table 3.1. Support mechanisms

Support	Description	Constraints	Outcome
Access to scholarships/bursaries	TIHEC Scholarships Manager and ANU Colleges provide access to Scholarships for graduate students.	None	Students are financially supported to complete their studies and provided workplace opportunities during 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 and are able to become tutors themselves to support other students
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, with ongoing engagement with local community elders
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 are outlined in Table 1.2; 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 1.1 with ongoing developments of the Kambri Scholarship, 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 3.1. This allows 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 that students have called their second home.

Table 4. ISSP Scholarship data for remote and regional students⁶

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2020 Payments	5,000	1	22,500	3	0	0	27,500	4
B. 2021 Offers ⁷	10,000	2	22,500	3	0	0	32,500	5
C. Percentage ⁸ (C=B/A*100)							118.2%	
2021 Payments	10,000	2	22,500	3	0	0	32,500	5

5. Eligibility criteria

5.1. 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.

“ Our ambition is to positively contribute to the discussion of national Indigenous policy reform and reignite that conversation. ”

ANU Vice-Chancellor Professor Brian P. Schmidt

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 Australian Centre for Indigenous History, National Centre for Indigenous Genomics Endowment,

School of Archaeology and Anthropology and Philanthropy at ANU, 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/files/corporate_message/ANU%20RAP%202021-2022.pdf

ANU Strategic Plan 2021 - 2025

<https://www.anu.edu.au/about/strategic-planning/anu-strategic-plan-2021-2025#>

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 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.

5.2. 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 41 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 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 5.2 Indigenous workforce data (2021 breakdown) ⁹

Level/position	Permanent		Casual/contract/fixed-term	
	Academic	Non-academic	Academic	Non-academic
Apprentice				1
Trainee				6
Level 02				6
Level 04		9		6
Level 05		10		7
Level 06		4		2
Level 07		5		3
Level 08		6		2
Level A	4		13	
Level B	2		6	
Level C	2		3	
Level D	3			
Level E	2		1	
Casual/Sessional Academic			26	
Senior staff/Executive		4	1	1
Total - 135	13	38	50	34

5.3. Indigenous Governance Mechanism

A 16-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 six meetings in 2021 with Ms Tanya Hosch as an Indigenous Australian member of council and Professor Asmi Wood as an Indigenous member of academic staff

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. 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.

5.3.1. 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.
-

Indigenous Student Success Program

2021 Financial Acquittal

Organisation

The Australian National University

1. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2021 (excluding GST)¹

Item	(\$)
A. ISSP Grant	
ISSP Grant 2021 (flexible component)	1,263,571.45
ISSP Grant 2021 for preserved scholarships	
Subtotal ISSP Grant 2021	
B. Other ISSP Related Income	
Rollover of ISSP funds from 2020 (and earlier years)	146,949.52
Interest earned/royalties from ISSP funding ²	
<i>If no interest has been earned briefly state why</i>	
Sale of ISSP assets	
Subtotal other ISSP related income	
Grand total for 2021	1,410,520.97

Table 1b Other funding available to support Indigenous students in 2021 (excluding GST)³

Item	(\$)
A. Other non-ISSP funds⁴	
Other funding provided under HESA ⁵	
Other Commonwealth Government funding	
ATO cash flow boost voluntarily allocated by you to this activity	
Funds derived from external sources ⁶	
Total of other non-ISSP funds for 2021	

Table 1c Expenditure on support for Indigenous students during 2021 (excluding GST)⁷

Item ⁸	Actual ISSP (\$) ⁹	Estimate other funds (\$) ¹⁰	TOTAL (\$) ¹¹
Preserved scholarships			
Scholarships from flexible ISSP funding	88,125.00		88,125.00
Salaries for staff working on ISSP activities (excluding JobKeeper payments) ¹²	1,082,790.32		1,082,790.32
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	40,754.43		40,754.43
Travel – domestic (airfares, accommodation & meals)	26,288.44		26,288.44
Travel – international (airfares) ¹³	41.97		41.97
Travel – international (accommodation and meals)			
Conference fees and related costs ¹⁴	1,359.09		1,359.09
ISSP Asset purchases made during 2021 ¹⁵			
Other (including other ATO cash flow boost expenditure not included in above figures)			
A. Total Expenditure 2021	1,239,359.25		1,239,359.25
B. Unexpended 2021 ISSP funds approved for rollover into 2022 grant year¹⁶	24,212.20		
C. Unexpended 2021 ISSP funding to be returned to the NIAA – flexible component			
D. Unexpended 2021 ISSP funding to be returned to the NIAA – preserved scholarships			
2021 ISSP funding committed (A + B + C + D)¹⁷	1,263,571.45		

For NIAA information only

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

2. Rollovers**Table 2 Rollovers ¹⁸**

	Rolled over (\$) (A)	Expended/committed ¹⁹ (\$) (B)	Excess to be returned to the NIAA ²⁰ (\$) (C) (C = A – B)
2019 funds rolled over into 2021			
2019 funds approved for roll over into 2022 (if applicable)			
2020 funds rolled over into 2021	146,949.52	146,949.52	0
2020 funds approved for roll over into 2022 (if applicable)			
2021 funds approved for roll over into 2022	24,212.20		

Please provide details of rollovers outlined in Table 2:

- The grants approved and the expenditure of 2019 ISSP funds rolled over into 2021.
- The grants approved and the expenditure of 2020 ISSP funds rolled over to 2021

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2021²¹

1. GST received by you in 2021 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 2021²⁶

Asset Description/ category	Purchase Value	ISSP contribution

Table 4c ISSP Assets - disposals during 2021

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

5. Endorsement of the Financial Acquittal³⁰

2021 Financial Acquittal supported and initialled by:

Name:

Title:

Phone:

Email:

Signed:

Date:

INDIGENOUS STUDENT SUCCESS PROGRAM 2021 CERTIFICATION

Complete this certification after reading the completed 2021 Performance Report and 2021 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 2021 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 2021 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2021 under the Indigenous Student Success Program; and
- (iv) Indigenous Student Success Program funds, and any interest earned or royalties/income derived from these funds, was expended on activities consistent with the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*.

I understand that:

- (i) the Minister or the Minister's delegate may seek further information to support this certification; and
- (ii) the information contain in this report may be shared with Universities Australia; and
- (iii) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (iv) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Certification recommended by the university's Indigenous Governance Mechanism:

Name:
Title:

Signed: Date:

Certification made by Vice-Chancellor or equivalent delegate³¹:

Name:
Title:

Signed: Date:

Additional information for completing the template

- ¹ The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2021 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. The information in tables 1a, 1b and 1c helps NIAA recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes. Please feel free to add additional “item” lines as required.
- ² Interest earned on ISSP is considered to be ISSP funding and must be used in accordance with the ISSP Guidelines.
- ³ Please estimate the funds available if exact amounts are not known.
- ⁴ Please insert additional lines if the listing below do not suit your university’s arrangements.
- ⁵ Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- ⁶ Examples of other funding are philanthropic donations, other student payments, business income etc.
- ⁷ Where applicable, figures provided in this table must be consistent with the figures provided in the institution’s 2021 Performance Report.
- ⁸ Please insert additional lines if the listing below do not suit your university’s arrangements.
- ⁹ List the expenditure of the income listed in Table 1a, not including the funding rolled over from previous years (this is detailed in Table 2).
- ¹⁰ List the expenditure of the income listed in Table 1b.
- ¹¹ Sum ISSP expenditure and other funds expenditure.
- ¹² If the staff member works on non-ISSP specific activities, only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities. Include expenditure on salaries for staff that provide tutorial assistance. May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- ¹³ Note that only airfares for international travel for students can be funded under ISSP.
- ¹⁴ Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- ¹⁵ Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- ¹⁶ This should match the figure in Table 2.
- ¹⁷ This figure should equal the Grand total in Table 1a
- ¹⁸ All rollovers have to be agreed with the NIAA and listed in a relevant determination, check with NIAA if you are unsure of your roll over information.
- ¹⁹ For 2019 funds rolled into 2021 and 2020 funds rolled in to 2021, the amounts included here should be the amount expended in 2021.
- ²⁰ This is the amount of the rollover not expended. NIAA will issue an invoice for any amounts listed in this column.
- ²¹ 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.
- ²² This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- ²³ Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- ²⁴ Adjustable value means the cost of an asset less its decline in value determined in accordance with the Australian Taxation Office Guide to Depreciating Assets 2014.
- ²⁵ The ISSP contribution should be recorded in the same ratio to the ISSP funds used to purchase the item (this includes any sale of an older asset trade in of old assets purchased with ISSP funding).
- ²⁶ Include any assets purchased during 2021 using ISSP funding that are valued over \$5,000, any assets in this category should have been agreed with the NIAA prior to the item being purchased.
- ²⁷ Where an item has been stolen or destroyed, the words ‘stolen’ or ‘destroyed’ should be listed in the sale price column.
- ²⁸ The ISSP component should be the proportion of the sale price in the same ratio as the proportion of ISSP funding that contributed to the purchase of the asset.
- ²⁹ Where groups of assets are disposed of, an average age can be provided.
- ³⁰ Appropriate endorsement/authorisation is required to ensure compliance with the ISSP Guidelines and the 2022 Outcome Letter. If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this endorsement must be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation’s internal audit function (e.g. an internal auditor). If the organisation is not normally subject to audit by an Auditor-General, then the organisation’s auditor should sign this authorisation.
- ³¹ For the purposes of this certification, an equivalent delegate is either the Acting Vice Chancellor, a Deputy Vice-Chancellor, a Provost, or a relevant senior executive who reports directly to the Vice-Chancellor.