

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Performance Report

Organisation	Australian National University Tjabal Indigenous Higher Education Centre (TIHEC)		
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1. Enrolments (Access)

The activities of the Tjabal Indigenous Higher Education Centre (TIHEC) continue to be guided by the objectives of the ANU 2021 Strategic Plan that includes the ANU University Experience Operational Plan. TIHEC works 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, including information on the range of tertiary programs available, tertiary preparation programs and alternative entry pathways;
- 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, student financial support and student employment opportunities.

In 2018 TIHEC continued its engagement with Colleges to develop strategies and initiatives aimed at increasing Indigenous student participation and engagement at the ANU. The work with the College of the Sciences and Engineering in particular resulted in the successful running of the third *Indigenous Science and Engineering Summer Camp* held in December. This year, College of Arts, Humanities and Social Science joined in resulting a program name change to *ANU National Indigenous Summer School*, more opportunities and a rise in student participation numbers. Each College continues to set individual recruitment and retention targets, and strategies to meet these targets.

Student recruitment has continued to be a key element of the TIHEC and this process continues to be enhanced by the involvement of ANU Colleges. Undergraduate enrolments have continued to increase slowly with skilled staff and 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 2017 and 2018

	2017	2018
Aboriginal and Torres Strait Islander students	79	53
Non Aboriginal and Torres Strait Islander students (Domestic students only):	6,835	4,252

Improving access for all Indigenous students

In 2018, ANU created a new admission scheme called Admission, Scholarship and Accommodation (ASA) that would enable the University to make offers to a more diverse range of prospective students, provide a more meaningful way of early engagement with applicants and streamline processes. Students will submit a single application that covers admissions, accommodation and scholarships while providing more certainty with earlier offers and transparency around entrance requirements. Schools Recommendation Scheme, and other early offer schemes such as ANU Extension, have been rolled into the new direct application process for domestic school leavers. ANU Extension and Indigenous students will receive priority admission if they meet the admissions requirements for their ANU program of choice. Applications open March 2019.

ANU College (ANUC) is also an option as an academic pathway provider for ANU. ANUC equips students with academic and research skills that prepares them to undertake further studies. The ANU College incorporates supervised self-directed learning into all programs. This provides another opportunity for students to receive individual academic support and advice. Teachers are available to give guidance on study strategies and work closely with TIHEC to assist students with any cross-cultural issues or with balancing study and personal commitments.

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.

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 2 overleaf outlines the ANU programs improving access to all Indigenous students pursuing studies at the ANU.

Table 2. 2018 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 of choice
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 choose	Prospective Indigenous employees receive training and employment at the University and access to further study if they choose
Schools Recommendation Scheme	Year 11 and 12 students achieving 70 - 79 ATAR	Offers early entry to eligible Indigenous school leavers completing year 12 at the recommendation of the School	Students falling short of 80 minimum ATAR courses gain entry at the school's recommendation
Various Student Employer Partnerships	Current ANU Indigenous Students, and prospective Indigenous students	To assist with overcoming financial barriers to studying, TIHEC partners with a number of employers, including the ANU to provide students with a steady income and work experience through internships and cadetships	Students develop employment skills whilst receiving an income during their studies.
Various outreach activities (see Table 3.)			

Actively Engaged in Outreach

In 2018 as in previous years TIHEC undertook a range of activities working closely with Aboriginal and Torres Strait Islander communities across Australia engaging with 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 them in their planning around the pursuit of higher education. The ANU promotes and recruits across the country each year and TIHEC joins ANU recruiting team at carefully selected locations. TIHEC focused locally on Canberra and Queanbeyan schools for a range of engagement activities. TIHEC also focuses 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 Australia's national university and to discover the kinds of programs and vocations the young people were considering.

Engagement with teaching staff, career advisors and school leaders is also considered essential as part of these activities.

Activities regularly held and managed by a dedicated Recruitment and Community Engagement Officer include presentations at schools with the ANU, and TIHEC hosts a series of visits on campus as well. This cycle of continuous engagement allows the TIHEC to develop close relationships with schools and to assist students and their families in planning for entry into university studies. Outreach activities engaged in 2018 are in Table 3 below.

Table 3. 2017 Outreach Activities

Outreach activity	Target audience	Outline of Program	Outcome
3 rd annual National Indigenous Summer School	Indigenous Year 11 and 12 students nationwide, with an interest in science, engineering, 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 engineering	Students become familiar with university studies and motivated to gain entry to Bachelor-level degrees of choice or pathways programs
Framework for Taste of ANU	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	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 participated in 4 monthly Career Counsellor visits held by ANU Central Recruitment
Visits to schools, school visits to TIHEC and ANU	School-based teachers and Principals and their Indigenous students (Years 8-12)	After an annual mail out to schools, TIHEC negotiates school visits to meet 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. TIHEC visited 15 schools both locally and nationally and hosted visits from 5 visiting schools to the ANU
Various community gatherings including	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 to 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 30 targeted scholarships for Indigenous students available across the University.

1a Scholarships (2018 breakdown)

Student category	Education Costs		Accommodation Costs		Reward		Total/ Students Assisted (headcount)	
	\$	No.	\$	No.	\$	No.	No.	\$
From Regional/ Remote-undergraduate	0	0	15,000	2	0	0	2	15,000
From Regional/ Remote-postgraduate	0	0	0	0	0	0	0	0
Undergraduate (non-regional/remote students)	10,000	2	7,500	1	0	0	3	17,500
Post-graduate (non-regional/remote students)	5,000	1	7,500	1	0	0	2	12,500
Other	0	0	0	0	0	0	0	0
TOTAL	15,000	3	30,000	4	0	0	7	45,000

Value of Scholarships <u>awarded</u> by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$ 13,750
Value of Scholarships <u>offered</u> by the university to remote or regional students in the 2018 academic year (Section 21(3) in the Guidelines refers)	\$15,000

Table 4. Scholarships details for 2018

Scholarship details	Government/ Private/University	No. Allocated	Average Value	Awarded
ANU College of Arts and Social Science Graduate Indigenous Scholarship	University	1	\$ 22,400.00	0
ANU College of Business & Economics Graduate Scholarship for ATSI	University	1	Tuition Fees	0
ANU College of Business & Economics Undergraduate Scholarship for ATSI	University	1	\$ 10,000.00	0
ANU College of Health and Medicine Duguid Travelling Scholarship	University	1	\$ 5,000.00	0
ANU Indigenous Australian Reconciliation PhD Scholarship	University	1	\$ 27,082.00	0
Elspeth Young Memorial Grant	University	N/A	\$ 1,930.25	21
Fenner School Scholarship	University	N/A	\$ 1,000.00	0
Freilich Indigenous Student Scholarship	University	1	\$ 8,000.00	1
Garrurru Undergraduate Indigenous Scholarship	University	1	\$ 15,000.00	0
Indigenous Australia Graduate Scholarship	University	1	\$ 27,082.00	1
Indigenous Commonwealth Accommodation Scholarship	Government	N/A	\$ 7,500.00	5
Indigenous Commonwealth Education Costs Scholarship	Government	N/A	\$ 5,000.00	4
Indigenous Legal Practice Training	University	3	\$ 9,908.33	3
Indigenous Medicine Scholarship	University	1	\$ 18,000.00	1
Indigenous Music HDR Scholarship	University	1	\$ 5,000.00	0
IT Newcom Scholarship	Private	N/A	\$ 7,000.00	2
Joseph & Lindsay Croft Memorial Scholarships	University	2	\$ 3,600.00	0
Judith Wright Scholarship	University	1	\$ 7,340.00	1
Ken Wanganeen Scholarship	University	1	\$ 5,000.00	1
National Indigenous Merit Scholarship	University	N/A	\$ 6,500.00	2
National Indigenous University Scholarship		N/A	\$ 12,500.00	0
Peter Sharp Indigenous Scholarship	University	1	\$ 27,082.00	1
Rotary-Alf Gillespie Scholarship	University	1	\$ 3,500.00	0
Tjabal Indigenous Higher Education Centre Accommodation Grants	University	N/A	\$ 5,128.74	4
TOTAL			\$ 261,279.20	47

2. Progression (access and outcomes)

TIHEC continues to provide support and access to a range of scholarships that support the retention of Indigenous students. A number of strategies continue to be implemented towards achieving greater participation and these are outline below in Table 5.

Table 5. 2018 Strategies to Address Participation

Strategies	Outline of strategies	Constraints	Outcome/s
Promote access avenues to Indigenous communities (See Table 2.)	See Table 2.	Avenues are open to all students and places are limited. ATSI students are given first priority.	Students have alternative access pathways to gain entry into desired study program
Conduct outreach activities (See Table 3.)	We raise awareness of possibilities in Higher Education through information sessions	Limited resources to fund regular visits across the nation	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 annual <i>Music on the Meadow</i> Commencement Event widely	We encourage students to celebrate their journey with family, friends and community members	The student associations support this event financially and are joint hosts	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	With more funding, we could hold more events, invitees are targeted and prioritised	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	Not all accommodation support can be supported due to limited funds	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

Progression continued

Table 6 below provides enrolment number comparisons for 2017 and 2018.

Table 6. Total number of Aboriginal and Torres Strait Islander enrolments for 2017 and 2018

	2017	2018
Aboriginal and Torres Strait Islander students:	131	183
Non Aboriginal and Torres Strait Islander students (Domestic students only):	16,482	15,764

2a Tutorial and other assistance provided (2018 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	33	1268	\$ 76,079.36
	Post graduate	5	192	\$ 11,527.17
	Other			
	total			\$ 87,606.53
Indigenous Support Unit or other Indigenous student support activities	(optional breakdown of major activities or just total)			
	total			
Add other categories as relevant				

3. Completions (outcomes)

The Graduate Outcomes Survey (GOS) captures information regarding the destination of graduates and their labour force outcomes. The GOS aims to gather feedback regarding students' higher education experiences to further enhance and improve the experiences of future students.

For our Aboriginal and Torres Strait Islander students, we at TIHEC actively maintain contact with our graduates offering support in seeking employment opportunities and connecting them with relevant stakeholder who will assist them further in their employment or academic aspirations. As a part of ANU's wider strategic Reconciliation Action Plan, Tjabal 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 2018, the ANU celebrated another year of a large cohort of graduating students in both undergraduate and postgraduate programs.

Table 7. Total number of Aboriginal and Torres Strait Islander student completions for 2017 and 2018

	2017	2018
Aboriginal and Torres Strait Islander students: (Higher Degree)	6	3
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	543	395
Aboriginal and Torres Strait Islander students: (Other postgraduate)	23	18
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	3,366	3932
Aboriginal and Torres Strait Islander students: (Bachelor degree)	16	10
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	2,178	2,598

Table 8. Support mechanisms

Support mechanisms	Description	Constraints	Outcome
Access to scholarships/bursaries	TIHEC works with ANU Scholarships Office to provide access to Scholarships	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 success	None	Students develop their sense of place and purpose
Engagement with 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 Pro-Vice Chancellor of University Experience 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. Indigenous Education Strategy accessible by public

Embedding Indigenous perspectives in the curriculum is considered important in supporting Indigenous students' participation in higher education, in 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.

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 Centre for Indigenous Studies (NCIS) is recognised as a preeminent academic institute for inter-disciplinary research in fields that are of particular relevance to Indigenous Australians. The NCIS 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.

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.

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 is an example of two ANU Colleges working closely with TIHEC in 2018 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 Indigenous young people participating were supported throughout the program with regular yarning circles and an Indigenous student ambassador and staff mentors working alongside for the duration.

In addition to these significant projects, TIHEC continues to play a key role in providing all Australian 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 Indigenous nations across globally
- Partnering with the Tuckwell Scholars
- Hosting and co-hosting youth camps on campus
- O-Week's Music on the Meadow
- Medical students cultural competency training
- 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 set out 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 will help ensure that courses are more responsive to international, national, community and professional expectations.

Link to the relevant documents that make up ANU's Indigenous Education Strategy;

1. The Reconciliation Action Plan:

http://www.anu.edu.au/files/corporate_message/RAP_0.pdf

2. ANU Strategic Plan 2018 – 2021

http://www.anu.edu.au/files/review/2018_strategic_plan.pdf

The Reconciliation Action Plan (RAP) is testament to the University's conviction that it must contribute to righting the wrongs of the past. It 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 cultures, connection to Country, and world views 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, contextualized 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 their cultures are both respected and celebrated.

During the 2018 State of the University Address, representatives of the ACT's four Indigenous communities, Little Gudgenby River Tribal Council, Buru Ngunawal Aboriginal Corporation, King Brown Tribal Group, and the Ngarigu Currawong Clan, came together to present ANU with the name *Kambri* for its new precinct, formerly known as Union Court. ANU collaborated with community elders to design *Kambri* as meeting place for people to come together and share

stories and learn about creative and meaningful ways the University can acknowledge honour and carry on a tradition of learning and respect on country.

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 impact communities. The Tjabal Centre offers:

- academic support and advice
- pastoral care and personal support
- access to quality free tuition (Indigenous Tuition Program)
- advice on internships and scholarships and on ANU services such as health center, careers and academic skills and learning
- outreach programs to prospective ANU students such as the Summer School Program
- study spaces, a computer laboratory and lockers

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, which now includes Humanities, Arts and Social Sciences (HASS), 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.

Areas of improvement will fall around recruitment; the TIHEC will focus more attention on the follow on program from the National Indigenous Summer School. The follow on program will encourage staff and academics to become mentors to prospective students to help them through their choose study course, by improving quality of network, ensuring students only receive professional advice and programs, courses and career options. The TIHEC booklet for prospective students will assist with future career plans, selecting pre-requisite schools subjects, research opportunities available around Australia and people and places they can find to look deeper into their choose career. This will help students understand the importance of their choices and how planning today will make a difference. We plan to work with student to achieve these goals from Year 10 though tertiary studies and employment.

5. Indigenous Workforce Strategy accessible by public

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 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 Pro Vice-Chancellor (University Experience). The University reports quarterly the recruitment and retention rates of its Indigenous Australian staff to measure progress.

At the State of the University in 2018, the Vice-Chancellor reaffirmed the aspiration for ANU 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.

The Indigenous Postdoctoral Fellowships Program is to attract talented, recent Australian Aboriginal and Torres Strait Islander doctoral graduates across all academic disciplines of the University. The program aims to recruit Early Career Academics who have the potential to become academic leaders in their discipline area. Over the medium to long term, it is anticipated that Indigenous scholars will be embedded in all Colleges, Research Schools and Centres of the University. In 2017, Dr Virginia Marshall was appointed on a five-year term as ANU's first Indigenous Postdoctoral Fellow.

The development of Indigenous Academic Associate/PhD positions across Colleges and Schools at the University is a new approach to developing a pipeline from undergraduate studies to tenure track positions. In 2018, Maeve Powell was awarded the inaugural Academic Associate/PhD position at the NCIS. The University intends to attract a number of prospective Indigenous students to these positions in 2019.

Through the discussions of the University Research Committee (URC), ANU has also made significant first steps to improve the framework to enable and support Indigenous research at ANU, including the mechanisms to identify priority areas for investment, philanthropic and foundation support. Key actions agreed by the URC for implementation include (i) making Indigenous health and medical research as a strategic priority; (ii) further development of a proposal for a National Institute for Aboriginal and Torres Strait Islander Health and Medical Research; and (iii) the establishment of a reference group of Indigenous researchers across University.

In conjunction with the efforts of the Director of Human Resources and the Pro Vice-Chancellor, TIHEC have 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 in turn, to become tutors themselves as a way to give back and to earn means. 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>

5a Indigenous workforce data (2018 breakdown)

Faculty	Level/position	Permanent		Casual/Contract	
		Academic	Non-academic	Academic	Non-academic
Alumni Relations & Philanthropy	ANU2 / Indigenous Program Caller				X
Alumni Relations & Philanthropy	ANU2 / Receptionist				X
Alumni Relations & Philanthropy	ANU2 / Student Telephone Prog Caller				X
ANU College of Health&Medicine	ANU7 / Ind Comm Eng Coordinator		X		
ANU College of Health&Medicine	ANU7 / Senior Fieldwork Officer				X
ANU College of Health&Medicine	ANU5 / Research Services Officer				X
ANU College of Health&Medicine	ANU5 / Communications Officer				X
ANU College of Health&Medicine	ANU5 / Research & Comms Officer				X
ANU College of Health&Medicine	Level E / Professor	X			
ANU College of Health&Medicine	ANU7 / Senior Fieldwork Officer				X
ANU College of Health&Medicine	ANU5 / Departmental Administrator				X
ANU College of Health&Medicine	ANU4 / Res Assistant (Community Res)		X		
ANU College of Health&Medicine	Level A / Assoc Lect - Indigenous Health	X			
ANU College of Health&Medicine	ANU5 / Executive Assistant				X
ANU College of Health&Medicine	ANU7 / Senior Fieldwork Officer				X
ANU College of Health&Medicine	Level E / Director, Indigenous H&WBRI			X	
ANU College of Health&Medicine	ANU4 / Administrative Assistant				X
ANU College of Health&Medicine	Level D / NHMRC Fellow	X			
ANU College of Health&Medicine	Level A / Postdoctoral Fellow	X			
ANU College of Health&Medicine	ANU4 / Stores Officer		X		
ANU College of Health&Medicine	ANU5 / Administration Officer		X		
ANU College of Health&Medicine	ANU5 / Research Assistant				X

ANU College of Health&Medicine	ANU6 / Indigenous Health & SE Coord.		X		
ANU College of Health&Medicine	ANU5 / Research Officer		X		
ANU College of Health&Medicine	ANU7 / Indigenous Health & SE Coord.		X		
ANU College of Health&Medicine	ANU5 / Research Assistant				X
ANU College of Health&Medicine	Level B / Lecturer			X	
ANU College of Health&Medicine	Level C / Senior Lecturer	X			
ANU College of Health&Medicine	ANU5 / Community Researcher				X
ANU College of Health&Medicine	ANU5 / Community Researcher				X
ANU College of Health&Medicine	ANU5 / Research Officer				X
ANU College of Health&Medicine	ANU5 / Research Assistant				X
ANU College of Health&Medicine	ANU5 / Fieldwork Officer				X
ANU College of Health&Medicine	ANU2 / Animal Technician				X
ANU College of Health&Medicine	Level C / Fellow (Level C)			X	
ANU College of Law	ANU5 / Administration Officer		X		
ANU College of Law	Casual/Sessional Academic			X	
ANU College of Law	Casual/Sessional Academic			X	
ANU College of Law	Casual/Sessional Academic			X	
ANU College of Law	Level E / NCIS Director	X			
ANU College of Law	Level B / Lecturer	X			
ANU College of Science	ANU4 / Technical Assistant				X
ANU College of Science	Casual / Sessional Academic			X	
ANU College of Science	ANU4 / ANU Officer 4 (Administration)				X
ANU College of Science	ANU3 / Mentoring and Outreach Officer				X
ANU College of Science	ANU5 / Research Officer				X
ANU College of Science	ANU2 / Mentoring and Outreach Officer				X

ANU College of Science	Casual / Sessional Academic			X	
ANU College of Science	ANU6 /Outreach Coordinator				X
ANU College of Science	ANU6 /Outreach Coordinator				X
ANU College of Science	ANU2 /Technical Assistant				X
ANU College of Science	Casual / Sessional Academic			X	
ANU College of Science	Casual/Sessional Academic			X	
College Arts & Social Sciences	Casual/Sessional Academic			X	
College Arts & Social Sciences	CASUAL / Theatre Staff				X
College Arts & Social Sciences	Level B / Lecturer (Level B)			X	
College Arts & Social Sciences	ANU03 / ANU Officer 2/3 (Admin)				X
College Arts & Social Sciences	Level D / Reader (Level D)	X			
College Arts & Social Sciences	Casual/Sessional Academic			X	
College Arts & Social Sciences	Casual/Sessional Academic			X	
College Arts & Social Sciences	SM4 / General Manager		X		
College Arts & Social Sciences	Casual / Sessional Academic			X	
College Arts & Social Sciences	Level C / Senior Lecturer (Level C)			X	
College Arts & Social Sciences	Casual / Sessional Academic			X	
College Arts & Social Sciences	Level C / VC Scholar (Level C)	X			
College Arts & Social Sciences	Level B / ARC Discovery Indigenous Award			X	
College Arts & Social Sciences	Casual / Sessional Academic			X	
College Arts & Social Sciences	Casual / Sessional Academic			X	
College Arts & Social Sciences	Casual / Sessional Academic			X	
College Arts & Social Sciences	Casual / Sessional Academic			X	
College of Asia & the Pacific	ANU3 /Administrative Assistant				X
College of Asia & the Pacific	ANU5 /Research Assistant				X

College of Asia & the Pacific	Trainee / Trainee - Year 12				X
College of Asia & the Pacific	ANU5 / Research Officer				X
College of Asia & the Pacific	Level B / Indigenous Post Doc Fellow			X	
College of Asia & the Pacific	ANU4 / HR Assistant				X
College of Asia & the Pacific	ANU5 / HR Assistant		X		
College of Business & Economic	ANU4 /ANU Officer 4 (Administration)				X
College of Business & Economic	ANU4 /WHS Facilities Support Officer		X		
College of Business & Economic	Level C / Senior Lecturer (Level C)			X	
College of Business & Economic	ANU5 / ANU Officer Gr 5/6 (Research)				X
College of Business & Economic	ANU5 /ANU Officer Gr 5/6 (Research)				X
College of Business & Economic	Casual/Sessional Academic			X	
College of Business & Economic	Casual / Sessional Academic			X	
College of Business & Economic	ANU2 /Student Ambassador				X
College of Engin and Comp Scie	ANU5 / Technical Maintenance Ops Offi		X		
Division of Student Life	ANU2 / Participation Assistant 2/3				X
Division of Student Life	ANU8 / Academic Skills Adviser		X		
Facilities and Services	ANU4 / Plumbing Services Officer		X		
Facilities and Services	ANU3 / Gardens and Grounds Officer				X
Facilities and Services	ANU3 / Garden and Grounds Officer		X		
Facilities and Services	ANU8 / Operations Manager		X		
Facilities and Services	ANU2 / Casual Administration Assistant				X

Facilities and Services	ANU4 / Admin Assistant (Client&Admin)		X		
Facilities and Services	ANU2 / Assistant Heritage Officer				X
Global Engagement	ANU4 / Communications & PA Assistant				X
Human Resources	ANU7 / Rem. & Conditions Adviser				X
Human Resources	Trainee / Human Resources Trainee				X
Information Technology Service	ANU04 - All Increments/Service Desk Officer		X		
Information Technology Service	ANU4 / Service Desk Officer		X		
Information Technology Service	Trainee/ITS Trainee				X
Information Technology Service	ANU4 / Service Desk Officer		X		
Information Technology Service	ANU5 / Senior Service Desk Officer		X		
Information Technology Service	ANU4 / Service Desk Officer				X
Information Technology Service	ANU4 / Service Desk Officer		X		
Joint Colleges (CHM & COS)	Trainee/Res. Support Assist. - Trainee				X
Joint Colleges (CHM & COS)	Trainee/Marketing Assist. - Trainee				X
Joint Colleges (CHM & COS)	Trainee/HR Trainee				X
Library & Archives	ANU6 /Digitisation Project Officer		X		
National Centre for Indigenous Studies	ANU5 /ANU Officer 5 (Administration)				X
National Centre for Indigenous Studies	ANU5 /Research Assistant				X
National Centre for Indigenous Studies	Level D/NCIS Director	X			
National Centre for Indigenous Studies	Level A/Research Associate (Level A)			X	

National Centre for Indigenous Studies	ANU7 / Indig. Comm Consultation Coord				X
Student Administration Division	ANU6 / Admissions Team Coordinator		X		
University Experience	ANU5 / Admin Officer, Tjabal Centre				X
University Experience	Casual / Sessional Academic/ITP - Tjabal Casual Tutor			X	
University Experience	Casual / Sessional Academic/ITP - Tjabal Casual Tutor			X	
University Experience	Casual / Sessional Academic/ITP - Tjabal Casual Tutor			X	
University Experience	ANU6 / Student Recruitment Coordinator		X		
University Experience	Casual / Sessional Academic/ITP - Tjabal Casual Tutor			X	
University Experience	Casual / Sessional Academic/ITP - Tjabal Casual Tutor			X	
University Experience	Casual / Sessional Academic/ITP - Tjabal Casual Tutor			X	
University Experience	Casual / Sessional Academic/ITP - Tjabal Casual Tutor			X	
University Experience	SM4 / HEAD, JIHEC		X		
University Experience	ANU2 / Mentoring & Outreach Assistant				X
University Experience	Casual / Sessional Academic/ITP - Tjabal Casual Tutor			X	
University Experience	ANU8 / Administration Manager, JIHEC		X		
University Experience	Casual / Sessional Academic/ITP - Tjabal Casual Tutor			X	
University Experience	ANU5 / Mentoring and Outreach Officer				X
University Experience	Casual / Sessional Academic/ITP - Tjabal Casual Tutor			X	
University Experience	ANU6 / Academic & Student Support				X

University Experience	ANU5 / Mentoring and Outreach Officer				X
University Experience	ANU6 / Senior Admin Officer, TIHEC				X
University Experience	Casual / Sessional Academic/ITP - Tjabal Casual Tutor			X	
University Experience	ANU2 / Mentoring & Outreach Assistant				X
University Experience	ANU2 / Mentoring & Outreach Assistant				X
University Experience	Casual / Sessional Academic/ITP - Tjabal Casual Tutor			X	
University Experience	Casual / Sessional Academic/ITP - Tjabal Casual Tutor			X	
University Experience	ANU2 / Mentoring & Outreach Assistant				X
University Experience	Casual / Sessional Academic/ITP - Tjabal Casual Tutor			X	
University Experience	ANU2 / Mentoring & Outreach Assistant				X
University Experience	Casual / Sessional Academic/ITP - Tjabal Casual Tutor			X	
Grand Total		10	27	42	64

6. Indigenous involvement in decision-making

A 15 member Council governs the University. The Council's duties include providing strategic oversight of the University; ensuring effective overall management, appointing the University's senior leadership; and ensuring responsible financial and risk management.

The primary responsibilities of Council members are to:

- appoint the Chancellor and Pro-Chancellor
- appoint the Vice-Chancellor as the Chief Executive Officer of the University and monitor his/her performance
- oversee the strategic direction of the University
- oversee and monitor the academic activities of the University
- approve the University's annual budget or its business plan
- oversee and review the management of the University and its performance
- oversee and monitor the assessment and management of risk across the University, including commercial undertakings
- approve and monitor systems of control and accountability, including general overview of any controlled entities
- monitor the commercial activities of the University, and its subsidiaries and any other entities it controls
- enact Statutes, Rules and Orders
- establish policy and procedural principles, consistent with legal requirements and community expectations
- approve the annual report of the University
- ensure the effective operation of Council including the induction and professional development of Council members and the evaluation of the performance of Council and its committees

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. The Council have conducted seven meetings in 2018. The ANU Act does not specify having an Indigenous Australian member of council. However, since 2014, by convention, ANU has appointed an Indigenous member to its Council. Yawaru Man, Peter Yu, has served on the ANU Council since 2016.

Professor Mick Dodson AM, Director of the National Centre of Indigenous Studies (NCIS) and Director of the Tjabal Indigenous Higher Education Centre (TIHEC) Ms Anne Martin and Professor Asmi Wood are active members of a number of high-level decision-making committees at the ANU. There is ongoing consultation with these Indigenous leaders across a range of subjects pertaining to Indigenous employment, research and study matters as well as educational developments across the ANU.

Continuing from 2017, the University has ensured the membership of the following decision-making groups of the University included Senior Indigenous staff members:

- Academic Board; the University's peak academic committee
- University's Quality and Standards Committees
- University Research Committee
- Coursework and Admissions Committee
- Vice-Chancellor's Deans and Directors Committee
- University Access and Equity Committee
- University Education Committee

- John XXIII Residential College Board
- Vice-Chancellor's Staff Awards Committee
- Student Experience 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, Professor Asmi Wood along with senior Indigenous and non-Indigenous academic and professional staff, and Indigenous Alumni. In 2017, the group formulated a number of key initiatives under this national responsibility that was launched at the State of the University address by the Vice-Chancellor.

The plan seeks to build on the University's success in hosting some of the nation's most influential Indigenous researchers and researchers on Indigenous issues. Influential Indigenous leaders driving this and many other important processes at the ANU include Dr Ray Lovett and Professor Mick Dodson.

Dr Ray Lovett BN, RN, BHSc, MAE, PhD is an NHMRC Early Career Fellow and Research Fellow with the Epidemiology for Policy and Practice group at the National Centre for Epidemiology and Population Health. A Wongaibon man from far west New South Wales, Dr Lovett recruits and mentors Indigenous post-graduate students to work in his Centre and to grow the number of Indigenous researchers in the health fields. Dr Lovett received funding of \$1.9 million to lead a project aiming to better understand how cultural factors affect health outcomes in Aboriginal and Torres Strait Islander communities.

Professor Asmi Wood BE, LLB (Hons), teaches at the ANU College of Law and is a practicing barrister and solicitor in the ACT. As a proud Torres Strait Islander, Dr Wood is an academic advisor at the ANU College of Law providing individualised academic and pastoral support, in addition to the normal academic duties of teaching and research. Dr Wood spearheaded the hosting of the National Indigenous Legal Conference on campus, with a team of Indigenous and non-Indigenous students and staff from his College, TIHEC and wider networks in the legal field.

The University benefits from a number of 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 programs and employment. The University continues to make progress across academic colleges, in consultation with TIHEC.

6a. Statement by the Indigenous Governance Mechanism

The University is dedicated to advancing reconciliation by providing an environment for debating the big issues to advance the status, recognition and lives of Aboriginal and Torres Strait Islander peoples.

In 2018, ANU hosted the First Nations Governance Forum with a goal to provide a series of policy options relevant to Australia through learning from models in other colonial settler states that demonstrate Indigenous peoples' leadership in the governance of their affairs. The Forum was hosted with the support of Australia's Federal Indigenous parliamentarians, Indigenous leaders, academics, government, leading international policy makers and other interested stakeholders.

The Forum considered First Nations governance reform in Australia and, shared the experiences of Indigenous people in comparable jurisdictions including Aotearoa (New Zealand), Canada, USA and Scandinavian countries. The Forum built on the extensive work undertaken on this issue including the Report of the Expert Panel on Recognising Aboriginal and Torres Strait Islander Peoples in the Constitution (2012), the Report of the Joint Select Committee on Constitutional Recognition of Aboriginal and Torres Strait Islander Peoples (2015) and the Uluru Statement from the Heart (2017).

Driving Engagement and Participation Strategies

Director of the Tjabal Indigenous Higher Education Centre (TIHEC) Anne Martin and Professor Asmi Wood, Director of the National Centre of Indigenous Studies (NCIS) are active members of a number of high-level committees at the ANU driving improvements to higher education outcomes for Indigenous Australians. There is ongoing consultation with Indigenous leaders across a range of subjects pertaining to Indigenous participation and achievement across the ANU, particularly as the new Strategic Plan is administered. High-level engagement has resulted in significant strategies implemented across the Campus addressing Aboriginal and Torres Strait Islander student participation (see various governing bodies listed on page 3).

TIHEC continued to administer the Indigenous Tutorial Program (ITP) to support ANU Indigenous students. All non-Indigenous ITAS tutors undertake mandatory training in Indigenous Australian cultural awareness. TIHEC's Tuition Coordinator delivers this training and is on hand to provide ongoing support to tutors and students to ensure successful tuition partnerships. The Centre promotes two-way learning, on the basis that Indigenous students have much to teach also. Demonstrating an ethos under which our tuition program operates is a conversation that took place between senior academics at TIHEC. An academic asked the tutor "*I didn't know you were helping [Student's name] out...*" to which the tutor responded, "*We actually help each other out*". As in previous years all Indigenous final year and, where possible, graduate students are offered the role of ITP tutor for commencing and continuing Indigenous students.

TIHEC continues its role as a gathering place for visiting Aboriginal and Torres Strait Islander academics and policy makers as well as First Nations people from around the world. Because our Centre is embedded throughout the many hubs across campus we remain a conduit for forward facing, collaborative discussions around building on the successes of our people. The Tjabal Centre brings together Indigenous students, academics and community members across a spectrum of disciplines and fields to support the University's efforts at transdisciplinary collaboration.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Financial Acquittal

Organisation The Australian National University

The following tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2018 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.

1. Income (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
ISSP Grant 2018	1,007,168.54		1,007,168.54
Rollover of funds from previous year*	0.00		
Interest earned/ royalties	0.00		
Sale of assets	0.00		
(include other categories as appropriate e.g. HEPP for other funds)	0.00	1,891,000.00	1,891,000.00
A. Total Income 2018	\$1,007,168.54	\$1,891,000.00	\$2,898,168.54

2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	577,150.97		577,150.97
Administration	151,514.42		151,514.42
Travel – domestic	109,806.02		109,806.02
Travel – international	28,658.52		28,658.52
ISSP Asset purchases	0.00		0.00
Conference fees and related costs	28,225.39		28,225.39
Rollover of funds for approved activity ^	0.00		0.00
Student support, events and textbooks	111,813.22		111,813.22
(other major expenditure categories ensuring breakdown sums to total at B below)	0.00	1,891,000.00	1,891,000.00
B. Total Expenditure 2018	\$1,007,168.54	\$1,891,000.00	\$2,898,168.54
C. Unexpended funds PM&C agreed to rollover	0.00		
D. Unexpended Funds to be returned to PM&C	0.00		
E. TOTAL ISSP Funding use (B+C+D)	\$1,007,168.54		

Note: A-E must equal zero

3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2018

- If GST is not paid to you, do not complete the table in this 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.

1. If applicable, GST received by you in 2018 as part of the Indigenous Student Success Programme funding under the Higher Education Support Act 2003. This amount is stated on your Recipient Created Tax Invoices (RCTIs).		\$
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)		\$
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /	Date remitted: / /

4. ISSP Assets summary (only a requirement for assets over \$5000- see clause 16 of guidelines)

Asset Description/ category	Adjustable Value	ISSP contribution

4a ISSP Asset - acquisitions and disposals summary

Asset Description/ category	Acquisitions Purchase Value	Disposals/ Sale Price	Disposals Average Age

5. Financial Acquittal supported and initialled by:

Adam Black

(Print name of relevant officer)

CHIEF FINANCIAL OFFICER

(Print position title)

 11/4/19.

(Signature and date)

Telephone contact: 02 6125 8700

E-mail: adam.black@anu.edu.au

Note:

- 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.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 CERTIFICATION

Complete this certification after reading the completed 2018 Performance Report and 2018 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 2018 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of programme funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2018 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2017 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:

Name:
Title:

Signed:
Date:

Certification made by Vice-Chancellor or equivalent delegate:

Name:
Title:

Signed:
Date: