

# Indigenous Student Success Program

## 2019 Performance Report

<b>Organisation</b>	Australia National University Tjabal Indigenous Higher Education Centre (TIHEC)		
<b>Contact Person</b>	Anne Martin		
<b>Phone</b>	02 61251742	<b>E-mail</b>	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 Strategic Plan which 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, and student financial support, as well as student employment opportunities.

TIHEC continued engagement with Colleges help to develop strategies and initiatives aimed at increasing Indigenous student participation and engagement at the ANU. In particular, the combined efforts from the College of the Sciences and Engineering and College of Arts, Humanities and Social Science has resulted in the successful running of the fourth annual Indigenous Science and Engineering Summer Camp held in December. With the inclusion of Humanities and Social Sciences in 2018, this camp is now formally known as the National Indigenous Summer School. Each College continues to set individual recruitment and retention targets, alongside 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 new ANU enrolment system known as the Admission Scholarship Accommodation Scheme (ASA). 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 2018 and 2019**

	2018	2019
Aboriginal and Torres Strait Islander students	53	43
Non Aboriginal and Torres Strait Islander students (Domestic students only):	4,252	3,670

### **Improving access for all Indigenous students**

In 2019, Vice Chancellor Professor Brian Schmidt confirmed a new scholarship program, the Kambri Scholarships and endowment to unlock university and personal opportunities for Indigenous Australians. ANU will provide \$25 million in matching funds to help establish a \$50 million endowment to fund the scholarships in perpetuity. The Kambri Scholarship will provide major financial support as well as a tailored student experience that sets students up for academic, professional and personal success. The first Kambri Scholarships will be awarded in 2020.

In March 2019, ANU accepted their first cohort of students through the new admission scheme, 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 submitted 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 rolled into this 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.

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

**Table 1.2. 2019 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**

As in previous years, TIHEC undertook a range of activities by working closely with Aboriginal and Torres Strait Islander communities across Australia and 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 in their planning around the pursuit of higher education. The ANU promotes and recruits across the country each year and TIHEC joins the 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; 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.

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 2019 are outlined in Table 1.3 below.

**Table 1.3. Outreach Activities**

Outreach activity	Target audience	Outline of Program	Outcome
4 <sup>th</sup> annual National Indigenous Summer School	Indigenous Year 10 and 11 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 humanities	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 20 schools both locally and nationally and hosted visits from 5 visiting schools to the ANU
Indigenous community gatherings	Indigenous community members	TIHEC has a presence at the majority of Canberra's Indigenous Community Gatherings including NAIDOC, Reconciliation Week, Sorry Day, Mabo Day and events celebrating days of cultural significance	Prospective Indigenous students are informed of study options and support available to them at the ANU
Indigenous Student Ambassadors	Indigenous young people	Current Indigenous students share their journey and their experiences at university	Young people are provided first-hand accounts of university life

Promoting scholarships on offer is important during outreach activities as financial considerations continue to be a barrier for many families and young people. TIHEC provided information, advice and support for students to access a range of scholarships in addition to the Indigenous Commonwealth Education Costs Scholarships (I-CECS), Indigenous Commonwealth Accommodation Scholarships (I-CAS) and Indigenous Access Scholarship (IAS). There are over 30-targeted scholarships for Indigenous students available across the University.

**Table 1.4. ISSP Scholarships - breakdown of 2019 payments**

	Education Costs		Accommodation		Reward		TOTAL (of preceding columns)	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling	0	0	0	0	0	0	0	0
Undergraduate	22,500	5	41,250	6	0	0	63,750	11
Post-graduate	5,000	1	7,500	1	0	0	12,500	2
HDR	2,500	1	7,500	1	0	0	10,000	2
<b>Total</b>	<b>30,000</b>	<b>7</b>	<b>56,250</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>86,250</b>	<b>15</b>

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

Scholarship Details	Funding Source	No. Allocated	Awarded	Average Annual Value
Bill and Kate Guy Scholarship	University	1	1	\$ 7,000
ANU College of Arts and Social Science Graduate Indigenous Scholarship	University	N/A	2	\$ 22,400
ANU College of Business & Economics Undergraduate Scholarship	University	10	1	100% Tuition Fee Waiver
Elsbeth Young Memorial Grant	University	N/A	36	\$ 1,997.55
Fenner School Indigenous Scholarship	University	N/A	2	\$ 1,000.00
Freilich Indigenous Student Scholarship	University	1	1	\$ 8,000.00
Indigenous Aust Graduate School	University		1	\$ 27,596.00
Indigenous Legal Practice Training Scholarship	University	2	2	100% Tuition Fee Waiver
Indigenous Medicine Scholarship	University	1	1	\$ 18,000.00
National Indigenous Merit Scholarship	University	N/A	1	\$ 6,500.00
Indigenous Science and Engineering Scholarship	University	1	1	\$ 5,000.00
IT Newcom Scholarship	Private	4	4	\$ 20,000.00
Joseph & Lindsay Croft Memorial Scholarships	University	1	1	\$ 4,886.00
Judith Wright Scholarship	University	N/A	1	\$ 8,004.00

## 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 outlined below in Table 2.1.

**Table 2.1. Strategies to Address Participation**

Strategies	Outline of strategies	Constraints	Outcome/s
Promote access avenues to Indigenous communities (See Table 1.2.)	See Table 1.2.	Avenues are open to all students and places are limited. Students are given first priority.	Students have alternative access pathways to gain entry into desired study program
Conduct outreach activities (See Table 1.3.)	We raise awareness of possibilities in Higher Education through information sessions	Student experience across the wider education community	Students are more aware of university options post-school
Have a presence at, and promote ANU recruitment events	We encourage participation of all prospective students in annual recruitment events and activities	Time and people resources mean we must prioritise events based on prospective student needs (if known)	Students receive information on program and career choices
Student-to-prospective student approach	We encourage students to promote their programs, colleges and the wider ANU to family and friends	Students can be quite busy, but enjoy speaking to prospective students during outreach	Referrals lead to applications and enrolments
Promote inclusion at the ANU O Week including Music on the Meadow	We encourage students to celebrate their journey with family, friends and community members	None	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	None	Prospective students are more aware of ANU options post-school
Promote scholarships and other support on offer	We promote how we address barriers to participation through financial support, and other means	None	Prospective students are more aware of ANU options post-school
Engage with Indigenous staff networks of Canberra workplaces	We promote how university studies can be achieved alongside work responsibilities	None	Prospective students are more aware of ANU options post-school
Work collaboratively across the ANU to increase participation	We meet with a number of contacts across academic and residential colleges to design and implement program-specific strategies to boost participation	None	Colleges work collaboratively with TIHEC to create opportunities seeking to boost participation rates

**Table 2.2. Total number of Aboriginal and Torres Strait Islander enrolments for 2018 and 2019**

Table 2.2 below provides enrolment number comparisons for 2018 and 2019.

	<b>2018</b>	<b>2019</b>
<i>Aboriginal and Torres Strait Islander students:</i>	183	167
<i>Non Aboriginal and Torres Strait Islander students (Domestic students only):</i>	15,764	15,754

**Table 2.3. Tutorial assistance provided in 2019**

Table 2.3. Accounts for student per head. Where student may seek tuition for multiple classes, they will be accounted for once during the academic year. Additionally hours denoted are hours assigned but not necessarily all used by students. Expenditure reflects the amount spent for the academic year and therefore reflects the total hours actually used by students.

<b>Level of study</b>	<b>Number of students assisted</b>	<b>Total hours of assistance<sup>1</sup></b>	<b>Expenditure<sup>1</sup> (\$)</b>
Enabling	0	0	
Undergraduate	29	5,070	
Post graduate	9	1,230	
Cross Institutional	1	30	
<b>Total</b>	39	6,330	\$105,624.38

**Table 2.4. Indigenous Support Activities provided in 2019**

Activity	Number of student participants	Expenditure (\$)
<p><b>Student Engagement Activities</b></p> <p>TIHEC run ongoing student engagement activities to improve student study motivation and, boost student learning progress and achievement.</p> <p>Activities range from</p> <ul style="list-style-type: none"> <li>• Retreat cultural program that encourage students to connect with each other and Tjabal Staff and to provide a cultural-focused approach to university life by fostering a sense of community within the ANU through the Tjabal Centre.</li> <li>• Monthly student lunch which allows other ANU student service staff an opportunity to meet with our students to provide further support and services offered on campus such as extra curriculum they can undertake while studying.</li> <li>• In conjunction to the ANU O Week program TIHEC run Music on the Meadow and Meet and Greet programs to provide new students a warm and welcoming transition into ANU by collaborating with returning student from the same College of study. This enables the new students to receive as much information before commencement of first semester and allows them to make a friend.</li> <li>• End of the Year Student Dinner is held at the end of each year to congratulate all students on their efforts towards their studies and to acknowledge and congratulate students who will be graduating and moving on from ANU.</li> <li>• Summer and Winter School mentoring is a short-term job opportunity for ANU students to mentor prospective students attending the annual National Indigenous Summer School program and Clontarf Winter School program. This enables current students to share experience of what it is like to be a student at ANU and to share stories on how they became a student at ANU.</li> </ul> <p>All student engagement activities provide opportunities for one on one informal check-in to assist in improving students' mental health &amp; wellbeing where necessary. It provides the opportunity to reflect on the year ahead, to reconnect, and ground students within their Indigeneity; in whichever form this may be for each student. TIHEC have provide a strong community connection with students allowing them to feel that the Centre is their home away from home.</p>	<p>Total of 200 students participated in student engagement activities in 2019</p>	<p>\$92,783</p>



### 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 as shown in Table 3.2 in seeking employment opportunities and connecting them with relevant stakeholders who will assist them further in their employment or academic aspirations.

As a part of ANU's wider strategic Reconciliation Action Plan, 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 2019, the ANU celebrated another successful year of graduating students in both undergraduate and postgraduate programs.

**Table 3.1. Total number of Aboriginal and Torres Strait Islander student completions for 2018 and 2019**

	2018	2019
<i>Aboriginal and Torres Strait Islander students: (Higher Degree)</i>	3	4
<i>Non Aboriginal and Torres Strait Islander students: (Higher Degree)</i>	395	279
<i>Aboriginal and Torres Strait Islander students: (Other postgraduate)</i>	18	11
<i>Non Aboriginal and Torres Strait Islander students: (Other postgraduate)</i>	3932	4586
<i>Aboriginal and Torres Strait Islander students: (Bachelor degree)</i>	10	15
<i>Non Aboriginal and Torres Strait Islander students: (Bachelor degree)</i>	2,598	3684

**Table 3.2. Support mechanisms**

<b>Support mechanisms</b>	<b>Description</b>	<b>Constraints</b>	<b>Outcome</b>
Access to scholarships/bursaries	TIHEC works with ANU Scholarships Office to provide access to Scholarships for graduate students.	None	Students are financially supported to complete their studies
Abstudy Access	TIHEC promotes access to Abstudy	None	Students are financially supported to complete their studies
Access to internships/graduate positions	To assist with overcoming financial barriers of studying and ensuring graduate employment opportunities, TIHEC partners with a number of employers, including the ANU to provide students with a steady income and work experience through internships and cadetships.	Number of employers offering placements	Students develop employment skills whilst receiving an income during their studies.
Tuition support	TIHEC administers the Indigenous Tuition Program (ITP)	TIHEC works within Funding guidelines	Students are provide tuition support to achieve excellence
Academic and cultural support	TIHEC provides strong academic and cultural support to all Indigenous students, ensuring there are no barriers to 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. Regional and remote students

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

**Table 4.1. Regional and remote student numbers in 2018 and 2019**

Program Career	2018		2019	
	Regional	Remote	Regional	Remote
Higher Degree Research	5	2	4	1
Postgraduate Coursework	7	1	9	1
Undergraduate	27	5	20	4
Non-award	1	0		
<b>Grand Total</b>	<b>40</b>	<b>8</b>	<b>33</b>	<b>6</b>

Enrolment EFTSL	2018	2019
Regional and Remote	35.4	31.5

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

Number of Remote and Regional students that received a scholarship in 2019

	Education Costs		Accommodation		Reward		TOTAL (of preceding columns) <sup>1</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	15,176	4	40,670	7	0	0	55,846	11
B. 2019 Offers +continuing commitments	5,000	1	30,000	4	0	0	35,000	5
C. Percentage (C=B/A*100)							63%	45%
<b>2019 Payments</b>	<b>12,500</b>	<b>3</b>	<b>26,250</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>38,750</b>	<b>7</b>

## 5. Working with Vulnerable People Requirement

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

## 6. Eligibility requirements

### 6.1. Indigenous Education Strategy

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

Aboriginal and Torres Strait Islander higher education strategies coupled with the higher degree by research programme cut across several disciplines with an interest in Indigenous studies at ANU. The National 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.

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 is an example of all seven ANU Colleges working closely with TIHEC in 2019 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 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 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;

The Reconciliation Action Plan:

[http://www.anu.edu.au/files/corporate\\_message/RAP\\_0.pdf](http://www.anu.edu.au/files/corporate_message/RAP_0.pdf)

ANU Strategic Plan 2020 - 2021

[https://www.anu.edu.au/files/review/ANU%20Strategic%20Plan%202020-2023\\_1.pdf](https://www.anu.edu.au/files/review/ANU%20Strategic%20Plan%202020-2023_1.pdf)

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 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, 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 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, 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.

Other areas that include Indigenous focus are:

- The National Centre for Indigenous Studies (NCIS) promotes and initiates cross-disciplinary research and teaching in a wide range of areas of relevance to Aboriginal and Torres Strait Islander peoples. Through this research, NCIS aims to deepen Australia's understanding of Aboriginal and Torres Strait Islander cultures and histories ensuring these knowledge's, perspectives and experiences are respected, valued, accessed and incorporated into all learning environments and beyond.
- The Centre for Aboriginal Economic Policy Research (CAEPR) is Australia's foremost social science research body focusing on Aboriginal and Torres Strait Islander economic and social policy from a national perspective. CAEPR aims to undertake social science research that informs intellectual understanding, public debate, policy formation and community action.
- The Australian Centre for Indigenous History conducts collaborative and individual research projects on Australian, comparative and trans-national Indigenous histories. The Centre hosts the A ranked journal, *Aboriginal History*, co-edited by two staff members, and offers an undergraduate course on Indigenous histories.
- The National Centre for Indigenous Genomics aims to create a repository of Aboriginal and Torres Strait Islander bio specimens, genomic data and documents for research and other uses that benefit Aboriginal and Torres Strait Islander donors, their communities and descendants, and the general Australian community.
- The ARC Centre of Excellence for the Dynamics of Language has a major focus on Aboriginal and Torres Strait Islander languages, supported by a Chair of Indigenous Linguistics. ANU students have the opportunity to learn an Aboriginal language.
- The School of Music's Indigenous composer initiative, in partnership with other arts organisations, provides mentoring for Indigenous composers.
- The National Centre for Epidemiology and Population Health includes a program in Aboriginal and Torres Strait Islander Health.

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

## 6.2. Indigenous Workforce Strategy

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

The objectives of the Strategy are to:

- Maximise staff development along with the transfer of job skills and information in order to increase Aboriginal and Torres Strait Islander staff knowledge, independence, remuneration, job security and self-sufficiency;
- Encourage and foster the employment and participation of Aboriginal and Torres Strait Islander people 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 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 2019 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 will receive \$10M over a period of five years. Professor Terry Dunbar, Director of the ANU Indigenous Health and Wellbeing Research Institute, is the academic lead of the Grand Challenge Collaborative Initiative.

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 29 PhD Indigenous students across ANU with seven who commenced in 2020.

In 2019, Vice Chancellor announced the appointment of Peter Yu as the new Director of the National Centre for Indigenous Studies (NCIS), which will commence in 2020.



In conjunction with the efforts of the Director of Human Resources, Chancellery, the ANU 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 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.](https://services.anu.edu.au/human-resources/enterprise-agreement/60-aboriginal-and-torres-strait-islander-employment)

**Table 6.2.1. Indigenous workforce data (2019 breakdown)**

*This data includes staff that were terminated during 2019, and rehired staff that hold a different position and staff that hold multiple positions will be listed more than once.*

Level/Position	Permanent		Casual & Contract	
	Academic	Non-academic	Academic	Non-academic
Level C/Senior Lecturer (Level C)	X			
Level E/Professor	X			
Level A/Assoc Lect - Indigenous Health	X			
Level D/Senior Fellow	X			
Level E/NCIS Director	X			
Level D/Reader (Level D)	X			
Level B/Research Fellow (Comm Engage)	X			
Level A/Postdoctoral Fellow	X			
Level A/Associate Academic (Level A)	X			
Level B/Sub Dean Undergrad Indigenous	X			
Level B/Lecturer	X			
Level C/VC Scholar (Level C)	X			
ANU05/Service Desk Officer		X		
ANU07/Ind Comm Eng Coordinator		X		
ANU05/Team Lead, AskANU Phone		X		
Senior professional/Director, ITS		X		
ANU04/WHS Facilities Support Officer		X		
ANU04/Plumbing Services Officer		X		
ANU04/Administrative Assistant		X		
ANU05/Departmental Administrator		X		
ANU03/Garden and Grounds Officer		X		
ANU04/Res Assistant (Community Res)		X		
ANU05/Executive Assistant		X		
ANU08/Project Man. SENSW Train. Hub		X		
Trainee/IWPEP Trainee		X		
ANU08/Centre Manager, CSRM		X		
ANU07/Business Team Lead		X		
Senior professional/General Manager		X		
ANU04/Stores Officer		X		
ANU05/Administration Officer		X		
ANU04/Gen Services & Facil Officer		X		
ANU07/Indigenous Health & SE Coord.		X		
ANU06/Student Recruitment Coordinator		X		
ANU06/Digitisation Project Officer		X		
ANU05/Senior Service Desk Officer		X		
ANU04/ANU Officer 4 (Administration)		X		
ANU06/Admissions Team Coordinator		X		
Senior professional/HEAD, JIHEC		X		

ANU04/Service Desk Officer		X		
ANU04/Human Resources Assistant		X		
ANU08/Administration Manager, JIHEC		X		
ANU05/Technical Maintenance Ops Officer		X		
ACSA/ITP - Tjabal Casual Tutor			X	
Level E/Director, Indigenous H&WBRI			X	
Level A/Associate Lecturer			X	
ACSA/ITP - Tjabal Casual Tutor			X	
ACSA/Casual/Sessional Academic			X	
Level B/Indigenous Post Doc Fellow			X	
ACSA/Casual/Sessional Academic			X	
ACSA/Casual/Sessional ENVS2023			X	
ACSA/ITP - Tjabal Casual Tutor			X	
ACSA/Casual/Sessional Academic			X	
ACSA/Casual/Sessional Academic			X	
ACSA/ITP - Tjabal Casual Tutor			X	
ACSA/Casual/Sessional BUSN7057			X	
ACSA/Casual/Sessional Academic			X	
ACSA/Casual/Sessional Academic			X	
ACSA/Casual/Sessional ENVS2023			X	
ACSA/ITP - Tjabal Casual Tutor			X	
Level A/Research Associate			X	
ACSA/ITP - Tjabal Casual Tutor			X	
ACSA/Casual/Sessional ENVS2013			X	
Level E/Director, CAEPR			X	
ACSA/Casual/Sessional Academic			X	
ACSA/Casual/Sessional MATH1005			X	
Level A/MSI Kick Start Postdoc Fellow			X	
ACSA/ITP - Tjabal Casual Tutor			X	
Level B/ARC Discovery Indigenous Award			X	
ACSA/Casual/Sessional FINM3008/8016			X	
ACSA/Casual/Sessional BUSN1001			X	
ACSA/Casual/Sessional BUSN3017			X	
ACSA/Casual/Sessional Academic			X	
ACSA/ITP - Tjabal Casual Tutor			X	
ACSA/ITP - Tjabal Casual Tutor			X	
ACSA/ITP - Tjabal Casual Tutor			X	
ACSA/Casual/Sessional Academic			X	
ACSA/Casual/Sessional ENVS2015			X	
ACSA/Casual/Sessional ENVS2013			X	
ACSA/ITP - Tjabal Casual Tutor			X	
ACSA/Casual/Sessional Academic			X	
ACSA/ITP - Tjabal Casual Tutor			X	
ACSA/ITP - Tjabal Casual Tutor			X	
Level A/Postdoctoral Fellow			X	

Level A/Postdoctoral Fellow			X	
ACSA/ITP - Tjabal Casual Tutor			X	
ACSA/Casual/Sessional Academic			X	
ACSA/Lab Dem MEDI8011/2 Yr1			X	
ACSA/Lab Dem MEDI8020A/B Yr2			X	
ACSA/Lab Dem MEDI8011/2 Yr1			X	
ACSA/Lab Dem MEDI8020A/B Yr2			X	
ACSA/Casual/Sessional Academic			X	
Level A/Postdoctoral Fellow			X	
ACSA/Casual/Sessional EMSC3024			X	
ACSA/Casual/Sessional Academic			X	
ACSA/ITP - Tjabal Casual Tutor			X	
Level C/Fellow (Level C)			X	
ANU07/Senior Fieldwork Officer				X
ANU04/Human Resources Assistant				X
ANU05/Research Assistant				X
Trainee/Marketing Assist. - Trainee				X
ANU07/Senior Fieldwork Officer				X
ANU04/Administrative Assistant				X
ANU06/Mentoring and Outreach Casual				X
ANU05/ANU Officer Gr 5/6 (Research)				X
ANU05/ANU Officer Gr 5/6 (Research)				X
ANU03/Gardens and Grounds Officer				X
ANU04/Technical Assistant				X
ANU03/ANU Officer 2/3 (Admin)				X
ANU05/Research Assistant				X
Trainee/HR Trainee				X
ANU02/Administration Assistant				X
ANU07/Senior Fieldwork Officer				X
ANU05/Research Officer				X
ANU04/Administrative Assistant				X
Trainee/Engagement Asst Trainee				X
Trainee/Apprentice (Fitter and Turner)				X
Trainee/Trainee - Year 12				X
Trainee/Trainee				X
Trainee/Trainee SIS				X
Trainee/Trainee HR Assistant				X
ANU05/ANU Officer Gr 5/6 (Research)				X
Trainee/Trainee - Year 10 or 11				X
ANU04/ANU Officer Gr 4 (Research)				X
ANU04/Casual/Sessional ENV52025				X
ANU05/Research Assistant				X
Snr professional/IndustryEngagementSenrManager				X
ANU06/Senior Research Officer				X

ANU02/CasualAdministration Assistant				X
ANU05/Research Assistant				X
Theatre staff/Theatre Staff				X
ANU02/Mentoring & Outreach Assistant				X
ANU04/ANU Officer Gr 4 (Research)				X
ANU05/Community Researcher				X
ANU07/Indig. Comm Consultation Coord				X
ANU05/Research Assistant				X
ANU05/Research Officer				X
ANU02/Mentoring & Outreach Assistant				X
ANU05/Research Officer				X
ANU04/ANU Officer Gr 4 (Research)				X
ANU05/Fieldwork Officer				X
ANU05/Mentoring and Outreach Officer				X
ANU05/Mentoring and Outreach Officer				X
ANU08/Administration Manager, JIHEC				X
ANU02/Indigenous Program Caller				X
ANU02/Mentoring & Outreach Assistant				X
ANU02/PAL Mentor				X
ANU05/ANU Officer Gr 5/6 (Research)				X
ANU02/Mentoring & Outreach Assistant				X
ANU05/ANU Officer 5 (Administration)				X
ANU03/Student Ambassador				X
ANU04/Research Assistant				X
ANU04/Mentoring & Outreach Assistant				X
ANU04/Research Assistant				X
ANU02/Mentoring & Outreach Assistant				X
ANU06/Student RecruitmentCoordinator				X
ANU05/Research Officer				X
ANU06/Outreach Coordinator				X
ANU06/Outreach Coordinator				X
ANU01/ANU Officer 1/2 (Hosp)-38 HRW				X
ANU02/Mentoring & Outreach Assistant				X
ANU04/Research Assistant				X
ANU05/Research Assistant				X
ANU02/Casual Tea Assistant				X
ANU02/Intelledox Intern				X
ANU02/Laboratory Assistant				X
ANU02/Student Telephone Prog Caller				X
ANU02/ANU Officer 2/3 (Admin)				X

### 6.3. Indigenous Governance Mechanism

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

1. strategic oversight of the University, including:
  - 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 seven meetings in 2019 with Yawaru man, Peter Yu, as an Indigenous Australian member of council since 2016.

Professor Asmi Wood, Director of the National Centre of Indigenous Studies (NCIS) and Director of the Tjabal Indigenous Higher Education Centre (TIHEC) Ms Anne Martin 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.

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, Professor Asmi Wood along with senior Indigenous and non-Indigenous academic and professional staff, and Indigenous Alumni. The group formulated a number of key initiatives under this national responsibility launched at the 2017 State of the University address by the Vice-Chancellor.

The 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 Asmi Wood.

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), currently acting Director of National Centre for Indigenous Studies, also 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 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 programs and employment. The University continues to make progress across academic colleges, in consultation with TIHEC.

In 2019, ANU Council considered a new scholarship scheme to facilitate the ANU target of 3% of Indigenous students. The vision for ANU is to attract a diverse cohort of academically talented Indigenous students, to support in a way that leads the nation. ANU is committed to create a pipeline of talent for the nation, for business, government or the academia.

The Kambri Scholarships will provide major financial support as well as a tailored student experience that sets students up for academic, professional and personal success. The ANU Council has committed to create an endowment of at least \$50 million dollars, with the University matching philanthropic gifts dollar for dollar, until that goal is reached. The University has provided several million dollars of seed funding to ensure the program starts awarding scholarships for incoming Indigenous Australians in 2020.

Another particular contribution ANU is making is focusing on the National Centre for Indigenous Studies and the Public Policy and Societal Impact Hub, which have been collaborating on a series of policy events. Following on from the 2018 First Nations Governance Forum, which drew on international experience to provide and create a place for Indigenous people in the decision-making of the nation, to convene crucial conversations to build better understanding of Indigenous issues and to expose policy makers to new thinking on Indigenous issues. In November 2019, the focus was on the role of Treaty. The Treaty Forum allowed Indigenous elders and participants from across the nation to gather as part of a week of engagement with the University. The Forum was designed to provide an opportunity for an Indigenous-led conversation to discuss and debate different views and conceptions of what Treaty means and what it could bring. Involving more than 100 people with links to more than 30 individual First Nations. Former Chief Justice of the High Court, Robert French, provided an important perspective on the state of the common law. Elders from a number of Indigenous communities provided clear views on the priorities and pathways forward as they saw them. The Treaty Forum emphasises the powerful role ANU plays in bringing experts, community leaders and policymakers together to discuss issues of national (and international) importance. Discussion and outcomes from the Forum will continue to guide the work of the National Centre for Indigenous Studies and Public Policy and Societal Impact Hub in this key area of policy.



### 6.3.1. Statement by the Indigenous Governance Mechanism

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

- ANU Council now has a requirement for at least one identified Indigenous member, currently occupied by Mr Peter Yu, who has been a Council member since 2006.
- Overall direction for ANU's Indigenous strategy is led by the Vice-Chancellor. Senior members of ANU's Indigenous community, including the Director of the National Centre for Indigenous Studies and Director of the Tjabal Centre for Indigenous Higher Education, report directly to the Vice-Chancellor.
- The Senior Management Group is ANU's highest level Executive decision-making body. The Director of the National Centre for 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 2019 Grand Challenges framework that enable and support Indigenous research at ANU, including Indigenous health and wellbeing.

# Indigenous Student Success Program 2019 Financial Acquittal

Organisation

The Australian National University

## 1. Financials – income and expenditure

**Table 1a ISSP income available to support Indigenous students in 2019 (excluding GST)<sup>1</sup>**

Item	(\$)
<b>A. ISSP Grant</b>	
ISSP Grant 2019 (flexible component)	1,149,059.60
ISSP Grant 2019 for preserved scholarships	2,728.00
<b>Subtotal ISSP Grant</b>	<b>1,151,787.60</b>
<b>B. Other ISSP Related Income</b>	
Rollover of ISSP funds from 2018	
Interest earned/royalties from ISSP funding	
Sale of ISSP assets	
<b>Subtotal other ISSP related income</b>	
<b>Grand total</b>	<b>1,151,787.60</b>

**Table 1b Other funding available to support Indigenous students in 2019 (excluding GST)<sup>2</sup>**

Item	(\$)
<b>A. Other non-ISSP funds</b>	
Other funding provided under HESA <sup>3</sup>	
Other Commonwealth Government funding (University funds)	438,944.00
Funds derived from external sources <sup>4</sup>	97,023.00
<b>Total of other non-ISSP funds</b>	<b>535,967.00</b>

**Table 1c Expenditure on support for Indigenous students during 2019 (excluding GST)<sup>5</sup>**

Item	Actual ISSP (\$) <sup>6</sup>	Estimate other funds (\$) <sup>7</sup>	TOTAL (\$) <sup>8</sup>
Preserved scholarships	2,728		2,728
“New” scholarships from flexible ISSP funding	191,532		191,532
Teaching and learning <sup>9</sup>			
Salaries for staff working on ISSP activities <sup>10 11 12</sup>	729,372.38		729,372.38
Administration for staff working on ISSP activities <sup>13</sup>	125,130.94		125,130.94
Travel – domestic (airfares, accommodation & meals)	77,535.03		77,535.03
Travel – international (airfares)			
Travel – international (accommodation and meals)	2,827		2,827
Conference fees and related costs <sup>14</sup>	2,134.45		2,134.45
ISSP Asset purchases made during 2019 <sup>15</sup>			
Other		535,967	535,967
<b>A. Total Expenditure 2019</b>	<b>1,131,259.80</b>	<b>\$ 535,967.00</b>	<b>\$1,667,226.80</b>
<i>B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year</i>			
<b>2019 ISSP funding committed (A + B)</b>	<b>1,131,259.80</b>		
<i>D. Other unexpended 2019 ISSP Funds to be returned to PM&amp;C<sup>16</sup></i>	<b>20,527.80</b>		
<i>C. Unexpended 2019 preserved scholarships funds to be returned to PM&amp;C</i>			

## 2. Rollovers

**Table 2 Rollovers agreed**

	Rolled over (\$) (A)	Expended/committed <sup>17</sup> (\$) (B)	Excess to be returned to the Department <sup>18</sup> (C) (C = A – B)
2018 funds rolled over into 2019			
2019 funds agreed for rollover into 2020	\$20,167.80		

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

- the expenditure of 2018 ISSP funds rolled over into 2019.
- progress towards expenditure of 2019 funds rolled over into 2020.

[Please delete this box if no roll-over was agreed]

### 3. Goods and Services Tax

**Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2019<sup>19</sup>**

1. GST received by you in 2019 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> <sup>20</sup>		\$
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) <sup>21</sup>		\$
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /

### 4. ISSP Assets

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

Asset Description/ category	Adjustable Value <sup>23</sup>	ISSP contribution <sup>24</sup>

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

Asset Description/ category	Purchase Value	ISSP contribution

**Table 2c ISSP Assets - disposals during 2020**

Asset Description/ category	Adjustable value	Disposals/ Sale Price <sup>25</sup>	ISSP component <sup>26</sup>	Disposals Age <sup>27</sup>

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

Financial Acquittal supported and initialled by:

**Tim Youngberry**

(Print name of relevant officer)

**Interim Chief Financial Officer**

(Print position title)

*Tim Youngberry*

14 May 2020

**SIGN HERE**

(Signature and date)

Telephone contact: 02-61258700

E-mail: Tim.youngberry@anu.edu.au

## INDIGENOUS STUDENT SUCCESS PROGRAMME 2019 CERTIFICATION

*Complete this certification after reading the completed 2019 Performance Report and 2019 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 2019 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2019 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 Mechanism:

Name:   
Title:   
Signed:   Date:

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

Name:   
Title:   
Signed:   Date:

## Additional information for completing the template

- <sup>1</sup> The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2019 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes. Please feel free to add additional “item” lines as required.
- <sup>2</sup> Please estimate the funds available.
- <sup>3</sup> Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- <sup>4</sup> Examples of other funding are philanthropic donations, other student payments, business income etc.
- <sup>5</sup> Where applicable, figures provided in this table must be consistent with the figure provided in the institution’s 2019 Performance Report.
- <sup>6</sup> List the expenditure of the income listed in Table 1a above.
- <sup>7</sup> List the expenditure of the income listed in Table 1b above.
- <sup>8</sup> Sum ISSP expenditure and other funds expenditure.
- <sup>9</sup> Estimate expenditure on Indigenous students for teaching and learning across all faculties. This may be a pro-rata of CGS funding.
- <sup>10</sup> If the staff member works on non-ISSP specific activities (for example, mainstream tutoring or lecturing), only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities.
- <sup>11</sup> Include expenditure on salaries for staff that provide tutorial assistance.
- <sup>12</sup> May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- <sup>13</sup> If the staff member works on non-ISSP specific activities (for example, entering student data for non-Indigenous students), only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities.
- <sup>14</sup> Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- <sup>15</sup> Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- <sup>16</sup> Include unspent 2018 funds that were rolled over into 2019 but were not expended during 2019 (i.e. the amount recorded in Table 2, column C).
- <sup>17</sup> For 2018 funds rolled into 2019, the amount included here should be the amount expended in 2019. For 2019 funds agreed for rollover into 2020, the amount recorded here should be the amount of the funding that has been committed for expenditure in 2020.
- <sup>18</sup> This amount should be included in the total unspent 2019 amount listed in Table 1c, Section D.
- <sup>19</sup> If GST is not paid to you, do not complete the table in section 3. If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
- <sup>20</sup> This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- <sup>21</sup> This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- <sup>22</sup> Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- <sup>23</sup> Adjustable value means the cost of an asset less its decline in value determined in accordance with the Australian Taxation Office Guide to Depreciating Assets 2014..
- <sup>24</sup> The ISSP contribution should be recorded in the same ratio to the ISSP funds used to purchase the item (this includes any sale of an older asset trade in of old assets purchased with ISSP funding).
- <sup>25</sup> Where an item has been stolen or destroyed, the words ‘stolen’ or ‘destroyed’ should be listed in the sale price column.
- <sup>26</sup> The ISSP component should be the proportion of the sale price in the same ratio as the proportion of ISSP funding that contributed to the purchase of the asset.
- <sup>27</sup> Where groups of assets are disposed of, an average age can be provided.
- <sup>28</sup> If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for

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