

# Indigenous Student Success Program

## 2021 Performance Report

<b>Organisation</b>	The University of Western Australia		
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### Acknowledgment of Noongar People and Land

The University of Western Australia acknowledges that it is situated on Noongar land. Noongar people remain the spiritual and cultural custodians of their land and continue to practice their values, languages, beliefs and customs.

### 1. Enrolments (Access)

The University's commitment to Indigenous education is reflected in UWA 2030 and Strategy 2020 - 25, which lists increased access, participation and success of Indigenous students as a measure of the Strategy's success. The University increased its Indigenous student commencing load by 17% from 2020 to 2021, from 113 to 132 (headcount).

### Embedded ISSP Strategies, Activities and Programs

Embedded ISSP strategies, activities and programs to improve access for Indigenous students are delivered through the Office of the Pro Vice-Chancellor Indigenous Education, which has overall responsibility for the University's Indigenous Strategy. Within the Indigenous portfolio, the [School of Indigenous Studies](#) (SIS) and its Indigenous Student Services directorate provides Indigenous specific outreach, recruitment and access programs, enabling course, academic success and support services and scholarships. All ISSP funds are fully expended within the Indigenous Education portfolio on programs for Indigenous students. ISSP fully or partially funds program costs and the following positions: Director, Indigenous Student Services, Academic Coordinator, Orientation Coordinator, Indigenous Student Services Officers, Project Officers and Administrative support. UWA also contributes funding to some positions, strategies and programs.

### Outreach and transition

Through SIS, UWA delivers a comprehensive range of dedicated outreach programs for Indigenous students in Years 7-12. The programs are state-wide and build ongoing relationships with Indigenous secondary students, inspiring them to see university as an achievable goal. These programs are a long-term commitment to sustained change and Indigenous youth engagement, particularly in regional areas.

In 2021, these programs included:

- *Discovery Days* (on campus) for 151 Indigenous Year 8 students, from 31 schools.
- *Djinanginy* (on campus) for 99 Indigenous Year 9 students from 22 schools.
- *On campus visits* by 35 schools with approximately 234 Indigenous students and 47 accompanying staff.
- *Visits to rural and regional schools* by Indigenous Student Services Staff and Career Expos.

- *WACE/ATAR Revision* (residential) for 6 Year 11/12 Indigenous students from 6 metropolitan schools.
- *Year 12 Leadership Seminar* for 33 final year Indigenous students from 19 schools, including 24 students (72%) from rural and regional areas including the Kimberley, Wheatbelt, Great Southern, Goldfields-Esperance and Pilbara regions.
- *Year 12 Dinners* for 38 Indigenous students, with parents and Indigenous alumni, across the State.

### Access and entry pathways

Each year, more than 50% of Indigenous students enrolled in UWA undergraduate or postgraduate courses gained entry through an Indigenous entry pathway or an enabling course. ISSP strategies, activities and programs that facilitate this access are:

- Sponsorship to attend ATAR revision courses for Indigenous Year 11 and 12 students to support ATAR achievement and increase admission to UWA degree courses.
- Direct support for Indigenous applicants through UWA's application process by SIS partnership with University Admissions. SIS identifies all Indigenous applicants who apply to UWA directly or via TISC, contacts each applicant to offer support and advice and covers all fees for Indigenous applicants who sit the Special Tertiary Admissions Test. Successful applicants are supported to take up their offer and unsuccessful applicants are advised on alternative pathways available to Indigenous students.
- Uni Entry Workshops which provide culturally sensitive assessment and selection workshops for entry to degree courses or admission to enabling courses. Regional students are fully supported with travel and accommodation to attend the workshops. Interstate students were provided with online alternatives.
- The Indigenous [Provisional Entry Scheme](#) enables Indigenous school leavers, to receive an automatic adjustment of their ATAR and enrol in the degree of their choice; and Indigenous mature-aged and non-school leaver applicants to enrol in degrees on the basis of work experience and education achievements including TAFE and other enabling courses. *In 2021, 18 Indigenous students were admitted to the Bachelor degree of their choice via this Provisional Entry Scheme.*

### Enabling Course

The [Aboriginal Orientation Course](#) (AOC) is UWA's key enabling pathway to improving access for Indigenous students who do not gain direct entry to degree courses. The AOC is taken over 1-2 semesters and graduates can gain entry to all UWA undergraduate degrees and on completion of this degree, many proceed to postgraduate professional degrees including Law, Medicine, Dentistry and Engineering. Impact can be seen in the following:

- *In 2021, 16 graduates from the 2020 Aboriginal Orientation Course (Uni Smart Start at the Albany campus) commenced in UWA degree courses including Bachelor of Arts, Bachelor of Music, Bachelor of Science and Bachelor of Biomedical Science.*
- *Of the AOC graduates in 2021, 18 progressed to degree courses at UWA in 2022 including the Bachelor of Arts, Bachelor of Science, Bachelor of Biomedical Science, Bachelor of Environmental Design and Bachelor of Psychology.*

### ISSP Scholarships

The School of Indigenous Studies uses ISSP funded scholarships to attract, reward and support Indigenous students through their enabling (AOC) and degrees courses at UWA.

- The Indigenous Achievement Scholarship is designed to recognise and reward the achievement of Indigenous students who gain entry to UWA by completing ATAR. *In 2021, UWA awarded Indigenous Achievement Scholarships to 22 commencing Indigenous students, including 13 students from regional and remote areas.*
- ISSP funded Indigenous Education Costs Scholarships (ICECS) and Accommodation Costs Scholarships (ICACS) provide support for Indigenous students, and they are provided with a step-by-step guide to assist in applying for ISSP and other scholarships at UWA. *In 2021, UWA awarded a total of 121 ICECS and 36 ICAS scholarships to Indigenous students in the enabling and degree courses.*

**Table 1 ISSP Scholarships - breakdown of 2021 payments<sup>1</sup>**

	Education Costs		Accommodation		Reward		Total <sup>2</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling <sup>3</sup>	64,500	28	5,000	2			69,500	30
Undergraduate <sup>4</sup>	213,000	78	120,000	27	66,000	22	399,000	127
Post-graduate <sup>5</sup>	39,000	15	27,500	7			66,500	22
Other								
<b>Total</b>	<b>316,500</b>	<b>121</b>	<b>152,500</b>	<b>36</b>	<b>66,000</b>	<b>22</b>	<b>535,000</b>	<b>179</b>

## New Strategies, Activities and Programs in 2021

### Focused engagement with Indigenous Year 12 ATAR Students

In 2021 SIS added 2 new regional areas to its successful Year 12 dinner series, piloted in 2020. The more focused engagement with Year 12 Indigenous students and importantly parents support access, entry and transition to university. In regional areas Indigenous Year 11 ATAR students were also included. The dinners connect the Indigenous Year 11 and 12 students with UWA's Indigenous Student Services team, other Year 12 students and current Indigenous students enrolled in undergraduate or postgraduate degrees at UWA. *In 2021, the dinners were attended by 20 Indigenous Year 12 students and 18 Indigenous Year 11 students. Of these Year 12 students, 13 (65%) are studying at UWA in 2022.*

### Early Offers for Year 12 students

In 2020 the University piloted an [early entry pathway](#) that allowed Year 12 students to apply directly to UWA and gain entry on the basis of their projected ATAR. This pathway was refined in 2021 so students with a predicted ATAR below specified thresholds received conditional offers that were subject to their actual ATAR results. The School of Indigenous Studies supported all Indigenous applicants, providing individualised advice and access to alternative pathways as needed. *In 2021, 33 Indigenous Year 12 students applied for an early offer and 13 went on to enrol at UWA in 2022 (including 6 students from rural or regional areas).*

### Indigenous Student Ambassadors expanded

In 2021, SIS expanded the use of Indigenous student ambassadors in its outreach programs. Indigenous students from UWA, many of whom are recent school leavers themselves, and Indigenous graduates, are engaged as role models, mentors, and supervisors and are integral to the success of the outreach programs.

## Broad University Strategies

The [UWA 2030](#) and Strategic Plan 2020-25 embed strategies and measures to support Indigenous students across key portfolio areas. The University's Education Strategy includes Indigenous Knowledge as one of the seven pillars of the UWA student experience; and key measures of success include increased access, participation and success of Indigenous, and regional students.

### Campus Master Plan - Learning on Country

UWA's commitment to Indigenous education is visibly demonstrated by the new Bilya Marlee building, which serves as the Indigenous knowledge gateway to the University. The University's Campus Masterplan released in 2021, was developed alongside a Cultural Heritage Mapping process with Whadjuk Noongar Elders and UWA's Senior Cultural Advisor to guide physical strategic planning and development decisions for the campus. Indigenous students are supported by a culturally enriching environment.

### Access and Outreach

The University funds a number of Indigenous specific, equity or broader initiatives that support Indigenous students access and entry.

- The National Indigenous Business Summer School is a joint initiative between UWA, Curtin University, Edith Cowan University and Murdoch University, who alternate in hosting the program.
- Indigenous students attending partner high schools can also participate in UWA's [ASPIRE](#) programs which offers residential camps for Year 9 and 11 students from the Kimberley, Pilbara, Mid-West, Gascoyne, and campus activities for local students. *In 2021, 72 Indigenous students (5% of participants) attended ASPIRE camps and activities.*
- The Centre for Aboriginal Medical and Dental Health in UWA's Medical School shares responsibility with SIS for delivery of specialised entry programs for Indigenous students into postgraduate Medicine and Dentistry.
- Indigenous students can access UWA's mainstream entry equity pathways, Broadway, Fairway and Uway, to enter undergraduate degrees.
- The University provides Indigenous pathways and assured places in professional degrees including the Juris Doctor, Master of Professional Engineering, Doctor of Medicine, Doctor of Dental Medicine and the Psychology Honours program.
- The University's Policy on Admissions provides for the admission of Indigenous students who do not meet the standard entry requirements for all Bachelor pass degrees, on the advice of the School of Indigenous Studies.

### Scholarships

In addition to ISSP scholarships, UWA offers approximately 39 categories of scholarships specifically to Indigenous students. The value of University funded scholarships range from \$500 to \$10,000 while external donor scholarships range from \$1,00 to \$50,000. *In 2021, UWA awarded non-ISSP funded scholarships to 93 Indigenous students, with 76 students (81%) being from regional or remote areas. In addition to this, 61 Indigenous students at UWA were awarded external scholarships. Students can receive multiple scholarships.*

### Student Accommodation

UWA has its own residential college, University Hall and four affiliated residential colleges who work in partnership with SIS to ensure guaranteed places for Indigenous students and support Indigenous students living on campus. College accommodation is critical for regional and remote Indigenous students.

Colleges provide easy access to campus, good accommodation, and a supportive environment that increases the potential for success in study, particularly for regional students and students in enabling and first year degree studies. UWA offers a range of scholarships including accommodation scholarships that support Indigenous students to stay in residential colleges. SIS staff have regular and ongoing liaison with Centrelink to support students and address any accommodation issues that might arise at the point of application and throughout their studies. *In 2021, 80 Indigenous students resided in College (increased from 27 students in 2020), the majority at University Hall and St Catherine's College.*

## 2. Progression (outcomes)

UWA takes a whole of university approach to supporting the success and retention of Indigenous Students. SIS has a dedicated Indigenous Student Services team that works in partnership with UWA Schools and professional services to provide a comprehensive support network for Indigenous students across all courses. *In 2021, there were 297 Indigenous student course enrolments at UWA with 22% of enrolments in postgraduate or higher degree by research courses.*

### Embedded ISSP Strategies, Activities and Programs

#### Indigenous student services team, academic services and dedicated student facilities

- SIS and Bilya Marlee is the central hub of Indigenous student support at UWA. The ISSP funds key staffing positions in the School and its dedicated Indigenous Student Services team (please refer to Section 1 for details). The ISSP also funds or partially funds the following program costs to support retention, progression and success: Indigenous Tutorial Assistance Scheme, commencement programs for new Indigenous students, academic and network activities, leadership development programs, cultural and social events on campus and externally as well as administrative and sponsorship support for the Western Australian Students Aboriginal Corporation (WASAC).
- The highly experienced Indigenous Student Services team provide specialised academic services and pastoral care to Indigenous students across all courses to maximise their ability to succeed at University, whilst growing as independent learners. Similarly, the scope of Indigenous Student Services goes beyond academic assistance to include leadership development, industry engagement, work experience, mentorship, and opportunities to travel interstate and overseas for conferences, study programs and sporting events.
- 2021 was the first full year the School of Indigenous Studies was housed in the Bilya Marlee building after it opened in July 2020. Bilya Marlee provides a vibrant and culturally safe Indigenous hub on campus. Indigenous students have 24/7 access to a range of teaching and learning spaces, dedicated postgraduate spaces, private tutorial rooms, computers, printers, kitchen facilities and a common room.
- The SIS Academic Coordinator manages the ISSP-funded Indigenous Tutorial Assistance Scheme and evaluates student progress. Indigenous students are tutored by specialised and experienced tutors qualified to offer assistance in a broad range of disciplines. *In 2021, SIS offered tutoring both online and face to face, with 32% of Indigenous students accessing ISSP funded tutorial support.*
- The Indigenous Student Services team support Indigenous students to establish a secure financial base for themselves whilst studying. Students are supported to apply for ABSTUDY, internal and external scholarships, cadetships, vacation work and part-time employment as needed. *In 2021, 27 Indigenous students were employed with SIS as tutors and student ambassadors.*



## Academic and Peer Support Networks

The School of Indigenous Studies establishes discipline groups amongst Indigenous student cohorts to facilitate the development of strong academic peer networks. This includes a new partnership between SIS and UWA's School of Psychological Sciences to provide a formal academic support and mentorship program to Indigenous students studying psychology.

## Cultural, Community and Sporting Events

In 2021, SIS sponsored students to attend local and interstate conferences and the annual NAIDOC ball. SIS also works in partnership with the WA Aboriginal Students Corporation (WASAC) to provide a range of cultural and social events including the annual Marr Danju Week. WASAC and SIS supported students to participate the second Indigenous Western Series, which sees WA universities competing in mixed volleyball, netball and basketball.

## Supporting Indigenous students during Covid-19

In 2021, UWA approved an institution-wide teaching strategy to deliver scalable and flexible teaching and be able to respond quickly to government health advice. Western Australia experienced three short lockdowns in 2021, two of which occurred outside of UWA's standard semesters. This enabled UWA to conduct its teaching reasonably normally. Where Covid-19 did impact Indigenous students, SIS was able to respond quickly and effectively to meet students' learning needs. This included:

- Working with the UWA Medical Centre and the local Aboriginal Health Service to ensure Indigenous students (and staff) had priority access to vaccinations and medical care.
- Maintaining secure and safe access for Indigenous students to dedicated study rooms and facilities in the Bilya Marlee building.
- Ensuring all Indigenous students had access to adequate computer equipment, technology and reliable internet to support online learning. Indigenous students were an agreed priority for borrowing laptops and dongles from central UWA services.
- Ensuring that for those Indigenous students who remained at UWA residential colleges during the WA's lockdown periods, SIS worked with the Colleges and provided specialised support, by maintaining regular contact with students and providing basic essentials and support as needed.
- Continuing to offer online tutoring through the Indigenous Tutorial Assistance Scheme.

## Measuring Student Success

### Progression

UWA monitors all students' course progression at the end of each semester and tracks student engagement with university support services. These services include 24/7 support available through [Studiosity](#) and a range of services offered by UWA's [StudySmarter](#) team to develop students' academic, learning and time management skills. The Indigenous Student Services team in SIS works directly with Indigenous students, monitors and supports student progression and connects Indigenous students to central services when required.

At the end of 2021, 70% of Indigenous students enrolled in undergraduate and postgraduate degrees were in academic 'good standing' and 95% of Indigenous students were permitted to re-enrol for 2022. Only a small number of Indigenous students (5%) were suspended or excluded from their course due to unsatisfactory progress. Indigenous students completing their undergraduate degrees met the academic requirements of their [assured pathways](#) to professional postgraduate degrees in Medicine, Dentistry and Law and the Psychology Honours program.

## Indigenous Tutorial Assistance Scheme

In 2021, 96 Indigenous students received ISSP funded tutorial support. Across all courses, 73% of students who accessed tutoring in 2021 went on to pass their unit. The average grade these students achieved was a Credit Pass. The pass rate is higher for postgraduate coursework students (in the Doctor of Medicine, Juris Doctor) with these students passing 84% of the units that they accessed tutoring for.

**Table 2 Tutorial assistance provided in 2021**

Level of study	Number of unique students assisted <sup>6</sup>	Total number of tutorial sessions attended <sup>7</sup>	Total hours of assistance <sup>8</sup>	Expenditure <sup>9</sup> (\$)
Enabling	7	24	60.50	4,206.19
Undergraduate	67	325	1,287.85	89,536.19
Post graduate	22	155	905.25	62,936.43
Other				
<b>Total</b>	96	505	2,253.60	156,678.78

## Investing in the Cultural Competency of Staff and Students

The *UWA Vision 2030* includes a commitment to 'embrace Indigenous knowledge and culture to drive culturally capable leadership' as one of the University's defining characteristics; and Indigenous knowledge is one of UWA's seven pillars of student life. The University's *Educational Principles* also include the commitment 'to respect Indigenous knowledge, values and culture'.

### Staff

UWA provides staff with a range of broad and Indigenous specific programs, online and face to face, that promote and support its commitment to cultural competency. UWA takes a building block approach where staff are expected to undertake a range of programs to build competency. Some examples of this are:

- *SBS Core Inclusion* online training and *Unconscious Bias* workshops which foster an inclusive and culturally safe workplace.
- *On Country Learning* and cultural inductions to Country facilitated by UWA's Senior Indigenous Cultural Advisor, who also provides the Executive and Senior staff with ongoing cultural advice and training.
- *Indigenous Cultural Competency* training (on request) and ongoing support through the School of Indigenous Studies for UWA staff and services that engage with Indigenous students.
- Dedicated *Indigenous Cultural Competency* training for all Law School teaching staff, as a key requirement of the Indigenisation of the Juris Doctor Curriculum Project. This includes three days of intensive training on Indigenous history and experiences of legal systems, Indigenous knowledges and protocols and inclusive teaching practices.
- In 2021, staff in the School of Psychological Sciences attended a one-day *Cultural Training* workshop to understand Indigenous research pathways and researching with communities.
- In 2021, 33 academic and professional staff members completed *Aboriginal and Cultural Awareness Training* offered by WA's Public Sector Commission, as part of a pilot facilitated by SIS. UWA will provide this to all staff from 2022.

## Students

UWA's commitment to student cultural competency is through Indigenous curriculum, student life and experience.

- In 2021, over 6,000 students completed UWA's *Indigenous Studies Essentials* (ISE), which is an online unit that is compulsory for all UWA undergraduate students since 2012. ISE contributes to students' cultural competency and knowledge of Indigenous peoples and cultural protocols for professional contexts.
- All UWA graduation and commencement ceremonies have fully embedded Indigenous protocols and cultural elements, that were developed in consultation with the Senior Cultural Advisor.
- All lectures recorded at UWA include an embedded Acknowledgement of Country.
- UWA has mandatory Indigenous curriculum in key professional courses including the Doctor of Medicine, Doctor of Podiatric Medicine, Doctor of Dental Medicine, Master of Social Work, Master of Teaching and the Juris Doctor. 2021 marked the third year of the Law School's project to 'Indigenise' the Juris Doctor curriculum.
- UWA offers a major in Indigenous Knowledge History and Heritage and units from this are compulsory or elective units in many new majors and courses.
- The UWA Campus Master Plan provides a culturally enriched campus experience for all students.

## Broad University Strategies

The PVCIE/School of Indigenous Studies (SIS) and UWA's Education Portfolio share overall responsibility for the success and retention of Indigenous students. The University funds:

- The PVCIE position and Indigenous portfolio, all SIS professional and academic salaries not funded by ISSP including the teaching team that deliver Indigenous curriculum, and lead global engagement units developed for Indigenous students (not available in 2021 due to COVID-19).
- The Centre for Aboriginal Medical and Dental Health [CAMDH](#), which provides academic, cultural and professional support to Indigenous medical and dentistry students. Their mentorship program provides Indigenous students with clinical skill development, exam preparation, study techniques, career planning and wellbeing support.

Indigenous students are referred to and encouraged to access the University's full range of academic and wellbeing support services for students. Representatives from these services attend the induction days run by SIS for new Indigenous students. Indigenous students staying in Residential Colleges (see Section 1) also have access to college-based tutorial and academic support.

In 2021, the University developed the UWA Safer Communities Working Group which published its final report in March 2022. The scope of this included mental health, self-harm and suicide and discrimination and harassment. The report established new reporting mechanisms, new pathways for responding to student incidents and highlighted a range of new and existing student opportunities including mental health first aid training, 'Step Up' bystander training, and leadership and event management training for student leaders.

## 3. Completions (outcomes)

The UWA2030 Vision set targets for Indigenous student success that are consistent with non-Indigenous student completion rates across all courses and levels. The University's strategy to maximise Indigenous student success is the provision of specialised support services, leadership development, effective partnerships and professional and industry opportunities that motivate and



enable Indigenous students to complete their award course and transition to further study or graduate employment.

### Embedded ISSP Strategies, Activities and Programs

As detailed in Section 1, the ISSP funds academic and professional staff positions in the School of Indigenous Studies and the Indigenous Student Services Directorate that contribute directly and indirectly to improving the award course completions of Indigenous students. The team works directly with Indigenous students to connect them to University services and opportunities and to provide a seamless support service, culturally enriched environment and sense of community from pre-entry to graduation and beyond.

### Transition to Postgraduate Degrees

At UWA an important outcome of completing an undergraduate degree is a student's successful transition to postgraduate professional courses, including Law, Medicine, Dentistry, Teaching and Social Work. The University supports this transition for Indigenous students by providing Indigenous pathways to postgraduate study, in partnership with SIS and CAMDH. *On average 30-40% of Indigenous students who complete an undergraduate course, progress to a professional postgraduate degree.*

### Connecting graduates with employment

SIS connects Indigenous students with the wide range of employment and industry opportunities and provides additional financial and logistical support as needed. SIS has also established its own strong networks with industry partners to enable Indigenous students to engage directly with future employers on campus and through mentoring, internships and cadetships. In 2021:

- *45 Indigenous students completed 50 internships* (with some students taking up multiple opportunities), at organisations including BHP, Rio Tinto, State Solicitors Office, Shooting Stars, CSIRO, Water Corporation, Wesfarmers, Horizon Power, Education Department, CPB Contractors, Herbert Smith Freehills, Red Cross, QBE and IBM.
- *9 Indigenous students interned with WA's Department of Health.* SIS's partnership with the department, Building the Aboriginal Workforce for Healthier Future, targets students across a wide range of degrees to support WA's Health's Aboriginal Workforce Strategy 2014-2014.
- SIS hosted meetings and connected Indigenous students with organisations including Rio Tinto, Jackson McDonald, Michael Page Recruitment, Schlumberger Australia, King & Wood Mallesons, Monadelphous and DDR Australia.
- SIS sponsored Indigenous students to attend local and interstate conferences, such as the Australian Indigenous Doctors Association's annual conference.
- SIS supported 3 Indigenous students to secure Aurora internships in the ACT and 2 Indigenous students to attend the Aurora Indigenous Scholars International Study Tour online.

### Celebrating graduates

The ISSP funds SIS's End of Year Celebration for Indigenous students, families and the wider community. This event formally acknowledges and celebrates final year Indigenous students and graduates and inspires continuing students to complete their own degrees. *In 2021, SIS also held an Indigenous Alumni event held at Bilya Marlee bringing together approximately 60 graduates from several decades.*

### Supporting completions during Covid-19

As noted in Section 2, UWA approved an institution-wide teaching strategy to ensure all units could continue through Covid-19 and that no student's course completion would be impacted. The

University also enabled students impacted by Covid-19 to apply for adjustments to assessment items without having to submit supporting evidence (for example, if students were unwell after receiving a vaccination or unable to attend classes while in isolation).

### Impact

There was a small increase in the number of Indigenous student postgraduate completions in 2021, but overall the number of course completions at UWA dropped in 2021. UWA maintained good Indigenous graduate outcomes, with 41% of bachelor's graduates progressing to postgraduate degrees in 2022, and all other 2021 Indigenous graduates securing employment for 2022. This included graduate positions with the WA Department of Treasury, the Australian Government Department of Health and the Australian Department of Foreign Affairs and Trade; positions with the Telethon Institute, WA Regional Arts, Social Reinvestments WA, the Mental Health Commission; and an Associateship with WA's Supreme Court Justice.

### Broad UWA strategies to support and improve completions

Indigenous students are supported by the following services and programs not funded by ISSP:

- Global Learning programs that build skills, confidence and practical experiences which increase Indigenous students' success, completions and transition to work.
- Strategic Partnership such as with the Aurora Education Foundation, that provide opportunities for final year Indigenous students and graduates to undertake postgraduate study at premier overseas institutions and secure sought-after professional internship.
- Leadership and professional development opportunities, including tailored support from the UWA Careers Centre, service-learning internships through UWA's McCusker Centre for Citizenship, and work-integrated learning internships with industry leaders.
- Funding for the Centre for Aboriginal Medical and Dental Health's staff and programs that support Indigenous students to complete professional health courses and connect with mentors from the profession. CAMDH also facilitates strong Indigenous student engagement with professional health bodies.

## 4. Regional and remote students

UWA's commitment to regional and remote communities is reinforced in its new Regional Strategy that was progressed in 2021, and includes a commitment to raising educational aspirations in regional and remote areas, to enrolling Indigenous students from across the State, and to increasing the accessibility of education delivered by UWA into the regions.

### Access and support for regional and remote students through ISSP

As detailed in Section 1, the ISSP funds a number of key positions in the School of Indigenous Studies and its Indigenous Student Services team that are responsible for outreach and recruitment of regional and remote students from across the State.

In 2021, regional and remote students participated in outreach programs including:

- 70% of Indigenous students who attended the *Year 12 Leadership Camp*, were from rural and regional areas including the Kimberley, Wheatbelt, Great Southern, Goldfields-Esperance and Pilbara regions.
- *Regional dinners* for Year 11 and 12 students and their parents were held in Albany, Kalgoorlie, Kununurra and Esperance.

- 21% of Indigenous Year 9 students who attended *Djinanginy Day* (on campus) were from regional areas.
- 37 Indigenous students (25% of total) attending Year 8 Discovery Days were from regional areas
- School visits to regional WA, which enable SIS staff to establish early relationships with regional students and support their successful transition to university studies.
- The impact of Government travel restrictions due to COVID-19 prevented some students attending on campus outreach programs. However, when travel was permitted SIS staff members prioritised visits to regions, and engagement with Year 12 students in these regions.

In 2021, 32% of commencing Indigenous students at UWA were from regional and remote areas; and 52% of the students enrolled in the Aboriginal Orientation Course were from regional or remote areas.

- The SIS Uni Entry Workshops detailed in section 1 are promoted widely across WA and the University covers travel and accommodation for all regional and remote students who attend. After exploring the campus and staying at one of UWA's residential college, these students can make informed decisions about studying in Perth. The timing of these workshops is also set to prioritise regional and remote students by allowing sufficient time for these students to return home, organise accommodation and travel back to Perth before their course commences.
- The Aboriginal Orientation Course (AOC) provides access for all Indigenous students including regional and remote students who have not done ATAR or had limited opportunities for studying the science subjects they need to prepare for courses such as Medicine and Dentistry. Indigenous students in the Great Southern region can also study AOC's sister course, the UWA Smart Start, to gain entry to a range of bachelor's degrees without relocating to Perth.
- Indigenous students from regional and remote areas can also apply for admission through non-ISSP funded programs such as UWA's Broadway scheme, which allows all Year 12 students from regional and remote schools to receive an automated adjustment to their final ATAR mark.

### Ongoing support

SIS provides pastoral, logistical and financial support to students from regional and remote areas who need to return home for family and other urgent matters. The SIS academic coordinator also works with the students to ensure they maintain good academic standing by applying for extensions and deferring exams as needed. In response to COVID-19, from 2020-2021 SIS provided additional financial, computer, travel and other support for regional students to remain in colleges or to return to regional and remote areas and continue their courses.

### Employment and Industry engagement

Indigenous students are supported by SIS to apply for internships and cadetships to gain workforce skills and/or financial support. *In 2021, 28 (62%) of the 45 Indigenous UWA students with internships or cadetships, were regional and remote students.*

### Accommodation

SIS contacts all Indigenous applicants from regional and remote areas and provides detailed advice about accommodation options and ABSTUDY. The Indigenous Student Services team work closely with staff at the UWA colleges to guarantee places for regional and remote Indigenous students and to provide cultural safety and support for the students residing there.

UWA also offers a range of accommodation scholarships to cover the cost of living at the colleges. In 2021, 5 Indigenous students received an accommodation scholarship and all were from regional or remote areas. The value of these scholarships in 2021 was over \$90,000 and each scholarship will continue while the students reside at a college and remain in their degree.

**Table 4 ISSP Scholarship data for remote and regional students<sup>10</sup>**

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2020 Payments	188,510	71	107,756	24	42,000	12	338,266	107
B. 2021 Offers <sup>11</sup>	249,000	95	152,500	36	39,000	13	443,500	144
C. Percentage <sup>12</sup> (C=B/A*100)							131%	
<b>2021 Payments</b>	246,000	95	152,500	36	39,000	13	437,500	144

## 5. Eligibility criteria

### 5.1 Indigenous Education Strategy

The University has implemented its Indigenous Education Strategy under section 13 of the ISSP guidelines, which:

- Aligns with the University’s strategic directions, and the national Indigenous higher education agenda.
- Demonstrates a commitment to a whole of university responsibility for Indigenous higher education within UWA 2030 and Strategy 2020-25 and sets priorities and strategies in Indigenous education for key portfolio areas.
- Identifies strategies and priorities to increase Indigenous access, enrolments, progression and completions across its courses.
- Has an annual planning process to monitor and support the objectives of the strategy.
- Commits the University to the inclusion of Indigenous Knowledge, cultural competence and cultural safety for staff and students.

The Indigenous Strategy is available on the UWA website at <http://www.indigenous.uwa.edu.au/> and UWA 2030 can be located at <https://www.uwa.edu.au/uwa2030/home>.

#### Progress against targets and milestones

- UWA is making progress against its Indigenous student enrolment targets, increasing the total number of Indigenous students by 10% in 2021 to 286 Indigenous students. UWA increased its Indigenous student commencing load by 17% from 2020 to 2021. The increase in numbers did not translate to an increase in access and participations rates, largely due to the significant increase in domestic student enrolments at UWA over the period. UWA maintained its key priorities for Indigenous student enrolments in STEM, and Indigenous graduate transition to postgraduate professional degrees. UWA’s new Regional Strategy reinforces its commitment to increasing the number of Indigenous regional and remote students.

- UWA's Education priorities include Indigenous knowledge as one of the seven pillars of UWA student life and a focus on enriching curriculum through the inclusion of Indigenous languages, culture and knowledge to ensure graduates lead culturally respectful careers. UWA continues to increase the number of new courses and majors which include core and elective Indigenous units. This is facilitated by the PVCIE and Indigenous staff membership of key decision making committees such as Academic Board, Education Committee, Curriculum Committee and Boards of Studies, and support of the DVC Education, PVC Academic and Heads of Schools.
- UWA's new [Campus Masterplan](#), by recognising and promoting the importance of Indigenous knowledge in its planning, contributes to the cultural competency of all students and staff, as well as supporting Indigenous students.
- UWA, through the Indigenous Education portfolio is developing a comprehensive Indigenous Cultural Competency Framework (ICCF) for staff that incorporates existing broad resources (such as SBS Core Inclusion) and new resources that reflect the University's commitment to Indigenous people and its location on Whadjuk Noongar land. The WA Public Sector Commission has made its *Aboriginal & Torres Strait Islander Cultural Awareness Training* available (online) and UWA piloted this with 30 staff members (including professional and academic staff) from the Library and the School of Psychological Sciences in 2021. In addition to this, the ICCF includes an *On Country Learning* module (face to face) and an interactive session tailored to staff roles and work area.
- Regular meetings of the PVCIE with the DVCR monitor and progress UWA's Indigenous research objectives. Achievements include a survey of researcher engagement with Indigenous issues and communities, development of Indigenous Cultural and Intellectual Property Protocols and measures to support for growing Indigenous HDR enrolments and completions.

## 5.2 Indigenous Workforce Strategy

The University of Western Australia is compliant with the Indigenous Workforce Strategy requirements under Section 12 of the ISSP Guidelines in that the University has:

- An Indigenous Employment Strategy in place.
- In the UWA 2030 - People and Culture Strategy a key measure of success is to increase and diversify staff particularly through the employment of Indigenous staff.
- Targets of 3% for the total number of Indigenous employees with progress against targets reported annually to UWA Senate.
- Prioritised and offered opportunities to enhance the professional development and career advancement of Indigenous academic and professional employees.
- Appointed a senior Indigenous employee at Pro Vice-Chancellor level from 1 January 2017.

The overall goal of the strategy is to achieve our set target of 3% Indigenous employment by 2025 and make UWA a more inclusive work environment and community for Aboriginal and Torres Strait Islander people. Key challenges in creating this strategy, particularly in building the Indigenous academic workforce have been around setting robust but achievable targets in a highly competitive job market in WA, and where a majority of the Aboriginal population are in regional areas.

UWA has been redeveloping its Indigenous Employment Strategy (2022-2025) across 2021 and this will be released in mid 2022. The strategy will inform the University's priorities for indigenous attraction, recruitment, and retention for the next three years.

### Progress against targets and milestones

- In 2021, UWA increased its percentage of Indigenous staff to 1.14%, up from 0.87% in 2020.



- UWA increased the total number of Indigenous staff to 43 staff, up from 34 staff in 2020 (excludes casual staff). While the increase was primarily in non-academic staff, there was a small increase in Indigenous academic staff numbers.
- UWA substantially increased the number of Indigenous casual staff in 2021, with some of this due to an increase community based activities, that had been impacted by COVID-19 in 2020.

#### Indigenous academic staff

- In 2021, Indigenous academic staff were 1.14% of UWA Academic staff. The majority of Indigenous Academic staff (58%) were appointed at Level C or above, with more than half of this group at Level D and E.
- UWA supports professional development and career advancement for Indigenous Academic staff through appointment to university committees and working groups, fellowships in the Higher Education Academy, study leave, nomination for awards, sponsorship to engage in national and international networks, and applications for promotion. The PVC Indigenous Education sits on Academic Promotions Committee.
- The University employs a number of senior Indigenous academics (at Level D and E) across Schools including the following positions: The Pro Vice-Chancellor Indigenous Education, an identified Professorial position, with overall responsibility for Indigenous Education at UWA; the Deputy Head of the School of Indigenous Studies; the Director of the Centre for Aboriginal Medical and Dental Health in the Medical School and Senior Indigenous Researchers.

**Table 5.2 Indigenous workforce data (2021 breakdown) <sup>13</sup>**

Level/position	Permanent		Casual/contract/fixed-term	
	Academic	Non-academic	Academic	Non-academic
Professor Level E	4			
Associate Professor Level D	2			
Senior Lecturer Level C	5			
Lecturer Level B	6		3	
Ass. Lecturer/Tutor Level A	2		10	
HEW 10		1		
HEW 09		1		
HEW 07		3		1
HEW 06		3		2
HEW 05		12		
HEW 04		1		
HEW 03		2		26
HEW 1		1		
<b>Sub total</b>	<b>19</b>	<b>24</b>	<b>13</b>	<b>29</b>
<b>Total Number Staff</b>	<b>43</b>		<b>42</b>	

### 5.3 Indigenous Governance Mechanism

The University of Western Australia meets the requirements of section 11 of the ISSP Guidelines in that:

- The Indigenous governance mechanism includes 3 appropriately qualified Indigenous persons, two of whom are qualified senior executive employees.
- The Indigenous governance mechanism has responsibility for the full ISSP grant and has authority within the University management structure; and
- The responsible positions have criteria for appointment and have position descriptions that outline roles and responsibilities and decision-making processes.

#### Indigenous Governance Mechanism

UWA's Indigenous Governance Mechanism is composed of the Pro-Vice Chancellor Indigenous Education (PVCIE), the Deputy Head of School of Indigenous Studies and the Senior Cultural Advisor.

The Pro-Vice Chancellor Indigenous Education (PVCIE) is a senior management and academic leadership position within the University, the senior Indigenous leadership position at UWA and reports directly to the Vice Chancellor. The PVCIE is an Indigenous identified position and is fulltime. The PVCIE is Professor Jill Milroy (Palyku) who has held the position since 2017 and has over 30 years' service in Academic leadership roles at the University.

The Deputy Head (SIS) is an Indigenous senior leadership position that supports the PVCIE. The deputy position is held by Associate Professor Darlene Oxenham (Malgana) who has more than 25 years' experience in Indigenous higher education (15 years at UWA).

The Senior Cultural Advisor is Dr Richard Walley OAM, a highly respected Whadjuk Noongar Traditional Owner and prominent community member with a long-standing relationship with the University. The role provides community based, independent advice to the PVCIE, the Vice-Chancellor and the University Executive on a range of matters including cultural protocols and processes, education, research, community engagement, campus development, university events and cultural training.

The Office of the Pro Vice-Chancellor Indigenous Education has overall responsibility for the review, monitoring and use of all ISSP funds, which are full expended within the Indigenous Education portfolio on programs, services and support for Indigenous students. The PVCIE leads discussion, and determines the use of ISSP funds as part of the university's annual planning and budget processes, with decisions and outcomes informed by senior Indigenous staff and the Senior Cultural Advisor.

The *University of Western Australia Act 1911* assigns powers, authorities, duties and functions to the Senate and Vice Chancellor and subsequently to members of staff and committees of the University as represented in the delegations framework. Under UWA's Delegations Policy and Finance Policy the Pro Vice-Chancellor Indigenous Education is granted the authority to oversee the administration of all ISSP funding. This authority is exercised with reference to and compliance with the delegations framework and the delegation of financial authority matrix.

The University's Management Structure is available at:

[https://www.governance.uwa.edu.au/\\_data/assets/pdf\\_file/0003/3378351/220310-UWA-Management-Structure-2022-updated-10-Mar-2022.pdf](https://www.governance.uwa.edu.au/_data/assets/pdf_file/0003/3378351/220310-UWA-Management-Structure-2022-updated-10-Mar-2022.pdf)

#### PVCIE and University Committees:

The PVCIE is a recognised leadership role that is embedded within the University's key decision-making structures as a member of, or able to appoint a nominee to the following committees in 2021:

- Academic Board, which is the peak academic body established by UWA Senate, and Academic Council, which is the Board's executive committee.
- University Research Committee which is a standing committee of Academic Council.
- Education Committee, and its standing committees.
- Academic Quality and Standards Committee.
- The College of Schools.
- Boards of Studies.
- Board of the Graduate Research School.
- The Inclusion and Diversity Committee (advisory to the Vice-Chancellor).
- Scholarships Committee.

### Broader Indigenous engagement in decision-making

UWA has a genuine commitment to Indigenous engagement in governance and decision making at all levels across the university and some examples of this in 2021 include:

- The SIS Director of Indigenous Student Services is on the Student Experience Committee, the Student Equity and Participation Working Group and is consulted on policy and program developments.
- The Director of the Centre for Aboriginal Medical and Dental Health (CAMDH) is an Indigenous leadership role within the School of Medicine.
- There is an Indigenous representative on the Human Research Ethics Committee.
- The UWA Centre for Best Practice in Indigenous Suicide Prevention has a National Governance Committee, with representatives from Indigenous community-controlled organisations.
- The Senior Cultural Consultant advises the University Executive on a range of matters including cultural protocols and processes, education, research, community engagement, campus development, university events and cultural training.
- Aboriginal Elders and Indigenous leaders advise the University on cultural protocols and for key developments, such, as the Campus Masterplan. Indigenous advisory groups are convened for specific projects.

### 5.3.1 Statement by the Indigenous Governance Mechanism

As required under subsection 17(2)(b) of the Indigenous Student Assistance Grants Guidelines 2017, we confirm that this performance report is an accurate reflection of Indigenous educational decision-making and governance, strategies and priorities of the University of Western Australia; and that funds have been expended as outlined in the financial acquittal.

Professor Jill Milroy	Pro Vice-Chancellor Indigenous Education	UWA, M303, Perth WA 6009 Australia +61 8 6488 7829 <a href="mailto:jill.milroy@uwa.edu.au">jill.milroy@uwa.edu.au</a>
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## Additional information for completing the template

<sup>1</sup> This information provides for the number of students and cost of the scholarships expended in 2021. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2021 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

<sup>2</sup> This figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.

<sup>3</sup> Include payments to all enabling students, including remote and regional students.

<sup>4</sup> Include payments to all undergraduate students, including remote and regional students.

<sup>5</sup> Include payments to all postgraduate students, including remote and regional students.

<sup>6</sup> Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).

<sup>7</sup> Record total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).

<sup>8</sup> Record only hours of instruction received by the students (do not include staff planning or organising time).

<sup>9</sup> Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

<sup>10</sup> Only record amounts which required payment during the 2021 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year. Note the data in this table is a subset of the scholarship data provided in Table 1.

<sup>11</sup> Record all verbal and written scholarship offers for the 2021 calendar year, including those offers that were not accepted by the student. Record the 2021 component of new scholarship offers and the planned 2021 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).

<sup>12</sup> This data confirms the university's compliance with Section 21(3) of the Guidelines.

<sup>13</sup> While universities report on the number of Indigenous staff through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce. Record all Indigenous staff employed by the university, including those not working on ISSP-related activities. The numbers recorded here should be a headcount of staff and not the full-time equivalent. Insert additional lines as needed

# Indigenous Student Success Program 2021 Financial Acquittal

Organisation

University of Western Australia

## 1. Financials – income and expenditure

**Table 1a ISSP income available to support Indigenous students in 2021 (excluding GST)<sup>1</sup>**

Item	(\$)
<b>A. ISSP Grant</b>	
ISSP Grant 2021 (flexible component)	1,287,971.56
ISSP Grant 2021 for preserved scholarships	Nil
<b>Subtotal ISSP Grant 2021</b>	<b>1,287,971.56</b>
<b>B. Other ISSP Related Income</b>	
Rollover of ISSP funds from 2020 (and earlier years)	Nil
Interest earned/royalties from ISSP funding <sup>2</sup>	2,146.20
<i>If no interest has been earned briefly state why</i>	
Sale of ISSP assets	Nil
<b>Subtotal other ISSP related income</b>	<b>2,146.20</b>
<b>Grand total for 2021</b>	<b>1,290,117.76</b>

**Table 1b Other funding available to support Indigenous students in 2021 (excluding GST)<sup>3</sup>**

Item	(\$)
<b>A. Other non-ISSP funds<sup>4</sup></b>	
Other funding provided under HESA <sup>5</sup>	
Other Commonwealth Government funding	
UWA Central Funding:	
• School of Indigenous Studies (SIS)	714,076.77
• Aboriginal Orientation Course	340,014.83
• Centre for Aboriginal Medical and Dental Health (CAMDH)	325,169.47
ATO cash flow boost voluntarily allocated by you to this activity	
Funds derived from external sources <sup>6</sup>	
• Department of Health (DOH)	90,000.00
• Rio Tinto	60,000.00
• Bequests, Donations & Others	518,405.42
<b>Total of other non-ISSP funds for 2021</b>	<b>2,047,666.49</b>



<b>Table 1c Expenditure on support for Indigenous students during 2021 (excluding GST)<sup>7</sup>Item<sup>8</sup></b>	<b>Actual ISSP (\$) <sup>9</sup></b>	<b>Estimate other funds (\$) <sup>10</sup></b>	<b>TOTAL (\$) <sup>11</sup></b>
Preserved scholarships	Nil		Nil
Scholarships from flexible ISSP funding	535,000.00		535,000.00
Scholarships-Others Scholarships from Other sources includes <i>UWA administered scholarships estimated at \$468,905.42</i>		518,405.42	518,405.42
Salaries for staff working on ISSP activities (excluding JobKeeper payments) <sup>12</sup> Academic Coordinator, Orientation Coordinator, fractional Indigenous Services Officer & administrative support staff	459,827.65		459,827.65
Salaries for UWA funded positions <i>Estimated salaries for positions supporting teaching of Indigenous curriculum and program strategies: PVC Indigenous Education, academic and professional support staff</i>		630,408.46	630,408.46
Salaries for UWA CAMDH positions Academic teaching and support staff for medical students and teaching of Indigenous medical curriculum		325,169.47	325,169.47
Salaries for Teaching the Aboriginal Orientation Course Academic teaching and support staff for Aboriginal students enrolled in the Aboriginal Orientation Course		340,014.83	340,014.83
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)			
Tutorial Assistance	156,678.78		156,678.78
Outreach programs Student residential programs, on campus and school visits, expos, promotional materials, testing costs regional students (net of Abstudy claim)	(* ) 39,449.36	144,667.93	184,117.29
Student engagement and community events Student resources, social and cultural events, Indigenous Nationals), end of year student, family and community celebration	11,995.10	54,677.05	66,672.15
Student leadership and development Student exchange and conferences (AIDA, Inaugural Indigenous Women's Leadership Symposium), computers, financial assistance and direct student cost		37,676.94	37,676.94
Travel – domestic (airfares, accommodation & meals)			Nil
Travel – international (airfares) <sup>13</sup>			Nil
Travel – international (accommodation and meals)			Nil
Conference fees and related costs <sup>14</sup> (included in Student leadership & development)			Nil
ISSP Asset purchases made during 2021 <sup>15</sup>			Nil
Other (including other ATO cash flow boost expenditure not included in above figures)			Nil
<b>A. Total Expenditure 2021</b>	<b>\$1,202,950.89</b>	<b>\$2,051,020.10</b>	<b>\$3,253,970.99</b>
<b>B. Unexpended 2021 ISSP funds approved for rollover into 2022 grant year<sup>16</sup></b>	<b>\$ 87,166.87</b>		

C. Unexpended 2021 ISSP funding to be returned to the NIAA – flexible component	Nil		
D. Unexpended 2021 ISSP funding to be returned to the NIAA – preserved scholarships	Nil		
<b>2021 ISSP funding committed (A + B + C +D)<sup>17</sup></b>	<b>\$1,290,117.76</b>		

Note \* – Amount includes encumbrance.

<b>For NIAA information only</b>	
JobKeeper payment/s received and expended on this activity (value \$)	

## 2. Rollovers

Table 2 Rollovers <sup>18</sup>

	Rolled over (\$) (A)	Expended/committed <sup>19</sup> (\$) (B)	Excess to be returned to the NIAA <sup>20</sup> (\$) (C) (C = A – B)
2019 funds rolled over into 2021			Nil
2019 funds approved for roll over into 2022 (if applicable)			
2020 funds rolled over into 2021			Nil
2020 funds approved for roll over into 2022 (if applicable)			
2021 funds approved for roll over into 2022	<b>\$ 87,166.87</b>		

Please provide details of rollovers outlined in Table 2:

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

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

## 3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2021<sup>21</sup>

1. GST received by you in 2021 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> <sup>22</sup>	\$	Nil
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$	Nil
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /	Date remitted: / /

## 4. ISSP Assets

Table 4a ISSP Assets inventory<sup>23</sup>

Asset Description/ category	Adjustable Value <sup>24</sup>	ISSP contribution <sup>25</sup>
Nil		

**Table 4b ISSP Assets - purchases during 2021** <sup>26</sup>

Asset Description/ category	Purchase Value	ISSP contribution
Nil		
Nil		

**Table 4c ISSP Assets - disposals during 2021**

Asset Description/ category	Adjustable value	Disposals/ Sale Price <sup>27</sup>	ISSP component <sup>28</sup>	Disposals Age <sup>29</sup>
Nil				
Nil				

## 5. Endorsement of the Financial Acquittal<sup>30</sup>

2021 Financial Acquittal supported and initialled by:

Name:

Title:

Phone:

Email:

Signed: 
"/>

Date:

## INDIGENOUS STUDENT SUCCESS PROGRAM 2021 CERTIFICATION

Complete this certification after reading the completed 2021 Performance Report and 2021 Financial Acquittal for the Indigenous Student Success Program.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Program as set out in the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2021 Indigenous Student Success Program Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2021 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2021 under the Indigenous Student Success Program; and
- (iv) Indigenous Student Success Program funds, and any interest earned or royalties/income derived from these funds, was expended on activities consistent with the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*.

I understand that:

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

### Certification recommended by the university's Indigenous Governance Mechanism:

Name:   
Title:

Signed:  Date:

### Certification made by Vice-Chancellor or equivalent delegate<sup>31</sup>:

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



