

Indigenous Student Success Program

2020 Performance Report

| | | | |
|----------------|--------------------------|--------|-------------------|
| Organisation | University of Wollongong | | |
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1. Enrolments (Access)

Gratifyingly, we see a continuing increase in our actual overall Indigenous Equivalent Full-Time Student Loads (EFTSL) data and position which illuminates the success of our access strategies. The rise of EFTSL is testimony to the outreach activities administered by Woolyungah Indigenous Centre (WIC) in partnership with numerous internal stakeholders including UOW Admissions and In2Uni. WIC remains the primary driver and strategic owner of programs and activities aligned to Indigenous student retention, recruitment and completion for University of Wollongong (UOW) made possible through ISSP funding.

The COVID-19 pandemic saw us adopt new engagement strategies that endeavoured to provide us with astounding results. As high schools ceased non-essential visitors and events, we developed and implemented initiatives that included the “Your future matters” campaign that aimed to connect with Year 11 and 12 Indigenous high school students across New South Wales, and their key contacts to:

- build relationships
- alleviate stress and anxiety associated with Higher School Certificate study and entry into University
- develop personalised after-school pathways plans (involving career planning, subject selection guidance, pathway options)
- Increase awareness of WIC’s Indigenous Admissions Program (IAP) and other future student services.

In addition we were able to provide schools with:

- Year 12 pathway chats
- Year 10 subject selection chats
- Career mapping zoom sessions
- Information on the possible free summer camp December 2020 (COVID-19 dependant)
- WIC merchandise packs sent to numerous schools
- Opportunities to participate in our online Indigenous Admissions Program (IAP) at the end of Term 2
- WIC & UOW information brochures
- Staff Business cards

As the Australian Indigenous Mentoring Experience (AIME) programs exited the local region in the later part of 2020, WIC took ownership of local high school outreach. In term four WIC commenced the WIC ambassador school engagements initiative. This initiative has engaged local Indigenous high school students in culturally appropriate information sharing sessions. WIC Student Ambassadors employed story-telling narratives to share their education journey to build rapport and lead the exploration of potential engagement activities for 2021. This was funded by other University resources.

Our longstanding Indigenous Admissions Program (IAP) transitioned from a 2 day face to face assessment process to a 1 day online assessment and interview process. This shift translated into considerable increases in applications, participation and offers. This program is ISSP funded.

Our 22 Student Reward Scholarships comprised of projected 2020 underspends and the categories were as follows:

- High Achiever Award for receiving high results across all of your subjects;
- Striving for Success Award for illuminating your commitment to academic success;
- Courage and Kindness Award demonstrating ongoing courage and commitment to reach your education goals;
- Maintaining Excellence Award for constantly achieving high results;
- Seeking out Opportunities Award consistently seeking out new opportunities and successfully managing your academic and community commitments;
- WIC Active Engagement Award for your engagement and interest with students, staff and WIC activities; and
- Dedication to Understanding Country Award your Postgraduate Research which continues to strengthen our connections to Country.

Table 1 Scholarships - breakdown of 2020 payments^{1 2 3}

| | Education Costs | | Accommodation | | Reward | | Total ^{4 5} | |
|----------------------------|-----------------|-----------|---------------|-----------|--------------|-----------|----------------------|------------|
| | \$ | No. | \$ | No. | \$ | No. | \$ | No. |
| Enabling ⁶ | 7200 | 3 | 47249 | 4 | 0 | 0 | 54449 | 7 |
| Undergraduate ⁷ | 112650 | 63 | 165372 | 14 | 21000 | 21 | 299022 | 98 |
| Post-graduate ⁸ | 12575 | 8 | 0 | 0 | 1000 | 1 | 13575 | 9 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 132425 | 74 | 212621 | 18 | 22000 | 22 | 367046 | 114 |

2. Progression (access and outcomes)

For two consecutive years the access, utilisation and engagement of our Indigenous Tailored Academic Program (ITAP) has attributed to the overall and significant increase in our national Success Rate position. The promotion of the program and the recruitment of high achieving and suitable tutors, content experts and employment of academic support staff has enabled students to succeed and gain confidence in their academic abilities. We transitioned our face to face delivery to online for our Cultural Competency training, Trauma Informed Practice and Accidental Counselling training to our casual ITAP staff. Ensuring our students varying needs and experiences are continually understood has also attributed to the success of the program. Overall 87% of all students engaged with ITAP received a minimum of a pass in 2020.

An agile and reactive approach to our delivery of tutorial assistance was enacted to ensure our students were not heavily disrupted or disadvantaged due to the move to online delivery. Early on, we developed and shared a survey to all students in an attempt to understand what barriers to online delivery that may encounter and followed up with actions that addressed the identified and predictable barriers. This included provision of loan laptops, headsets, WIFI dongles, vouchers and office/study furniture all funded through ISSP funds.

Our In-house Academic support was utilised extensively and a total of 335 Academic Consultations held during 2020. The implementation of a WIC Academic Moodle Hub allowed students to engage with and access resources to support and enhance their academic skills. These activities and engagements were all ISSP funded.

Early in Autumn session, like most Australian Universities, UOW transitioned the delivery of all face-to-face learning to an online delivery mode. WIC responded by conducting a Student Call campaign where WIC staff contacted students to find out how they were managing the transition and to check in on their overall Social, Emotional, Cultural Well-being as impacted by the pandemic.

From week 5, the Student Success Stream introduced a new campaign called Zoom Yarns. The introduction of this campaign aimed to provide support to students and give them an opportunity to communicate their struggles and do so among peers. The primary aim of the Zoom Yarns was to provide students with an opportunity to discuss their experience of transitioning to an online delivery mode, network with students from their cohort and discuss ways to manage this change. This information was gathered through 1 hour zoom sessions facilitated by our Student Success Advisor, WIC student ambassadors and ITAP tutors.

Secondary aims included:

- Compile any trends from the discussions to understand how WIC can advance its services;
- Provide information about how to access different support services in the University;
- Create a strong online support model from the Student Success Stream and the WIC team collectively;
- Allow students to share ways to manage online learning

Woolyungah Indigenous Centre organisation structure for 2020 included:

1 FTE x Director

1 FTE x Student Success Advisor

1 FTE x Student Support Co-ordinator

1 FTE x Future Student and Community Engagement Co-ordinator

1 FTE x Indigenous Tutorial Assistance Officer

1 FTE x Indigenous Tailored Academic Support – Associate Lecturer

1 FTE x Administration Assistant

1 FTE x ITAP & Engagement Assistant

1 FTE x Employability & Engagement Co-ordinator

145 x casual ITAP Success staff

All positions funded through ISSP funding.

Table 2a Tutorial assistance provided in 2020

| Level of study | Number of students assisted | Total hours of assistance ⁹ | Expenditure ¹⁰ (\$) |
|----------------|-----------------------------|--|--------------------------------|
| Enabling | 9 | 157 | |
| Undergraduate | 255 | 7970 | |
| Post graduate | 11 | 201 | |
| Other | 0 | 0 | 0 |
| Total | 275 | 8328 | 491,151 |

Table 2b Indigenous Support Activities provided in 2020¹¹

| Activity ^{12 13} | Number of student participants | Expenditure (\$) |
|--|--------------------------------|------------------|
| Tutorial Assistance | 275 | 491,151 |
| Indigenous Support Unit or other Indigenous student support activities | 472 | 1,412,331 |
| Employability Services | 306 | 115,000 |

3. Completions (outcomes)

Most satisfyingly, we have recorded the highest completion rates since the inception of ISSP which is a great achievement overall for UOW and testimony to the commitment and dedication of all members of the WIC team and the wider UOW community.

Directly funded by ISSP, WIC Student Employability and Engagement Coordinator delivered a series of initiatives and activities centred on graduate employment outcomes. These included a WIC conducted calling campaign in an attempt to contact each Indigenous graduate from the past 12 months. Of the total number of Indigenous graduates from 2019,

83.9% engaged in a phone conversation to discuss their current status in relation to academic and career aspirations.

WIC delivered two industry panels to assist students in navigating their degree to align with future career aspirations. The panel discussed specific employment opportunities existing within various industry partners, whilst demystifying the recruitment and selection process. The panellists included UOW academics, WIC alumni, and Aboriginal Employment Engagement staff from within industry organisations.

From the 2019 Indigenous graduate cohort, it was determined that a high proportion of our students were not able to participate in their official UOW graduation ceremony due to the restrictions in place relating to COVID-19. The WIC team arranged for a Graduation package to be delivered to each of these graduates. This package contained a UOW graduation bear, a WIC phone popper, and a letter of congratulations.

WIC continued to strengthen our strong partnership with CareerTrackers, an external organisation who places Indigenous students into internships within the corporate sector. As at 2020, UOW is the largest CareerTrackers University Partner in the state, and the second largest nationally.

4. Regional and remote students

The consistent trend in increased actual numbers of regional and remote students is testimony to the work carried out in partnership with our Regional Campus managers and relative schools. WIC worked closely with the campus managers of our Shoalhaven, Bega and Batemans Bay campuses. The support offered through the employment of several casual staff evolved due to COVID-19 and the many restrictions in place. In addition, UOW offered Bushfire affected students with additional financial payments and holistic supports and these responsive support activities were taken up by several of our students.

Our activities to improve access to University study was demonstrated with the transition of our IAP to an online delivery model, this enabled our regional and remote students to engage in the admissions process from the comfort of their own space and saw an increase in the overall number of regional students sit the assessment and accept offers in 2021.

Table 4 Scholarship data for remote and regional students^{14 15}

| | Education Costs | | Accommodation | | Reward | | Total ¹⁶ | |
|--|-----------------|-----------|---------------|-----------|--------------|-----------|---------------------|------------|
| | \$ | No. | \$ | No. | \$ | No. | \$ | No. |
| A. 2019 Payments | 154950 | 37 | 191597 | 18 | 15000 | 17 | 361547 | 72 |
| B. 2020 Offers ¹⁷ | 177425 | 84 | 272621 | 22 | 22000 | 22 | 472046 | 128 |
| C. Percentage ¹⁸ (C=B/A*100) | | | | | | | 130 | 177 |
| 2020 Payments | 132425 | 74 | 212621 | 18 | 22000 | 22 | 367046 | 114 |

5. Working with Vulnerable People Requirement¹⁹

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

6. Eligibility requirements

6.1. Indigenous Education Strategy

2020 saw the successful completion of UOW's Aboriginal and Torres Strait Islander Education Research Engagement Enabling Strategy 2017 – 2020 (ATSIEREEES). This strategy and the outcomes have been achieved and meet the requirements of ISSP. The strategy is systematically broken into five categories: Curriculum and Research, Student Completion, Cultural awareness and recognition, Community and Consultation.

Simultaneously, UOW has been committed to achieving the target and actions as included in the 2019 – 2021 Reconciliation Action Plan (RAP). Included in the RAP are five key components that specifically identifies outcomes for a whole of University approach and response to Indigenous Student Completions. The RAP is funded by other UOW funds.

UOW is committed to Jindaola, an Indigenous Knowledge Curriculum program. Employing and embedding into its academic workforce and other UOW business streams, local knowledge and pedagogical ways of learning and teaching. The academic staff member creating, delivering and implementing this program, has been acknowledged globally through receipt of several higher education awards. Through this work interdisciplinary teams of UOW staff are walked through an 18 month de-colonial journey moving them towards an emerging conceptual theory of 'curriculum reconciliation'. Jindaola is moving into its eighth cohort and continues to engage a flourishing community of staff, Aboriginal Elders and community members. This program is funded by UOW funds.

<https://www.uow.edu.au/assets/contributed/woolyungah-indigenous-centre/ABORIGINAL-AND-TORRES-STRAIT-ISLANDER-EDUCATION,-RESERACH-AND-ENGAGEMENT-ENABLING-STRATEGY-2016-2020.pdf>

<https://www.uow.edu.au/about/our-vision-strategy/our-aboriginal-torres-strait-islander-strategy/reconciliation-action-plan/>

<https://www.uow.edu.au/about/our-vision-strategy/our-aboriginal-torres-strait-islander-strategy/our-people/>

<https://www.uow.edu.au/about/learning-teaching/jindaola/>

6.2. Indigenous Workforce Strategy

UOW reports on the number of Aboriginal and Torres Strait Islander staff members and the information below is the number of ALL Aboriginal staff employed for the 2020 calendar year.

Table 6.2 Indigenous workforce data (2020 breakdown)

| Level/position | Permanent | | Casual/contract/fixed-term | |
|------------------------|-----------|--------------|----------------------------|--------------|
| | Academic | Non-academic | Academic | Non-academic |
| Trainee/ Apprentice | | | | 3 |
| Level 1 | | 1 | | |
| Level 2 | | | | |
| Level 3 | | 4 | | 2 |
| Level 4 | | 3 | | |
| Level 5 | | 10 | | 6 |
| Level 6 | | 1 | | 1 |
| Level 7 | | 3 | | |
| Level 8 | | 2 | | |
| Level 9 | | | | 1 |
| Level A | | | 5 | |
| Level B | 2 | | 4 | |
| Level C | 3 | | 1 | |
| Level E | 1 | | | |
| Senior Management | | | 1 | 3 |
| Casual Exam Supervisor | | | | 1 |
| Casual Teacher | | | 4 | |
| TOTAL | 6 | 24 | 15 | 17 |
| | | | | |
| GRAND TOTAL | | 62 | | |

Note: Casual staff are defined in our enterprise agreements as those employed in normally irregular/ short duration and those casual contract employees engaged on an hourly basis.

UOW Indigenous Workforce Strategies

The University has met its requirements under section 12 of the ISSP Guidelines as follows;

- a) The revised UOW Aboriginal Employment Enabling Strategy (AEES) aligned to the UOW Strategic Plan is concurrent with **Goal 3 – Making a difference for our communities** that focuses on promoting safe, respectful and socially inclusive communities where our common commitment to equity, diversity, reconciliation and human dignity is lived by all. The UOW Reconciliation Action Plan (RAP) is also closely aligned to the AEES with partnered activities that collectively facilitate and support faculties and divisions to reach the agreed 3% Aboriginal employment target.

In accordance with the ISSP guidelines the organisation's Indigenous Workforce Strategy must include key performance indicators. With reference to the revised Strategy (AEES) the three key priority areas are as follows:

- I. **Recruitment:** Increase Aboriginal staff representation across a wide range of positions
- II. **Retention:** Retain Aboriginal staff employed at UOW
- III. **Career Development:** Provide career and professional development for Aboriginal staff.

The UOW AEES (2020-2025) and UOW RAP (2019-2021) are public documents that can be accessed below:

<https://documents.uow.edu.au/content/groups/public/@web/@eed/documents/doc/uow265895.pdf>

<https://www.uow.edu.au/about/our-vision-strategy/our-aboriginal-torres-strait-islander-strategy/>

- b) In line with the ISSP guideline requirements UOW also met annual AEES outcomes that prioritised the following areas:
 - I. Increasing the number of academic employees engaged by the University who are Indigenous persons; and
 - II. The professional development and career advancement of academic employees engaged by the provider who are Indigenous persons;

Demonstrated Outcomes

The annual AEES Activity: 1.10. specifies that UOW will 'align and support opportunities for prospective Aboriginal academics to increase the number of academic positions in each faculty'. This will be achieved by at least two targeted or identified positions filled each year and the measurable outcome includes:

- The establishment of at least one Career Development Fellow and/ or Scholarly Fellows are targeted to and filled by Aboriginal Academics and;
- An increase of at least one academic position per year is filled by an Aboriginal person.

According to the 2020 data, there has been an increase in Aboriginal employment in the academic areas from 1.1% in 2019 to 1.3% in 2020. This is attributed to a targeted recruitment approach in the following areas;

- Two newly established Aboriginal identified positions recruited for and successfully filled, including a Senior Lecturer (Indigenous Health) and an Associate Lecturer (Social Work).
- An Associate Research Fellow position was filled by an Aboriginal academic, appointed to work with the Australian Health Services Research Institute.
- An Aboriginal targeted Career Development Fellowship position established using the exemption granted to UOW (under section 126 of the Anti-discrimination Act 1977 (NSW)) to enable the targeting of mainstream positions to Aboriginal applicants only. An existing Aboriginal academic staff member was appointed to a Career Development Fellowship position in 2020.

- UOW offers Equity Fellowships to assist academic staff with the completion of their PhD program. Two Aboriginal academics were successful in being granted a HR Equity Fellowship resulting in the allocation of financial assistance to support the final stages of their PhD's.
- c) *With reference to section 12 of the ISSP guidelines that states; for the 2018 grant year and subsequent grant years, include a plan agreed by an administering officer in writing that:*
- (i) increases the number of employees engaged by the provider who are Indigenous persons to at least 3 per cent of all employees of the provider; and*
 - (ii) provides the employment of at least one Indigenous person as a senior executive employee at the level of Pro Vice-Chancellor or Deputy Vice-Chancellor, or equivalent level.*

Demonstrated Outcomes

- (i) Following extensive consultation with UOW Aboriginal and non-Aboriginal staff, UOW's AEES (2020-2025) was finalised and endorsed by the senior executive. Feedback informed the final Strategy with contributions from a wide cross section of academic and professional services staff across all UOW campuses. The AEES has clear accountabilities with measurable outcomes and timeframes that demonstrate how UOW will meet its 3% Aboriginal employment target in accordance with the ISSP Guidelines.
- (ii) During the reporting period, an Aboriginal person held a senior executive position at DVC or PVC level, or equivalent. The Pro Vice-Chancellor (Inclusion & Outreach) led by the Health and Communities portfolio actively engaged in Aboriginal activities including at UOW's regional campuses. This role had the additional support of a permanent position providing administrative support to adequately resource and assist their roles and responsibilities.

Ongoing activities

The implementation and ongoing activities aligned to the Strategy include:

- The implementation of UOW Aboriginal and Torres Strait Islander Recruitment Guidelines are also included in new HR systems
- Advertising job opportunities continue to be distributed via targeted websites, organisations and networks
- Recruitment practices remain flexible and culturally sensitive
- The use of targeted statements and definitions of affirmative measures are included in recruitment advertising

- UOW continue to utilise the Exemption Order granted by the NSW Anti-Discrimination Board (s126 of the Anti-Discrimination Act 1977 (NSW) targeting mainstream positions to be filled by Aboriginal and/ or Torres Strait Islanders.

UOW's ongoing commitment in offering entry level opportunities is successful through their traineeship and apprenticeship programs. One participant of the 'UOW School Based Apprenticeships and Traineeships (SBATs) Program' completed their HSC and school based training component in 2020. The UOW School Based Apprentice converts to a full time UOW Apprentice and will complete their trade qualification within the Faculty of Engineering and Information Sciences.

With the impacts of COVID-19 across the sector, it was important to promote additional initiatives to retain and support our Aboriginal staff. Flexible work practices were escalated and contact with Aboriginal employees was crucial and included:

- Circulation of information regarding support and services
- Aboriginal staff had access to internal and external mentoring services
- Many UOW initiatives were reassigned to offer an online platform to support staff including access to professional development resources, LinkedIn Learning and health and wellbeing resources and contacts.

Indigenous Employment Strategy included in Human Resources Activities

To support our activities, UOW's Aboriginal Employment Strategy Officer continues to drive Aboriginal employment as a priority in the Human Resources (HR) Division. This positioning enables the role to focus on strategic and critical recruitment activities through close relationships with the Recruitment and Employment Relations functions in particular. The Aboriginal Employment Strategy Officer also works with HR Business Partners to support Aboriginal employment opportunities and retention strategies. This role works closely with HR staff in managing day to day employment matters for Aboriginal staff including, but not limited to, promotion, probation, career development and retention.

Equity, Diversity and Inclusion Policy Information

UOW's commitment to Indigenous Workforce Strategies is further supported by the following documents, the Equity, Diversity and Inclusion Strategy and the Equity, Diversity and Inclusion Policy.

<https://www.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow157844.pdf>

<https://www.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow158386.pdf>

6.3. Indigenous Governance Mechanism

The Indigenous Governance Advisory Group function remains unchanged from previous years. The main functions include:

1. Provide direction on the distribution of ISSP funds at UOW, in accordance with the ISSP guidelines;
2. Advise on Government reporting and internal performance monitoring pertaining to the use of ISSP funds;
3. Consider proposals for use of ISSP funds;
4. Provide advice to ensure UOW is compliant with ISSP guidelines and requirements.

In 2020 the Indigenous Governance Advisory Group consisted of:

- Professor Alison Jones – Deputy Vice-Chancellor (Health & Communities) (only non-Aboriginal or Torres Strait Islander group member (10 years))
- Professor Paul Chandler – Pro Vice-Chancellor (Inclusion and Outreach) (11 years)
- Matthew Wright – Director, Financial Services (21 years)
- Christina Roberts – Aboriginal Employment Strategy Officer, Human Resources (3 years)
- Jaymee Beveridge – Director Woolyungah Indigenous Centre (3 years)

Quarterly meetings were held over the year. The main agenda items discussed throughout the year included:

- ISSP Budget & financial reporting
- Aboriginal Employment Enabling Strategy
- Reconciliation Action Plan
- Ongoing ISSP compliance

6.3.1. Statement by the Indigenous Governance Mechanism

The UOW Indigenous Governance Mechanism (IGM) continued in the form of Indigenous Governance Advisory Group. The IGM has governed and made decisions on the use and implementation of the ISSP funding. The performance report highlights that UOW is effectively utilising the funding in accordance with the ISSP guidelines.

The Director of WIC, has continued to work closely with National Indigenous Australians Agency and other universities to ensure appropriate initiatives to support the success of our indigenous students are both in place and in accordance to the ISSP guidelines.

Again, UOW is extremely well placed to continue to deliver successful measures and outcomes for our Indigenous students.

Additional information for completing the template

-
- ¹ Only payments made during 2020 can 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.
- ² Record the number of students (head count) not EFTSL.
- ³ Include both preserved and new ISSP scholarships.
- ⁴ This figures in this column should be the sum of the relevant row.
- ⁵ The total may not be the sum of the previous columns as some students may receive several scholarships.
- ⁶ Include payments to all enabling students, including remote and regional students.
- ⁷ Include payments to all undergraduate students, including remote and regional students.
- ⁸ Include payments to all postgraduate students, including remote and regional students.
- ⁹ Record only hours of instruction received by the students (do not include staff planning or organising time).
- ¹⁰ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.
- ¹¹ Add more rows if necessary.
- ¹² Include a brief description of the activity.
- ¹³ Providers can either provide a breakdown of the major activities or a total for all the activities undertaken. Examples of activities may include mentoring, outreach activities, promotion of scholarships, events, elder-in-residence, career guidance etc.
- ¹⁴ Only record amounts which would/did require payment during the 2020 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.
- ¹⁵ Note the data in this table is a subsection of the all student scholarship data provided in Table 1.
- ¹⁶ This figures in this column should be the sum of the relevant row.
- ¹⁷ Record all verbal and written scholarship offers for the 2020 calendar year, including those offers that were not accepted by the student. Record the 2020 component of new scholarship offers and the planned 2020 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).
- ¹⁸ This data confirms the provider's compliance with Section 21(3) of the Guidelines.
- ¹⁹ This section confirms that the provider complies with Section 35A of the Guidelines.

Indigenous Student Success Program 2020 Financial Acquittal

Organisation

University of Wollongong

1. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2020 (excluding GST)¹

| Item | (\$) |
|---|-----------------------|
| A. ISSP Grant | |
| ISSP Grant 2020 (flexible component) | \$2,032,331.45 |
| ISSP Grant 2020 for preserved scholarships | 0.00 |
| Subtotal ISSP Grant 2020 | \$2,032,331.45 |
| B. Other ISSP Related Income | |
| Rollover of ISSP funds from 2019 | 0.00 |
| Interest earned/royalties from ISSP funding | 0.00 |
| Sale of ISSP assets | 0.00 |
| Subtotal other ISSP related income | 0.00 |
| Grand total for 2020 | \$2,032,331.45 |

Table 1b Other funding available to support Indigenous students in 2020 (excluding GST)²

| Item | (\$) |
|---|---------------------|
| A. Other non-ISSP funds | |
| Other funding provided under HESA ³ | 0 |
| Other Commonwealth Government funding | 0 |
| ATO cash flow boost voluntarily allocated by you to this activity | 0 |
| Funds derived from external sources ⁴ | \$217,174.00 |
| Total of other non-ISSP funds for 2020 | \$217,174.00 |

Table 1c Expenditure on support for Indigenous students during 2020 (excluding GST)⁵

| Item | Actual ISSP (\$) ⁶ | Estimate other funds (\$) ⁷ | TOTAL (\$) ⁸ |
|--|-------------------------------|--|-------------------------|
| Preserved scholarships | 0 | 0 | 0 |
| "New" scholarships from flexible ISSP funding | \$367,046.00 | 0 | \$367,046.00 |
| Teaching and learning ⁹ | | 0 | 0 |
| Salaries for staff working on ISSP activities (excluding JobKeeper payments) ^{10 11 12} | \$1,478,430.00 | 0 | \$1,478,430.00 |
| Administration for staff working on ISSP activities ¹³ | 0.00 | 0 | 0.00 |
| Travel – domestic (airfares, accommodation & meals) | \$5,549.00 | \$2,128.00 | \$7,677.00 |
| Travel – international (airfares) | | 0.00 | 0.00 |
| Travel – international (accommodation and meals) | 0.00 | 0.00 | 0.00 |
| Conference fees and related costs ¹⁴ | 0.00 | 0.00 | 0.00 |
| ISSP Asset purchases made during 2020 ¹⁵ | 0.00 | 0.00 | 0.00 |
| Other (including other ATO cash flow boost expenditure not included in above figures) | \$181,306.45 | \$104,021.63 | \$285,328.08 |
| A. Total Expenditure 2020 | \$2,032,331.45 | \$106,149.63 | \$2,138,481.08 |
| B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year | <i>NIL</i> | | |
| 2020 ISSP funding committed (A + B) | \$2,032,331.45 | | |
| D. Other unexpended 2020 ISSP Funds to be returned to PM&C¹⁶ | <i>NIL</i> | | |
| C. Unexpended 2020 preserved scholarships funds to be returned to PM&C | <i>NIL</i> | | |

For NIAA information only

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

2. Rollovers

Table 2 Rollovers agreed

| | Rolled over (\$) (A) | Expended/committed ¹⁷ (\$) (B) | Excess to be returned to the Department ¹⁸ (C) (C = A – B) |
|--|----------------------|---|---|
| 2019 funds rolled over into 2020 | N/A | N/A | N/A |
| 2020 funds approved for rollover into 2021 | N/A | N/A | |

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

- the expenditure of 2019 ISSP funds rolled over into 2020.
- 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 2020¹⁹

| | | |
|---|---------------------|---------------------|
| 1. GST received by you in 2020 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ²⁰ | | \$N/A |
| 2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) ²¹ | | \$N/A |
| Amount remitted: \$ | Amount remitted: \$ | Amount remitted: \$ |
| Date remitted: / / | Date remitted: / / | Date remitted: / / |

4. ISSP Assets

Table 2a ISSP Assets inventory²²

| Asset Description/ category | Adjustable Value ²³ | ISSP contribution ²⁴ |
|-----------------------------|--------------------------------|---------------------------------|
| Nil Return | N/A | N/A |
| | | |

Table 2b ISSP Assets - purchases during 2020

| Asset Description/ category | Purchase Value | ISSP contribution |
|-----------------------------|----------------|-------------------|
| Nil Return | N/A | N/A |
| | | |

Table 2c ISSP Assets - disposals during 2020

| Asset Description/ category | Adjustable value | Disposals/ Sale Price ²⁵ | ISSP component ²⁶ | Disposals Age ²⁷ |
|-----------------------------|------------------|-------------------------------------|------------------------------|-----------------------------|
| Nil Return | N/A | N/A | N/A | N/A |
| | | | | |

5. Endorsement of the Financial Acquittal²⁸

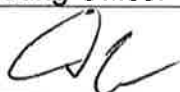
2020 Financial Acquittal supported and initialled by:

Mr Damien Israel

(Print name of relevant officer)

Chief Operating Officer

(Print position title)



(Signature and date)

Telephone contact: 02 4221 4620 E-mail: coo-office@vow.edu.au

INDIGENOUS STUDENT SUCCESS PROGRAMME 2020 CERTIFICATION

Complete this certification after reading the completed 2020 Performance Report and 2020 Financial Acquittal for the Indigenous Student Success Programme.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2020 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2020 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2020 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds, and any interest earned or royalties/income derived from these Funds, was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

I understand that:

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

Certification recommended by university's Indigenous Governance Mechanism:

Name:
Title:
Signed: Date:

Certification made by Vice-Chancellor or equivalent delegate:

Name:
Title:
Signed: Date:

Additional information for completing the template

- ¹ The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2020 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes. Please feel free to add additional "item" lines as required.
- ² Please estimate the funds available.
- ³ Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- ⁴ Examples of other funding are philanthropic donations, other student payments, business income etc.
- ⁵ Where applicable, figures provided in this table must be consistent with the figure provided in the institution's 2020 Performance Report.
- ⁶ List the expenditure of the income listed in Table 1a above.
- ⁷ List the expenditure of the income listed in Table 1b above.
- ⁸ Sum ISSP expenditure and other funds expenditure.
- ⁹ Estimate expenditure on Indigenous students for teaching and learning across all faculties. This may be a pro-rata of CGS funding.
- ¹⁰ 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.
- ¹¹ Include expenditure on salaries for staff that provide tutorial assistance.
- ¹² May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- ¹³ 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.
- ¹⁴ Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- ¹⁵ Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- ¹⁶ Include unspent 2019 funds that were rolled over into 2020 but were not expended during 2020 (i.e. the amount recorded in Table 2, column C).
- ¹⁷ For 2019 funds rolled into 2020, the amount included here should be the amount expended in 2020. For 2020 funds agreed for rollover into 2021, the amount recorded here should be the amount of the funding that has been committed for expenditure in 2021.
- ¹⁸ This amount should be included in the total unspent 2020 amount listed in Table 1c, Section D.
- ¹⁹ 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.
- ²⁰ This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- ²¹ This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- ²² Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- ²³ 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..
- ²⁴ 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).
- ²⁵ Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.
- ²⁶ 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.
- ²⁷ Where groups of assets are disposed of, an average age can be provided.
- ²⁸ If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for

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