# Indigenous Student Success Program
## 2019 Performance Report

| Organisation | Swinburne University of Technology |
|---|---|

| Contact Person | Professor Andrew Gunstone |
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## 1. Enrolments (Access)

| HIGHER EDUCATION | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|
| On Campus | 34 | 43 | 43 | 56 |
| Distance Learning | 3 | 2 | 2 | 2 |
| Hawthorn Online | 4 | 5 | 3 | 6 |
| Open Universities Australia (OUA) | 17 | 22 | 46 | 35 |
| Swinburne Online | 208 | 248 | 254 | 269 |
| Total (Headcount) | 266 | 318 | 348 | 368 |
| Total Indigenous EFTSL | 112.28 | 148.52 | 164.52 | 166 |
| Total Indigenous EFTSL Remote and Regional | 46.18 | 56.50 | 60.23 | 59.41 |

Swinburne's 2017-2019 Reconciliation Action Plan is the primary strategy document for all Aboriginal and Torres Strait Islander policies and practices. Contained within this document are the targets and key performance indicators for Aboriginal and Torres Strait Islander students, employment, research, teaching and learning, and engagement. It is available on Swinburne's website.

The whole of university approach that supports the increase of Aboriginal and Torres Strait Islanders students' access, is the inclusion of the following targets:

- Increase the number of Aboriginal and Torres Strait Islander student enrolments over three years to 0.7% of all higher education students
- Develop an Aboriginal and Torres Strait Islander student recruitment strategy
- Liaise with two schools annually regarding Aboriginal and Torres Strait Islander students
- Review existing Aboriginal and Torres Strait Islander student PAVE and HE scholarships
- Implement a range of more targeted Aboriginal and Torres Strait Islander students PAVE and HE scholarships.

During the RAP's implementation, there has been a 15% increase in student enrolments over the 3 years at Swinburne. 2019 has seen an increase of just over 5% since 2018.

In 2019, there were 368 Aboriginal and Torres Strait Islander students studying an undergraduate or postgraduate degree at Swinburne. The majority (84%) were studying remotely through distance learning, Hawthorn Online, Open Universities Australia and Swinburne Online.

Swinburne facilitates access for Aboriginal and Torres Strait Islander students through modified entry requirements using VTAC's umbrella program, the Special Entry Access Scheme and direct entry special considerations processes through the Special Tertiary Admissions Test (STAT)and Mathslink, a Methods Bridging Program for those school leavers who did not study Mathematical Methods in Year 12.

As a dual sector university, VET courses and the Swinburne Academy assist students reach entry requirements for a university pathway through foundation studies via Unilink Diplomas, professional year programs and associate degrees.

Swinburne offers the Victorian Government's *Free TAFE for Priority Courses* initiative which covers tuition fees for priority courses for students who are eligible for government-subsidised training.

The following initiatives and programs were implemented to increase and improve access for Aboriginal and Torres Strait Islander students:
- Establishment of the Indigenous Student Services Team
- Research completed on the Indigenous Online Learner Experience (details below)
- Indigenous Try Online Scholarships (details listed below)
- Expansion of the SEED Outreach Project - Swinburne, Education, Excellence, deadly (details listed below)
- Became a major partner with the Girls Academy (see details below)
- Established culturally safe student spaces at Hawthorn and Wantirna Campuses
- Participated in Open Day Series Events
- Produced Indigenous specific collateral
- Included Indigenous specific content across Swinburne promotion platforms
- Ran a digital marketing campaign for Online courses
- Recognised and held events for significant Cultural dates

**Indigenous Try Online Scholarships**
The Indigenous Online Scholarship Program, funded through HEPPP, provides financial assistance to Indigenous people who are interested in studying any undergraduate degree offered through Swinburne Online.
There are two components to this program:
a) Start-up scholarships that fund the total cost and amenities fees for two units of study
b) A bursary to support students to complete their degree

To date there have been 25 Indigenous Online Learners who have received the scholarship and 4 awarded in 2019. Of the 25 students 17 have continued their studies.

**SEED Outreach Project-Swinburne, Education, Excellence, Deadly**
The SEED Project (Swinburne, Education, Excellence, Deadly) funded through HEPPP, aimed to foster positive self-concept and encourage Indigenous primary school and secondary school students to consider university study as a viable option.
Engagement focused on Indigenous students in both primary school (Years 3-6) and in secondary schools (Years 7-10) and provided a valuable opportunity for Moondani Toombadool Centre (MTC) to form and consolidate relationships with primary and secondary schools within Swinburne's footprint and the Indigenous community more broadly.
An Eastern Region Indigenous Youth Forum supported with in kind support and collaboration with Department of Education and Training was planned and was to be facilitated by the Victorian Youth Council focusing on connection, relationship and career aspirations. Twenty-seven Secondary schools and thirty-two Primary schools were engaged to promote the Indigenous Youth Forum, however had to be cancelled due to very low registration numbers.
A further 92 schools were reengaged, and awards given to high achieving Indigenous students from Years 5 -12.

**Girls Academy Partnership**

The Girls Academy partnership, also funded through HEPPP, is a registered not for profit organization supporting Aboriginal and Torres Strait Islander girls in secondary school throughout Australia. There are currently 45 Academies across Australia.

Swinburne's partnership provides Swinburne with a dedicated Girls Academy Post Schools Option Officer focusing on securing University pathways and promotes university pathways to over 2700 Indigenous girls nationally.

Engagement activities included:

- Visits with NSW Girls Academies in Muswellbrook and Singleton, 35 Indigenous girls engaged from Years 10-12
- Major sponsor and attendance at the Annual Girls Academy Summit and Career Expo with over 200 Year 12 Indigenous Girls attending plus the wider Indigenous school community of Sydney. Collaborated with Centre for Astrophysics and Super Computing who provided an interactive VR experience for the summit.
- Broome Girls Academy Fasheaming workshop (Fashion Dreaming) held, with Lyn-Al Young, Indigenous Fashion Designer and Swinburne Marngo Designing Futures project

**Indigenous Online Learner Research**

Funded through HEPPP, a Research Assistant was employed and used a multimethod approach to analyse student's perceptions, inclusion and participation in their online courses and higher education journey. Through the administration of an online survey and follow-up phone interviews, virtual walk-alongs and netnography methods, the Online survey explored five key areas identified as being vital to online student success:

- Theme 1-Preparedness
- Theme 2-Orientation
- Theme 3-Community
- Theme 4-Support
- Theme 5-Success

*Fifty-nine* Indigenous online learners completed the online survey and *twenty six* Indigenous online learners participated in follow up phone interviews.

A literature review was also completed, and a final report was presented as part of the Indigenous Research Lecture Series and at the annual Australia & New Zealand Student Services Association Conference (ANZSSA), Dunedin New Zealand.

**International Indigenous Study Tour**

As part of an "International Indigenous Exchange Consortium" that comprises Swinburne, University of Sasketchewan (Canada), University of North Carolina, Swinburne hosted the ***International Indigenous Study Tour*** funded through HEPPP, the Moondani Toombadool Centre and FHAD. This study tour allows students to broaden their understanding of Indigenous culture, history and memory to gain a deeper understanding of the role of Indigenous Cultures in the contemporary world.

Students enrolled into the Swinburne unit INS20003 Indigenous/Native American Study Tour and involved visits to traditional country of First Nations people. 17 visitors from the University of North Carolina and University of Saskatchewan attended along with 3 local Swinburne students including one regional Indigenous Online Learner who was fully funded to attend.

**Table 1      ISSP Scholarships - breakdown of 2019 payments[1] [2] [3]**

| | Education Costs | | Accommodation | | Reward | | TOTAL (of preceding columns) | |
|---|---|---|---|---|---|---|---|---|
| | $ | No. | $ | No. | $ | No. | $ | No. |
| Enabling[4] | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Undergraduate[5] | $2727 | 21.5 | $5456 | 8 | 0 | 0 | 0 | 29.5 |
| Post-graduate[6] | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Total** | $2727 | 21.5 | $5456 | 8 | 0 | 0 | $102253 | 29.5 |

| | |
|---|---|
| Value of Scholarships <u>awarded</u> by the university to **remote or regional students** in the **2017** academic year (Section 21(3) in the Guidelines refers) | **$ 35,609.50** |
| Value of Scholarships <u>offered</u> by the university to **remote or regional students** in the **2018** academic year (Section 21(3) in the Guidelines refers) | **$ 36,132** |
| Value of Scholarships <u>offered</u> by the university to **remote or regional students** in the **2019** academic year (Section 21(3) in the Guidelines refers) | **$87, 279** |

a) Number of enabling Indigenous <u>students</u> that received any form of ISSP scholarship:
b) Number of undergraduate Indigenous <u>students</u> that received any form of ISSP scholarship:
c) Number of post-graduate Indigenous <u>students</u> that received any form of ISSP scholarship:
d) Number of other <u>students</u> that received any form of ISSP scholarship:
e) Total number of Indigenous <u>students</u> that received any form of ISSP scholarship[7]:

## 2. Progression (access and outcomes)

| | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|
| Hawthorn | 80% | 74% | 82% | 72% |
| Distance Learning | 60% | NA | 67% | 100% |
| Hawthorn Online | 67% | 100% | 100% | 58% |
| Open Universities Australia | 79% | 59% | 46% | 74% |
| Swinburne Online | 66% | 66% | 71% | 69% |
| Total | 70% | 66% | 70% | 70% |

The following 2017-19 RAP targets were set to increase Aboriginal and Torres Strait Islander student progression rates at both unit and course level:
- Establish Aboriginal and Torres Strait Islander spaces – including office spaces and support areas – at all Swinburne campuses for Aboriginal and Torres Strait Islander staff and students.
- Increase the percentage of Aboriginal and Torres Strait Islander students participating in Swinburne academic skills programs from 1.2% to 3%.

Moondani Toombadool Centre implemented the following initiatives to increase success and retention rates of Indigenous students:
- Delivered a comprehensive 1-day Orientation Program for commencing students
- Refurbished and launched new Student Lounge
- Increased promotion of Indigenous Academic Success Program (IASP) tutorial program. Tutors must attend Face to face Cultural Awareness Training prior to working with students.

- Strategic student communication plan developed promoting Indigenous Student Services during key times of a student lifecycle.
- Monthly student focussed newsletters and student only Social Media platform launched
- Compulsory online staff Indigenous cultural competency module to be completed by all commencing staff and every 2 years
- Aboriginal and Torres Strait Islander students funded and honoured at graduation ceremonies
- Fully supported participation in Indigenous University Games
- Sorry Day, Reconciliation and NAIDOC week whole of university events
- Engagement and promotion in broader university student events such as "Celebrate Your Heritage Week"
- Fully funded support for Indigenous students to participate in International Indigenous Study Tour
- Online Scholarships
  - Try Online Scholarship
  - Indigenous Online Success award

**Moondani Toombadool Centre**

The Moondani Toombadool Centre was formed in 2018. The centre includes the following staff who are funded by ISSP, Wurreker (Victorian government), HEPPP and Swinburne funding:

- Executive Director, Reconciliation Strategy and Leadership (FTE 1.0)
- Research Assistant (FTE 1.0)
- Senior Events and Project Officer (FTE 1.0) (HEPPP)
- Administration and Finance Officer (FTE 1.0) (HEPPP)

Indigenous Student Services Team
- Manager Indigenous Student Services (FTE 1.0) (ISSP)
- Indigenous Student Advisor (FTE 1.0) (ISSP)
- Indigenous Student Advisor (FTE 1.0) (HEPPP)
- Indigenous Student Advisor (FTE 0.4) (HEPPP & ISSP)

**Cultural Competency of Staff**

All Swinburne staff must complete the compulsory online Indigenous cultural competence module at the commencement of employment and repeated every two years. Over 2500 Swinburne staff have completed this training. Another 2017-19 RAP target is to deliver external face-to-face cultural safety training to Swinburne staff. The Koorie Heritage Trust delivers this cultural safety training. Over 250 Swinburne staff have attended this training. The university funds both the online and face-to-face training.

**Table 2a      Tutorial assistance provided in 2019**

| Level of study | Number of students assisted | Total hours of assistance[8] | Expenditure[9] ($) |
|---|---|---|---|
| Enabling | 1 | 8.5 | $1774 |
| Undergraduate | 22 | 521.62 | $43 067 |
| Post graduate | 1 | 14 | $1091 |
| Other | 0 | 0 | 0 |
| **Total** | 24 | 544.12 | $45 932 |

**Table 2b      Indigenous Support Activities provided in 2019[10]**

| Activity[i] [ii] | Number of student participants |
|---|---|
| **Student Engagement:**<br>• Delivered two whole day comprehensive Orientation program to commencing students.<br>• Art workshop in collaboration with Headspace<br>• Participation in Indigenous Nationals Games<br>• Monthly lunches<br>• Bangarra Dance Community Evening<br>• Dreamtime @ the G<br>• Launch RAP Artwork Designed Student Table Tennis Tables at Croydon and Wantirna Campuses<br>• Supported an Indigenous Ambassador role for Victorian Indigenous Engineering Winter School (VIEWS) | 86 |
| **Information sessions:**<br>• Department of Justice & Community Safety scholarship<br>• Workplace-based student support sessions (x 6<br>• Studiosity | 96 |
| **Cultural Events:**<br>• Weaving workshop with Master Weaver Aunty Marilyne Nicholls<br>• National Sorry Day and Reconciliation Week Events<br>• NAIDOC march<br>Celebrate "Your Heritage Week"-whole of Swinburne student population:<br>• Traditional Indigenous Games held | 24 |
| **Salaries** | 2.5 FTE |
| **Total Expenditure** | $279 621 |

# Completions (outcomes)

| Aboriginal and Torres Strait Islander higher education award course completions | | | | | |
|---|---|---|---|---|---|
| | **2015** | **2016** | **2017** | **2018** | **2019** |
| **Total** | **13** | **12** | **12** | **28** | **24** |

| Student Module Completion Success Rates % (on-campus and online) | | |
|---|---|---|
| **Apportioned Years** | **Non-Indigenous Success Rate** | **Indigenous Success Rate** |
| 2017 | 82.77% | 64.61% |
| 2018 | 83.48% | 67.07% |
| 2019 | 84.76% | 70.25% |

Increasing completion rates is a priority with the following 2017-2019 RAP target set:
• Ensure the retention rate for Aboriginal and Torres Strait Islander students is at the same rate or higher as the retention rate for all Swinburne students (83% for On-campus students, 63% for Swinburne Online students).

Over the past three-years the Aboriginal and Torres Strait Islander student completion rates have increased by **29%.**

The following initiatives and programs were implemented in 2019 by the Moondani Toombadool Centre:
- Increase size and capacity of Indigenous Student Services Team
- Student only space launched at Hawthorn Campus
- Research conducted into the Indigenous Online Learner Experience
- Indigenous Try Online scholarships available
- Indigenous PhD scholarships available
- Student and Cultural events held
- Indigenous Research Fellowships (future pathways)
- Participation in Indigenous University games
- A range of student social activities held
- Indigenous Academic Success Program, one on one tutoring

The following Indigenous teaching and learning initiatives were implemented as whole of university approach:
- An annual Aboriginal and Torres Strait Islander teaching grants program ($25,000).
- An annual Aboriginal and Torres Strait Islander teaching workshop.
- An Indigenous Knowledge Hub webpage.
- Learning Transformations unit include Aboriginal and Torres Strait Islander knowledges, curriculum and pedagogy in their teaching and learning activities, including their Graduate Certificate of Learning and Teaching.
- Provide online resources for all staff regarding the teaching of Aboriginal and Torres Strait Islander Studies.
- Offer the Indigenous Studies Major in the Department of Social Sciences in FHAD.
- Introduced an Aboriginal and Torres Strait Islander knowledge and cultural competence Swinburne Graduate Attribute.


**Connecting graduates with employment**
The 2017-2019 RAP contains the following targets to greater prepare Aboriginal and Torres Strait Islander students for employment:
- Increase the percentage of Aboriginal and Torres Strait Islander students participating in Swinburne career programs from 1.8% to 3%.
- Create one industry employment-training partnership annually that will create training opportunities for Aboriginal and Torres Strait Islander people

The Indigenous Student Services Team circulate a monthly student newsletter promoting both internal and external employment opportunities, as well as facilitating connections with several key university employment related areas that include the Swinburne Careers Hub, SwinEmploy, Swinburne Emerging Leaders Program, Professional Placements, Professional Internships, Career Trackers and Industry Study Tours.

# 3. Regional and remote students

The Indigenous Student Services Team currently provide cultural advice, pastoral care, online engagement and tutor support for over 800 HE and VE Indigenous students. The team works closely with admissions to assist all future Indigenous students with pre-enrolment, enrolment and subject selection.

There has been no significant change to the Indigenous EFTSL for Remote and Regional students with a fall of 0.8% and can be attributed to completions.

The following strategies were implemented in 2019:
- Increase size and capacity of Indigenous Student Services Team
- Research conducted into the Indigenous Online Learner Experience
- Indigenous Online Scholarship Program
- Indigenous PhD scholarships
- Participation in Indigenous University games
- A range of student social activities held
- Indigenous Academic Success Program, one on one tutoring
- Comprehensive 1-day Orientation for commencing students
- Indigenous specific collateral developed
- Refurbished and launched new Student Lounge
- Strategic student communication plan developed promoting Indigenous Student Services during key times of a student lifecycle.
- Monthly student focussed newsletters and student only Social Media platform launched
- Compulsory online staff Indigenous cultural competency module to be completed by all commencing staff and repeated every 2 years
- Aboriginal and Torres Strait Islander students funded and honoured at graduation ceremonies
- Fully supported participation in Indigenous University Games
- Sorry Day, Reconciliation and NAIDOC week whole of university events
- Engagement and promotion in broader university student events such as "Celebrate Your Heritage Week"
- Online Scholarships
  - Try Online Scholarship
  - Indigenous Online Success award

The Moondani Toombadool Centre does not currently have a dedicated outreach or recruitment officer and a HEPPP submission was submitted to support gaining this position for 2020.

**Table 4       Scholarship data for remote and regional students[11] [12]**

| | Education Costs | | Accommodation | | Reward | | TOTAL (of preceding columns)[13] | |
|---|---|---|---|---|---|---|---|---|
| | $ | No. | $ | No. | $ | No. | $ | No. |
| A. 2018 Payments | $25422 | 9.5 | $10710 | 2 | 0 | 0 | $36132 | 11.5 |
| B. 2019 Offers +continuing commitments[14] | $49086 | 18 | 446376 | 8.5 | 0 | 0 | $95462 | 26.5 |
| C. Percentage[15] (C=B/A*100) | 193% | 190% | 435% | 425% | 0 | 0 | 264% | 230% |
| **2019 Payments** | $46359 | 17 | $40920 | 7.5 | 0 | 0 | $87279 | 24.5 |

4a. Number of Remote and Regional students that received a scholarship in 2019[16]:


# 4.  Working with Vulnerable People Requirement[17]

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


# 5.  Eligibility requirements

## 5.1.  Indigenous Education Strategy

Swinburne's 2017-2019 Reconciliation Action Plan is the primary strategy document for all Aboriginal and Torres Strait Islander policies and practices. Contained within this document are the targets and key performance indicators for Aboriginal and Torres Strait Islander teaching and learning over the next three years.
http://www.swinburne.edu.au/media/swinburneeduau/about-swinburne/docs/pdfs/RAP-2017-2019_Final.pdf

In 2019, the following targets were actioned;
- An annual Aboriginal and Torres Strait Islander teaching grants program ($25,000).
- An annual Aboriginal and Torres Strait Islander teaching workshop.
- An Indigenous Knowledge Hub webpage.
- Learning Transformations include Aboriginal and Torres Strait Islander knowledges, curriculum and pedagogy in their teaching and learning activities, including their Graduate Certificate of Learning and Teaching.
- Provide online resources for all staff regarding the teaching of Aboriginal and Torres Strait Islander Studies.
- Implemented Indigenous Studies Major in the Department of Social Sciences in FHAD.
- Introduced an Aboriginal and Torres Strait Islander knowledge and cultural competence Swinburne Graduate Attribute.
- Implemented the Aboriginal and Torres Strait Islander Teaching and Learning Strategy.
- Developed a compulsory Aboriginal and Torres Strait Islander Studies non-credit module to be taught to all HE Swinburne students.

- Implemented Aboriginal and Torres Strait Islander content across PAVE programs.
- Introduce course approval processes that require the reporting on how Aboriginal and Torres Strait Islander pedagogy and content are included in the courses.
- Develop Aboriginal and Torres Strait Islander Studies teaching expertise.

## 5.2.    Indigenous Workforce Strategy

The Swinburne 2018-19 Indigenous Employment Strategy (IES) is derived from the 2017-2019 RAP. The IES is managed by the Moondani Toombadool Centre and People and Culture (HR). Listing key Indigenous employment targets in the RAP and the IES ensures the targets are prioritised by People and Culture and the wider university.

The public link to the Swinburne 2018-19 Indigenous Employment Strategy is
http://www.swinburne.edu.au/about/our-university/indigenous-matters/engagement/

The primary actions in both the RAP and the IES regarding Indigenous employment are:
- Increase the number of Aboriginal and Torres Strait Islander staff
- Support Aboriginal and Torres Strait Islander staff

2019 focused on achieving the following 2017-19 RAP targets;
- Award one annual Aboriginal and Torres Strait Islander Research Fellowship through Swinburne Research.
- Include Aboriginal and Torres Strait Islander staff on all committees interviewing Aboriginal and Torres Strait Islander applicants
- Appointed an Aboriginal and Torres Strait Islander Employment Officer
- Implemented the Swinburne 2018-19 Indigenous Employment Strategy
- Engage with existing Aboriginal and Torres Strait Islander staff regarding appropriate employment strategies, including professional development
- Support an Aboriginal and Torres Strait Islander staff network to enable Aboriginal and Torres Strait Islander staff to share information, receive peer support and provide feedback to the RAP Steering Group.
- Create targeted Aboriginal and Torres Strait Islander positions, in professional areas such as student and academic support services, and academic areas such as health and education
- Organise professional development for all Aboriginal and Torres Strait Islander staff
- Implement an Aboriginal and Torres Strait Islander Staff Professional Development Fund
- Promote Aboriginal and Torres Strait Islander staff, through events, websites, publications, and awards
- Support Aboriginal and Torres Strait Islander staff in becoming members of Indigenous networks
- Support Aboriginal and Torres Strait Islander staff regarding career, leadership, research and research training development.

**Table 6.2   Indigenous workforce data (2019 breakdown)[18] [19] [20] [21]**

| Level/position | Permanent | | Casual and contract | |
| --- | --- | --- | --- | --- |
| | Academic | Non-academic | Academic | Non-academic |
| HEW 8 | | 2 | | |
| HEW 7 | | 1 | | |
| HEW 6 | | 3 | | 4 |
| HEW 5 | | | | 3 |
| HEW 4 | | | | 1 |
| ACC | 1 | | | |
| ACB | 2 | | 3 | |
| ACA | | | 1 | |
| T5 | 1 | | | |
| TOTAL | 4 | 6 | 4 | 8 |
| GRAND TOTAL | | | | 22 |

## 5.3.   Indigenous Governance Mechanism

Swinburne has an ISSP Indigenous Governance Committee comprising Indigenous staff and one non-Indigenous senior leader. The committee meets three times a year. The membership for 2019 was:
- Mat Jakobi, Lecturer in Indigenous Cultural Capability
- Vicky Peters, Indigenous Student Services Manager
- Dr Andrew Peters, Senior Lecturer Indigenous Studies
- Professor Andrew Gunstone, Executive Director, Reconciliation Strategy and Leadership; Professor, Indigenous Studies

Agenda items;
- Advising on use of ISSP resources
- Budget and budget monitoring
- Development of new positions
- Development of terms of reference
- Indigenous Procurements
- Tutoring and Scholarships

**Other Indigenous committees**

- RAP Steering Group: This committee provides governance and oversight of the RAP and reports to the Vice-Chancellor and University Council. It is chaired by Ian Hamm, a Yorta Yorta man. There are seven-member positions identified specifically for Indigenous community members and Swinburne Indigenous staff.
- RAP Working Group: This committee monitors the development and implementation of the RAP and engages the university in the RAP. The committee has six Indigenous members, including the chair, Dr Andrew Peters, a Swinburne Indigenous academic.

- Indigenous Research Committee – This committee monitors the development and implementation of the RAP research targets. The committee has three Indigenous members.
- There is an Indigenous representation on the Vice-Chancellors Awards selection panel.
- There were extensive consultations with Indigenous staff, students, communities and organisations regarding the development of the 2020-22 RAP and the implementation of the 2017-19 RAP.

# Indigenous Student Success Program
## 2019 Performance Report

**5.3.1.    Statement by the Indigenous Governance Mechanism**

As Deputy Chair of the Swinburne ISSP Governance Committee, I fully support the 2019 Performance Report and the accompanying Acquittal as a true and accurate reflection of the state and development of Indigenous education and associated programs at Swinburne.

Sincerely

Dr Andrew Peters
Senior Lecturer, Indigenous Studies
Deputy Chair, Swinburne ISSP Governance Committee

# Additional information for completing the template

[1] Only payments made during 2019 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] Include payments to all enabling students, including remote and regional students.

[5] Include payments to all undergraduate students, including remote and regional students.

[6] Include payments to all postgraduate students, including remote and regional students.

[7] Total of the four questions above.

[8] Record only hours of instruction received by the students (do not include staff planning or organising time).

[9] Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

[10] Add more rows if necessary.

[11] Only record amounts which would/did require payment during the 2019 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.

[12] Note the data in this table is a subsection of the all student scholarship data provided in Table 1.

[13] This figures in this column should be the sum of the relevant row.

[14] Record the value of all verbal and written scholarship offers for the 2019 calendar year, including those offers that were not accepted by the student. Record the 2019 component of new scholarship offers and the planned 2019 value of previously awarded scholarships (including continuing scholarships and preserved scholarships). The recording of offers recognises provider efforts to support regional and remote students but also that universities cannot control whether students choose to accept offers of assistance.

[15] This data confirms the provider's compliance with Section 21(3) of the Guidelines.

[16] This question provides information on how many regional and remote students received scholarships rather than the total number of scholarships awarded or offered for 2019 (which is recorded in Table 4 above). This is required because a student can receive more than one scholarship in a year.

[17] This section confirms that the provider complies with Section 35A of the Guidelines.

[18] While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce.

[19] Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.

[20] The numbers recorded here should be a headcount of staff and not the full-time equivalent.

[21] There is no longer a requirement to break up these by faculty. Please group together results by level.

# Indigenous Student Success Program
## 2019 Financial Acquittal

| Organisation | Swinburne University of Technology (SUT) |
|---|---|

## 1. Financials – income and expenditure

### Table 1a   ISSP income available to support Indigenous students in 2019 (excluding GST)[1]

| Item | ($) |
|---|---|
| **A.   ISSP Grant** | |
| ISSP Grant 2019 (flexible component) | 368,983 |
| ISSP Grant 2019 for preserved scholarships | 19,093 |
| *Subtotal ISSP Grant* | **388,076** |
| **B.   Other ISSP Related Income** | |
| Rollover of ISSP funds from 2018 | 40,000 |
| Interest earned/royalties from ISSP funding | 0 |
| Sale of ISSP assets | 0 |
| *Subtotal other ISSP related income* | 40,000 |
| **Grand total** | 428,076 |

### Table 1b   Other funding available to support Indigenous students in 2019 (excluding GST)[2]

| Item | ($) |
|---|---|
| **A.   Other non-ISSP funds** | 677,521 (SUT) |
| Other funding provided under HESA[3] | 335,930 (HEPPP) |
| Other Commonwealth Government funding | 145,931 (Wurreker) |
| Funds derived from external sources[4] | 3,459 |
| **Total of other non-ISSP funds** | 1,162,841 |

## Table 1c   Expenditure on support for Indigenous students during 2019 (excluding GST)[5]

| Item | Actual ISSP ($)[6] | Estimate other funds ($)[7] | TOTAL ($)[8] |
|---|---|---|---|
| Preserved scholarships | 19,093 | 0 | 19,093 |
| "New" scholarships from flexible ISSP funding | 28,636 | 0 | 28,636 |
| Teaching and learning[9] | 45,932 | 0 | 45,932 |
| Salaries for staff working on ISSP activities[10][11][12] | 223,133 | 636,739 | 859,872 |
| Administration for staff working on ISSP activities[13] | 62,603 | 159,185 | 221,788 |
| Travel – domestic (airfares, accommodation & meals) | 936 | 46,072 | 47,008 |
| Travel – international  (airfares) |  | 759 | 759 |
| Travel – international  (accommodation and meals) | 0 | 6,424 | 6,424 |
| Conference fees and related costs[14] | 3,172 | 21,600 | 24,772 |
| ISSP Asset purchases made during 2019[15] | 0 | 8,616 | 8,616 |
| Other | 44,571 | 283,447 | 328,018 |
| **A. Total Expenditure 2019** | **$ 428,076** | **$1,162,841** | **$1,590,917** |
| *B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year* | *0* |  |  |
| *2019 ISSP funding committed (A + B)* |  |  |  |
| *D. Other unexpended 2019 ISSP Funds **to be returned to PM&C**[16]* | *0* |  |  |
| *C. Unexpended 2019 preserved scholarships funds **to be returned** to PM&C* |  |  |  |

## 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) |
|---|---|---|---|
| 2018 funds rolled over into 2019 | 40,000 | 40,000 | 0 |
| 2019 funds agreed for rollover into 2020 | 0 | 0 | |

Please provide details of rollovers outlined in Table 1d above:
- the expenditure of 2018 ISSP funds rolled over into 2019.
- progress towards expenditure of 2019 funds rolled over into 2020.

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

# 3. Goods and Services Tax

**Table 3   Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2019[19]**

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

# 4. ISSP Assets

**Table 4a   ISSP Assets inventory[22]**

| Asset Description/ category | Adjustable Value | ISSP contribution |
|---|---|---|
| | | |
| | | |

**Table 4b   ISSP Assets - acquisitions and disposals during 2019**

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

# 5. Endorsement of the Financial Acquittal[23]

Financial Acquittal supported and initialled by:

Nancy Collins
_____
(Print name of relevant officer)

Chief Operating Officer and Chief Financial Officer
_____
(Print position title)

*NVy.*      18/06/20
_____
(Signature and date)

Telephone contact:  9214-5684          E-mail: ncollins@swin.edu.au

# INDIGENOUS STUDENT SUCCESS PROGRAMME
## 2019 CERTIFICATION

*Complete this certification after reading the completed 2019 Performance Report and 2019 Financial Acquittal for the Indigenous Student Success Programme.*

I certify that:

(i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003; and*

(ii) the 2019 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and

(iii) the 2019 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2019 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*.
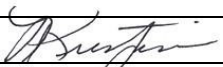
I understand that:

(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: | Dr. Andrew Peters |
| --- | --- |
| Title: | Deputy Chair, Swinburne ISSP Governance Committee |

| Signed: | | Date: | 24/6/2020 |
| --- | --- | --- | --- |

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

| Name: | Professor Linda Kristjanson, AO |
| --- | --- |
| Title: | Vice-Chancellor and President |

| Signed: | | Date: | 24 June 2020 |
| --- | --- | --- | --- |

# 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 2019 as well as underlined 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 2019 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 Commonwealth Grants Scheme 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] This could include minor equipment, consumables and other non-staff costs associated with administering ISSP activities, but cannot include contributions to savings or corporate dividends. 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 2018 funds that were rolled over into 2019 but were not expended during 2019 (ie the amount recorded in Table 2, column C).

[17] For 2018 funds rolled into 2019, the amount included here should be the amount expended in 2019. For 2019 funds agreed for rollover into 2020, the amount recorded here should be the amount of the funding that has been committed for expenditure in 2020.

[18] This amount should be included in the total unspent 2019 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 assets acquired using ISSP funding prior to 2019.

[23] 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.