

Indigenous Student Success Program

2019 Performance Report

Organisation			
Contact Person			
Phone		E-mail	

1. Enrolments (Access)

In reference to data provided to the Vice Chancellor in December 2018, comment on:

- *strategies to improve access to university for Aboriginal and Torres Strait Islander students;*
- *scholarships, bridging/enabling support and outreach activities;*
- *the rise or fall of Indigenous Equivalent Full-Time Student Loads (EFTSL);*
- *which strategies are directly funded by ISSP, partly funded by ISSP or funded by other university resources.*

[Remove this guidance once this section has been completed]

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								
Undergraduate ⁵								
Post-graduate ⁶								
Other								
Total								

- Number of enabling Indigenous students that received any form of ISSP scholarship:
- Number of undergraduate Indigenous students that received any form of ISSP scholarship:
- Number of post-graduate Indigenous students that received any form of ISSP scholarship:
- Number of other students that received any form of ISSP scholarship:
- Total number of Indigenous students that received any form of ISSP scholarship⁷:

2. Progression (access and outcomes)

In reference to data provided to the Vice Chancellor in December 2018, comment on:

- *strategies to improve unit success rates and retention of Aboriginal and Torres Strait Islander students;*
- *the rise or fall of success/progression rates;*
- *the number and level (UG/PG) of study for Aboriginal and Torres Strait Islander students that received tutorial assistance in 2019;*
- *the size of the Indigenous Support Unit or other Indigenous student support activities;*
- *strategies to improve the cultural competency of staff and/ or to ensure the university offers a culturally safe and enriching environment; and*
- *which strategies are directly funded by ISSP, partly funded by ISSP or funded by other university resources.*

[Remove this guidance once this section has been completed]

Table 2a Tutorial assistance provided in 2019

Level of study	Number of students assisted	Total hours of assistance ⁸	Expenditure ⁹ (\$)
Enabling			
Undergraduate			
Post graduate			
Other			
Total			

Table 2b Indigenous Support Activities provided in 2019¹⁰

Activity ^{11 12}	Number of student participants	Expenditure (\$)

3. Completions (outcomes)

In reference to data provided to the Vice Chancellor in December 2018, comment on:

- *strategies to improve award course completion of Aboriginal and Torres Strait Islander students;*
- *the rise or fall of completions;*
- *strategies connecting graduates with employment (both within and outside of the institution);*
- *strategies to assist graduates;*
- *strategies to monitor student outcomes after graduation; and*
- *which strategies are directly funded by ISSP, partly funded by ISSP or funded by other university resources.*

[Remove this guidance once this section has been completed]

4. Regional and remote students

Comment on support offered to regional and remote students during the 2019 year:

- *outreach providing information to potential students from regional/ remote areas*
- *strategies to improve access to university study*
- *activities to support students during their studies*
- *any special measures to help students maintain connections with home*
- *distance learning support or mixed mode delivery options*
- *rationale for any rise or fall of Indigenous Equivalent full-time student load*

[Remove this guidance once this section has been completed]

Table 4 Scholarship data for remote and regional students^{13 14}

	Education Costs		Accommodation		Reward		TOTAL (of preceding columns) ¹⁵	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments								
B. 2019 Offers +continuing commitments ¹⁶								
C. Percentage ¹⁷ (C=B/A*100)								
2019 Payments								

4a. Number of Remote and Regional students that received a scholarship in 2019¹⁸:

5. Working with Vulnerable People Requirement¹⁹

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

6. Eligibility requirements

6.1. Indigenous Education Strategy

- Explain how the university has met its requirements under section 13 of the ISSP Guidelines;
 - Include current link to the university’s website outlining its strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students, including monitoring and evaluation procedures. This can be a special Indigenous Education Strategy document or a section targeting developments for Aboriginal and Torres Strait Islander people in a broader university strategic or operational plan;
 - Comment on the university’s Reconciliation Action Plan if appropriate;
 - Discuss the practical implementation and evaluation of your Indigenous Education Strategy; and
 - Report progress against targets and milestones outlined in the strategy.
- [Remove this guidance once this section has been completed]*

6.2. Indigenous Workforce Strategy

- Explain how the university has met its requirements under section 12 of the ISSP Guidelines;
 - Include current link to the university’s website outlining the strategies to increase the number of Aboriginal and Torres Strait Islander people working at the university and to support the development of current Aboriginal and Torres Strait Islander employees. This can be a special Indigenous Workforce Strategy document or a section targeting development for Aboriginal and Torres Strait Islander people in a broader university workforce strategy;
 - Discuss the practical implementation and evaluation of your Indigenous Workforce Strategy;
 - Report progress against targets and milestones outlined in the strategy;
 - Discuss plans to support the current or future employment of an Aboriginal and/or Torres Strait Islander person in a senior position at the Pro-Vice Chancellor, Deputy Vice Chancellor or an equivalent level; and
 - Discuss plans to progress towards an Indigenous workforce target of 3% or discuss how you have achieved this target in 2019.
- [Remove this guidance once this section has been completed]*

Table 6.2 Indigenous workforce data (2019 breakdown)^{20 21 22 23}

Level/position	Permanent		Casual and contract	
	Academic	Non-academic	Academic	Non-academic

6.3. Indigenous Governance Mechanism

Provide details of:

- *the university's current Indigenous Governance Mechanism (including how the university has met the requirements of section 11 of the ISSP guidelines);*
- *the name, positions and duration of service of staff that are part of the Indigenous Governance Mechanism;*
- *the number of meetings and main agenda items discussed over the year, confirming the Indigenous Governance Mechanism had a role in advising on the use of ISSP resources; and*
- *other activities to involve Aboriginal and Torres Strait Islander people in the decisions of the university, curriculum development and/or evaluation/review.*

[Remove this guidance once this section has been completed]

6.3.1. Statement by the Indigenous Governance Mechanism

Consistent with subsection 17(2)(b) of the guidelines, the Indigenous Governance Mechanism should make a statement with reference to the performance report and the acquittal report in this section.

[Remove this guidance once this section has been completed]

Additional information for completing the template

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- 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 Include a brief description of the activity.
- ¹² 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.
- ¹³ 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.
- ¹⁴ Note the data in this table is a subsection of the all student scholarship data provided in Table 1.
- ¹⁵ This figures in this column should be the sum of the relevant row.
- ¹⁶ 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.
- ¹⁷ This data confirms the provider's compliance with Section 21(3) of the Guidelines.
- ¹⁸ 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.
- ¹⁹ This section confirms that the provider complies with Section 35A of the Guidelines.
- ²⁰ 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.
- ²¹ Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.
- ²² The numbers recorded here should be a headcount of staff and not the full-time equivalent.
- ²³ There is no longer a requirement to break up these by faculty. Please group together results by level.