**INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Performance Report**

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| --- | --- | --- | --- | --- |
| **Organisation** |  | | | |
|  |  | | | |
|  |  | | | |
| **Contact Person** |  | | | |
|  |  | | |  |  |
| **Phone** |  | **E-mail** |  | |

1. **Enrolments (Access)**

*In reference to data provided to the Vice Chancellor in December 2017, 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);*
* *the rise and fall of EFTSL of Aboriginal and Torres Strait Islander students from remote and regional areas; 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]*

**1a Scholarships (2018 breakdown)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student category** | **Education Costs** | | **Accommodation Costs** | | **Reward** | | **Total/  Students Assisted (headcount)** | |
|  | **$** | **No.** | **$** | **No.** | **$** | **No.** | **No.** | **$** |
| **From Regional/ Remote-undergraduate** |  |  |  |  |  |  |  |  |
| **From Regional/ Remote-postgraduate** |  |  |  |  |  |  |  |  |
| **Undergraduate (non-regional/remote students)** |  |  |  |  |  |  |  |  |
| **Post-graduate (non-regional/remote students)** |  |  |  |  |  |  |  |  |
| **Other** |  |  |  |  |  |  |  |  |
| **TOTAL** |  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Value of Scholarships awarded by the university to **remote or regional students** in the **2017** academic year (Section 21(3) in the Guidelines refers) | **$** |
| Value of Scholarships offered by the university to **remote or regional students** in the **2018** academic year (Section 21(3) in the Guidelines refers) | **$** |

1. **Progression (access and outcomes)**

*In reference to data provided to the Vice Chancellor in December 2017, 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 2018;*
* *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]*

**2a Tutorial and other assistance provided (2018 breakdown)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assistance type** | **Level of study** | **Number of students assisted** | **Hours of assistance** | **$** |
| Tutorial assistance | Undergraduate |  |  |  |
|  | Post graduate |  |  |  |
|  | Other |  |  |  |
|  | ***total*** |  |  |  |
| Indigenous Support Unit or other Indigenous student support activities | (optional breakdown of major activities or just total) |  |  |  |
|  | ***total*** |  |  |  |
| Add other categories as relevant |  |  |  |  |

1. **Completions (outcomes)**

*In reference to data provided to the Vice Chancellor in December 2017, 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]*

1. **Indigenous Education Strategy accessible by public**

* *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]*

1. **Indigenous Workforce Strategy accessible by public**

* *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 2018.*

*[Remove this guidance once this section has been completed]*

**5a Indigenous workforce data (2018 breakdown)**

*While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information below provides enhanced monitoring of the university’s efforts in building its Indigenous workforce.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Permanent** | | **Casual/contract** | |
| **Faculty** | **Level/position** | **Academic** | **Non-academic** | **Academic** | **Non-academic** |
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1. **Indigenous involvement in decision-making**

*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]*

**6a. 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]*